

Revised



BOARD OF REGENTS
University of Maryland, College Park
Atrium
Stamp Student Union

September 16, 2022

AGENDA FOR PUBLIC SESSION

9:00 A.M.

Call to Order Chair Gooden

Recognition of Board of Regents Staff Awards Recipients Chair Gooden

1. Exceptional Contribution: Felicity Knox, TU
2. Exceptional Contribution: Donna Carey, SU
3. Outstanding Service: Maureen "Sister" Schrimpe, UMCP
4. Extraordinary Public Service: Tanya Jones, BSU
5. Effectiveness and Efficiency: Jackie Gabrielian, TU
6. Effectiveness and Efficiency: Haley Cristea, SU
7. Inclusion, Multiculturalism and Social Justice: Kathryn Atchison, UMCP

Welcome from the University of Maryland, College Park President Darryll Pines

Educational Forum: The Power of Systems

Dr. Nancy Zimpher
Chancellor Emeritus, State University of New York
Senior Fellow, National Association of System Heads

Chancellor's Report Chancellor Perman

I. Report of Councils

- | | |
|--|-------------------|
| a. Council of University System Presidents | President Schmoke |
| b. University System of Maryland Student Council | Mr. Siddiqui |
| c. Council of University System Faculty | Dr. Brewer |
| d. Council of University System Staff | Dr. Patricio |

PUBLIC COMMENT

2. Consent Agenda Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from June 17, 2022 Public and Closed Sessions (action)

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- ii. [Approval of meeting minutes from August 22, 2022 Special Board Meeting \(action\)](#)
 - iii. [Resolution on Defense Security Service \(action\)](#)
 - b. Committee on Advancement
 - i. [Approval of September 7, 2022 Public and Closed Session Minutes \(action\)](#)
 - c. Committee on Finance
 - i. [Approval of September 7, 2022 Public and Closed Session Minutes \(action\)](#)
 - ii. [Coppin State University: 2022-2033 Facilities Master Plan \(information\)](#)
 - iii. [Review of the Finance Committee Charge, Role, and Responsibilities and Tentative Committee Workplan \(action\)](#)
 - iv. [University System of Maryland: Proposed Amendment to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty Members \(action\)](#)
 - d. Committee on Governance and Compensation
 - i. [Committee on Governance and Compensation Charter \(action\)](#)
- 3. Review of Items Removed from Consent Agenda
- 4. Committee Reports
 - a. Committee of the Whole
 - i. [TU Revised Mission Statement \(action\)](#)
 - ii. [Progress Report on Potential Prison Education Program \(information\)](#)
 - iii. [Naming Request from the University of Maryland, College Park \(action\)](#)
- 5. [Reconvene to Closed Session \(action\)](#)

Chair Gooden
Regent Gourdine
Regent Wood

Regent Breslin

Chair Gooden



Nancy L. Zimpher is currently serving as Senior Fellow at the National Association of System Heads, leading the NASH Transformation Agenda called, *The Power of Systems: Advancing Prosperity for the Nation*.

Dr. Zimpher is Chancellor Emeritus of The State University of New York (SUNY) and from 2009 to 2017, served as SUNY's twelfth chancellor, the nation's largest comprehensive system of public higher education. Prior to SUNY, she served as president of the University of Cincinnati, chancellor of the University of Wisconsin-Milwaukee, and executive dean of the Professional Colleges and dean of the College of Education at The Ohio State University.

Throughout her career, Dr. Zimpher has embraced the expansive responsibilities of public higher education in the 21st century. "To educate more people and to educate them better" is at the center of her collective-impact theory of action: to drive regional and local economic development; to create seamless cradle-to-career education pipelines in every community; and systemically transform teaching and learning for students in our urban and rural school settings.

Dr. Zimpher is co-founder of *StriveTogether*, a national network of innovative partnerships that holistically address challenges across the education pipeline, and served as chair of the National Association of System Heads, the Association of Public and Land-grant Universities, the New York Academy of Sciences, CEOs for Cities, and the Coalition of Urban Serving Universities. She is a board member of the national College Promise, co-chair of the Knight Commission on Intercollegiate Athletics, and co-director emeritus of the Association of Governing Boards' Institute for Leadership and Governance in Higher Education.

Dr. Zimpher holds a BS in English Education and Speech, an MA in English Literature, and a PhD in Teacher Education and Higher Education Administration, all from The Ohio State University.



OUR FIVE IMPERATIVES

OUR WORK IS CENTERED AROUND FIVE IMPERATIVES...

...EACH WITH CHALLENGES SYSTEMS CAN SOLVE. HOW CAN WE:

LEARNING



Students' learning styles and social needs are increasingly diverse. Academic programs, curricular pathways, and transfer policies are institution-centric. **We must** make the postsecondary experience student-centric to increase completion rates.

Engage, teach, and support students in flexible ways that reflect their diverse learning styles and social needs.

Promote equity in academic and experiential curricula.

Design flexible pathways and shared credentials to streamline degree attainment.

Create transfer policies for seamless movement of credits.

TALENT



Focusing the postsecondary learning experience on "Education-to-Work" has become the clarion cry of American businesses in the 21st century. **We must** increase educational attainment to create a civically engaged and globally competitive workforce.

Deepen employer partnerships and civic engagement to address workforce needs.

Create new roles for faculty & staff to meet changing demographics.

Prioritize educator recruitment & training to support the student pipeline.

Develop learner pathway profiles to help students communicate skills.

EQUITY



Too many students are not sufficiently prepared to access or successfully complete a postsecondary credential or degree, a particularly strong barrier for BIPOC and low-income students. **We must** provide opportunities that empower all students through the removal of structural and systemic barriers to improve social mobility.

Close equity gaps as seen between aggregated and disaggregated achievement levels.

Implement the NASH Equity Action Framework to become a more inclusive and equitable system.

Strengthen K-12 partnerships to better prepare students for postsecondary experiences.

Expand access to technology, broadband, and digital resources.

INVESTMENT



The cost of postsecondary programs has had the chilling effect of lowering enrollment and completion rates. Systems are not incorporated into policy or funding from the Higher Education Act, while state governments have generally cut funding. **We must** reduce the cost of college through collective resource sharing and efficiencies to reduce student loan debt.

Create a new system business model to reduce the cost of college, including shared assets, infrastructure, and services.

Identify student-centered mechanisms to reduce the amount of time it takes to complete a credential or degree.

Leverage assets for local & state economic & community development.

Advocate for federal & state reinvestment in public higher-ed systems.

SYSTEMNESS



Systems have not truly realized their potential to scale improvements across campuses, nor have they had incentive to collaborate and leverage assets across state lines. **We must** work together and harness the power of public higher education systems to measurably better serve students and society.

Set system-wide goals and measurable outcomes, and structure systems' organizational structures to achieve them.

Use continuous improvement methodology to drive the scale of results within state systems.

Identify improvements that can be spread (shared, replicated) across multiple systems and campuses.

Create a comprehensive database that measures student outcomes and the impact of higher education on state economic development.



Report to the USM Board of Regents

Chancellor Jay A. Perman

September 16, 2022

Thank you, Chair Gooden. I join you in welcoming our new board members, and I thank them for their willingness to serve the students and the state of Maryland. I add my congratulations to Gary Attman, our new vice chair. I know we'll benefit from his leadership.

My thanks, as well, to my friend and colleague, Dr. Zimpher, for her insights into how systems can better leverage their power to advance higher education's central goals. NASH's important research and consensus-building in this area will continue to guide our work.

I thank President Pines and the University of Maryland, College Park (UMCP) for hosting our meeting today. We've already heard about some of the incredible things happening here, but let me "brag on" our flagship just a little more.

Last month, the NSF placed College Park among the country's top 10 colleges for Black undergraduates who later earn a doctoral degree. There's more: UMCP, ranked eighth overall, is the highest ranked non-HBCU on the list. Congratulations, Darryll. I want to add here that UMBC is #12 on that same list, and Morgan State is #16. And I think we should consider the enormity of the fact that *three* Maryland public universities make the Top 20 on this tremendously important metric. It's extraordinary.

Earlier this summer, College Park formed a consortium of DC-area universities to stem gun violence through research-based recommendations. President Pines said he was launching this effort because universities are a source of change and progress; because we believe in science and data; because gun violence is a public health crisis—full stop. Thank you, Darryll.

The summer also saw UMCP initiate a strategic partnership with Microsoft focused on diversifying robotics and autonomy, countering a downturn in diversity among incoming students, which threatens our innovation capacity.

And UMCP continues to expand its footprint as the "Capital of Quantum" with new partnerships and initiatives.

I'll have more to share on our host institution later in my report, but for now I congratulate the College Park family on these accomplishments. It's little wonder Darryll was named one of *The Daily Record's* most Influential Marylanders.

I also congratulate our USM Staff Award winners, whom we honored this morning. These women—yes, all women—embody the excellence of our System, and I'm so grateful for their work.

More congratulations are due to our new Elkins Professors:

- **Dr. Paz Galup** at Towson University (TU), whose work examines the legal and cultural factors that affect the health care experiences of transgender and nonbinary Marylanders, and lead to disparities that threaten their health.
- **Dr. Heather Congdon** from the University of Maryland, Baltimore (UMB), who will collaborate with the Kirwan Center on a digital badging initiative to scale targeted interprofessional education strategies that strengthen Maryland's health care workforce.
- **Dr. Karen Cook-Bell** from Bowie State University (BSU), who will establish the W.E.B. DuBois Center for the Study of the Black Experience—integrated with BSU's Thurgood Marshall Library—to encourage and disseminate research in African, African American, and African Diaspora studies.
- And **Dr. Barbara Resnick** from UMB who will help develop a replicable model for implementing national guidelines on pain management for residents of long-term care facilities. The guidelines will improve pain assessment, diagnosis, and most importantly, relief.

Congratulations to you all. And congratulations, too, to our outgoing Elkins Professors: Dr. Radi Masri at UMB; Dr. Lora Harris at the University of Maryland Center for Environmental Science (UMCES); and Dr. Don DeVoe, right here at College Park.

NEW LEADERSHIP

I want to officially welcome some new members of my leadership team. This month, Dr. Michele Masucci joined the USM as vice chancellor for research and economic development. Dr. Masucci comes to us from Temple University, where she was vice president for research, and where she oversaw the seventh-fastest growing R&D enterprise in U.S. higher education. You know our strategic plan emphasizes the strengthening of our research power—and deploying that power in two ways: 1) to solve the greatest challenges of our time; and 2) to ensure Maryland's prosperity and economic growth. I can't imagine a better leader to guide us in this work. Welcome, Michele.

I also welcome our own Dave Mosca to my executive team as vice chancellor for accountability. Dave has long served as director of Internal Audit. He still does. But his *new* seat at the

leadership table reminds us that—with every decision we make and every action we take—we owe our constituents our good faith and transparency.

Of course, we have new leaders across the USM.

At Salisbury University (SU), Dr. Lyn Lepre has begun her service as president. In an interview with *The Daily Record*, Dr. Lepre expressed her wish to see SU recognized not as a “hidden gem”—but simply a gem. I couldn’t agree more.

Meanwhile, Dr. Valerie Sheares Ashby has taken over the presidency of the University of Maryland, Baltimore County (UMBC). Before her first month was finished, the school was profiled in *U.S. News & World Report* as “an oasis of opportunity and support for female scholars” in STEM. A great way to start.

In western Maryland, Mark Halsey has retired after more than a decade of leadership at the USM at Hagerstown (USMH). Dr. Larry Weill has been named interim executive director, with a national search for Mark’s successor to be conducted this fall. I know Dr. Weill is committed to Mark’s legacy of expanding education access across the region and serving the learners of his community. Thank you, Larry.

And finally, I’m delighted that Anupam Joshi, chair of Computer Science and Electrical Engineering at UMBC, is one of 46 scholars to be named a fellow of the American Council on Education. He’ll spend his fellowship shadowing me and UMB President Bruce Jarrell, and I’m confident that President Jarrell and I will learn as much from Dr. Joshi as he will from us. What an honor.

ENDORSEMENTS OF OUR EXCELLENCE

Just this week, *U.S. News and World Report* released its annual undergraduate rankings. And while we acknowledge that we do *not* measure our worth by our rankings—that rankings do not fully represent or reflect our excellence—it certainly *is* nice when they endorse what we do, day in and day out, across this great state.

U.S. News ranked College Park 19th among all U.S. public universities and 22nd in undergrad engineering programs. Several of its programs made the top 10, including Management Information Systems and Cybersecurity.

UMBC was ranked 9th in the publication’s rankings for undergraduate teaching and 10th for most innovative schools. Meanwhile, the University of Maryland Global Campus (UMGC) clinched the 16th spot for innovative schools.

At UMB, the School of Nursing’s BSN program ranked 9th in the nation—3rd among publics.

In the rankings of Regional Public Universities in the North, Frostburg State University (FSU) made the top 40; the University of Baltimore (UBalt), the top 30; Salisbury, the top 20; and Towson, the top 10. In HBCU rankings, all three of our historically Black institutions made the U.S. top 40, and the University of Maryland Eastern Shore (UMES) and Bowie State University broke the top 20.

U.S. News hasn't *quite* cornered the market in rankings. *Forbes'* Top Colleges list measures affordability, quality, graduation success, and post-grad earnings. The magazine recognized UMBC, Towson, Salisbury, and UBalt. It gave College Park a top 40 ranking.

The Princeton Review lists three USM schools among its best: Salisbury, UMBC, and College Park. *Washington Monthly*—which measures quality by social mobility, public service, and research—includes *every* eligible USM school in its best-value list for the Northeast.

In a series of rankings from the *Military Times*, UMGC won the #1 spot for Top Online Colleges, #4 for Top Public Colleges, and #5 for Top Colleges Overall. These are the publication's "Best for Vets" rankings, and I know they mean the world to UMGC. Congratulations, Greg.

Last one, I promise: A new report from the National Academy of Inventors ranks our University System 20th in the *world* for patents awarded in 2021. Among public institutions, we're #10. These are the highest rankings we've ever earned. Taken together, the USM's faculty, staff, and students converted their ideas and innovations into 98 patents last year; College Park led the way with 65. Congratulations to all of you.

ACADEMIC & PHYSICAL GROWTH

Higher ed's reputation for slowing down in the summer is belied by the news coming out of our universities. Just look at how our schools are expanding their physical *and* academic footprints.

Here's a project that showcases both: With support from the Maryland Energy Administration, Frostburg will install a clean-energy microgrid on campus. The microgrid will power a community emergency shelter, mitigate the impact of power outages, and meet Frostburg's sustainability goals. Plus, working with the area's two-year colleges, FSU will develop a renewable energy training certificate program.

This semester, UMGC took its first step into the metaverse. Students are donning VR headsets to attend class on a virtual campus modeled after UMGC's *actual* one. Back here on earth, UMGC has forged alliances with community colleges in Delaware, Pennsylvania, Virginia, Illinois, and Colorado to help students earn a four-year degree as efficiently—and affordably—as possible.

UBalt has issued a request for proposals seeking ideas as it expands its campus. Converting a former postal facility into a mixed-use, student-centered development will grow UBalt's

footprint by 2½ acres, while adding to a thriving city center. UBalt also established an accelerated pathway for students at the multicampus Community College of Baltimore County, providing them dual-admission status *and* giving them access to UBalt’s academic advising.

Bowie State is growing its cyber and analytics portfolios, offering students new undergrad programs in cyber operations engineering, data science, and software engineering. Towson is adding a BS in Fitness and Wellness Leadership; Salisbury is adding undergrad degrees in health science; and Coppin is expanding access by offering its BS in Early Childhood Education and Human Development online.

Frostburg is expanding its nursing program with a new BSN and a pathway for licensed practical nurses to earn it. Working with industry and government partners, UMES is developing an FAA-certified curriculum in aviation maintenance training.

And moving from programs to people, UMBC welcomed its largest-ever incoming class this fall, with 2,100+ new first-year students, and record-setting graduate and international students.

GIFTS, GRANTS & PARTNERSHIPS

We’ve had extraordinary success with gifts, grants, and partnerships.

This week, College Park announced a \$25 million commitment from alumnus Stanley Zupnik that will seed a new building for students in the Clark School. His named building will be the new home of Civil and Environmental Engineering, and will include Mechanical Engineering, the Quantum Technology Center, and the Maryland Transportation Institute. It will feature collaboration space for institutional and business partners, interdisciplinary research labs, and instructional labs.

Salisbury’s three-year “We Are SU” campaign came to an end this summer, surpassing its \$75 million goal and becoming the most successful campaign in SU history. Frostburg’s “Forging Futures” campaign was *also* history making. The one-year fundraising effort netted nearly \$4 million.

As part of a U.S. Department of Education program to diversify the teacher workforce, Coppin State and Frostburg State won funding to recruit, develop, and retain a strong, diverse teacher corps. Both schools earned the maximum reviewer points possible on their applications, a testament to their track record in teacher diversity. The awards are expected to net millions of dollars for each school over several years, and Coppin was one of only three HBCUs in the country to receive funding.

Another U.S. Department of Ed program, Upward Bound, will funnel money to UMES, Frostburg, and UMBC. They'll share in \$3.8 million awarded to Maryland colleges to help students from underrepresented groups enter and complete degree programs.

The School of Medicine at UMB announced a \$1 million gift from Maurice Reid, CEO of ExpressCare, bringing his total giving to \$2.2 million. The gift will be used to renovate the gross anatomy laboratories and modernize the teaching environment for medical students.

Coppin landed a \$50,000 gift from Northwestern Mutual to launch an insurance learning lab through its College of Business. The partnership will help diversify the financial services and insurance industries, and expand career opportunities for students.

UMES is one of five HBCUs sharing \$1 million in health innovation and research grants from the Propel Center—a global HBCU technology and learning hub. UMES's share—\$200,000—will support student research and innovation opportunities.

MHEC announced \$4.1 million in grants to grow the number of nursing students in Maryland, targeting an acute workforce need. Coppin, Salisbury, Towson, and UMGC all received money through the grant.

UMBC won two huge NSF grants: \$13 million over five years to lead a climate-focused data science institute; and \$10 million to grow the number of postdocs of color in the STEM disciplines. With the latter grant, UMBC will scale the USM's incredibly successful grow-your-own approach to faculty diversity, helping three U.S. higher ed systems—the University of Texas system; the Texas A&M system; and the UNC system—tackle underrepresentation in the professoriate.

Bowie State is one of seven historically Black institutions nationwide selected for the inaugural cohort of the HBCU Pre-Accelerator Program, which will help BSU students grow as innovators, develop a business leader mindset, and access resources needed to build sustainable businesses.

INDIVIDUAL EXCELLENCE

Our institutions and our people continue to be singled out for their excellence.

Last week, the world's premier geosciences organization, the American Geophysical Union, recognized scholars across the globe for advancing discovery and solutions in Earth and space sciences. Three of the awardees call the USM home: Jing Wei of College Park, Lorraine Remer of UMBC, and Xin Zhang of UMCES.

INSIGHT Into Diversity magazine profiled Towson University's remarkable success in closing the graduation gap. At Towson, Black students graduate at a rate *higher* than the overall completion rate, and there's no difference in the graduation rates of white and Black students. The *INSIGHT* piece holds TU up as a model, highlighting the programs that enable this success.

TU was one of only two area universities to make Campus Pride's "Best of the Best" list for colleges friendly to LGBTQ+ students, earning a full five stars. And Towson's entrepreneurship and innovation hub—The StarTUp—was named one of North America's top university-based economic development initiatives, as judged by peer schools. StarTUp is a finalist in the University Economic Development Association's Awards of Excellence, recognized for linking with partners to deploy talent, innovation, and place in ways that enrich the community.

A team of Coppin State faculty and staff won the Anthology + Blackboard Catalyst Award for using technology to innovate recruitment and retention—for instance, artificially intelligent "nudges" and personalized messaging that keep student on track to complete key tasks.

UBalt professor Jennifer Keohane shared the 2022 Outstanding Article Award from the National Communications Association's Communication and Military Division. She coauthored the 2020 article, "Soldiers and Scholars: Evaluating Female Engagement Teams in the War in Afghanistan."

OUTREACH, INCLUSION & JUSTICE

Finally, our institutions have distinguished themselves through deep engagement with their communities and a commitment to social, environmental, and economic inclusion and justice.

I noted toward the top of my comments College Park's new effort to address gun violence. Well, last week, UMB announced its Center for Violence Prevention, launched with a \$2 million gift from Betsy Sherman and the Sherman Family Foundation. The center will coordinate the research and clinical field activities of the schools of medicine, law, and social work, together with the renowned R Adams Cowley Shock Trauma Center at the University of Maryland Medical Center, where so many victims of gun violence end up. Working together, they'll explore the causes of violence and advocate for anti-violence programs and policies.

In a first-of-its-kind program, Coppin State placed students and recent graduates into 10-week paid internships with the Baltimore City Police Department this summer. The program—funded by philanthropist MacKenzie Scott—is intended to diversify law enforcement, seed ideas for repairing officers' relationships with the communities they police, and strengthen mutual trust.

Right here at College Park, the Center for Educational Innovation and Improvement began tackling the problem of summer learning loss, exacerbated by the pandemic, especially for low-income preK–12 students and students of color.

Last month, Gov. Hogan led a ceremonial oyster planting to mark a major milestone: 10 billion oysters planted in the Chesapeake Bay—all of them born and raised at UMCES's Horn Point Oyster Hatchery—a key tool in restoring Bay health.

Last week, Bowie State screened two PBS documentaries it's sponsoring—the first HBCU ever to do so. The films explore the lives and legacies of two iconic Marylanders: Harriet Tubman and Frederick Douglass. I know you'll want to tune in to MPT on Oct. 4 and Oct. 11 for these masterful pieces of storytelling.

The USM at Southern Maryland hosted a free summer program at its SMART building, connecting local high school students interested in STEM with classroom and experiential learning in engineering and math.

With \$65,000 from NASA's Office of STEM Engagement, UMES hosted a two-week pre-college summer program, giving students—many from underrepresented groups—exposure to academic and career paths in STEM.

At UMB, the School of Medicine welcomed eight students from universities across the country to a new 11-week paid internship, created to help diversify the biomedical sciences. The students spent the summer in the lab, working with mentors, and conducting research.

The Universities at Shady Grove joined with Montgomery County Public Schools and Montgomery College to launch the Talent Ready program to grow four-year degree attainment and professional success among students historically underrepresented in IT courses and careers.

And on that note, I need to celebrate the System's own Maryland Center for Computing Education. At this month's CEdCon, a global computing education conference, Maryland will be singled out for making computer science available to nearly every high school student in the state. Only three states can boast that more than nine in 10 of their high schools offer computer science courses, and Maryland leads the nation. It's a tribute to the work of MCCE and our Office of Academic and Student Affairs.

And to close out, I just want to say I don't know if you all saw that fastball strike that President Jenkins threw out at the O's game a couple of weeks ago, but it was pretty impressive. Too bad higher ed's working out so well for him, because he's got an arm. Coppin showed up in force for Camden Yards' HBCU Night, where \$5 from every ticket went to support the region's historically Black institutions. A great night for everyone.

Madame Chair, this concludes my report. Thank you.

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COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
September 16, 2022

CUSP continues to meet monthly and met on August 8th and September 12th.

The August 8th meeting was the first meeting for new SU President, Dr. Carolyn Ringer Lepre, and new UMBC President, Dr. Valerie Sheares Ashby. It started with a panel on Student Activism presented by Vice President Perillo, Mr. Poterala, Chief Mitchell, and Ms. Lawson from UMCP. Other topics included updates about the strategic plan, the FY 24 budget, and Title IX. There was also a discussion of the recent SCOTUS decisions.

The September 12th meeting included a presentation from Regent Bill Wood on the Progress Report on Potential Prison Education Program. There was also a brief prep item for the crisis management exercise to be held at the Board of Regents Retreat.



USM Student Council Report for the USM Board of Regents

Date: September 16, 2022

Meeting: September 2022 Full Board of Regents Meeting

Organization: University System of Maryland Student Council

Representation: Arsalan Siddiqui, President of the University System of Maryland Student Council

Good Morning Chair Gooden, Board of Regents, and Esteemed Colleagues,

My name is Arsalan Siddiqui; I am an undergraduate student here at the University of Maryland, College Park. It is my great honor to serve the University System of Maryland Student Council for the 2022-2023 term as President. If I may take a moment, I would also like to introduce the Vice President of *Undergraduate Affairs*, Vainavi Ghambir from the University of Maryland, College Park and Vice President of *Graduate Affairs* Emily Madison from the University of Baltimore.

Since our term started in July, the executive team and I have been busy meeting with the SGA and GSA presidents from the 12 active USM institutions. Earlier this week on Sunday, we had our first USMSC General Body Meeting. We invited Dorien Rogers from the NAACP to lead a discussion with the representatives on Diversity, Equity, and Inclusion on our campuses and roles we as student leaders can take on. The Executive team and I also had an opportunity to meet with the representatives in smaller groups in weeks prior. The general consensus is that students and campuses are getting in the groove of things, students seem to be settling in pretty well; many clubs and organizations are starting to gear up if they were inactive in years prior.

We have a few goals for this coming academic year:

1. Financial Wellness Orientation Program

- a. Mental Health is something we discussed a lot about last year, and of course it still remains an issue but one thing I and the Executive team want to work on is understanding how we can mitigate the root cause of mental health. And one of the biggest causes of anxiety and depression in college students (and frankly even for some adults) is money. So we wanted to introduce the idea of having a financial wellness or financial literacy training that students can take when they are joining their respective university for the first time, similar to how they take those training related to drug/alcohol abuse, academic integrity etc.
- b. We have been browsing to see what is already out there, what other universities use, and what would be good topics to include. University of Maryland, College



Park offers various free personal finance and financial wellness programs for college students as well as adults, and we are hoping to build a partnership with them and see if this something we can extend throughout the system

2. Election Day Holiday

- a. As you all know USM has one of the most civically engaged student populations anywhere in the country. For that reason, we firmly believe that we should encourage our students as well as our faculty and staff to continue being active in the election process. Giving students faculty and staff off is an initiative that we would like to partner with the System Faculty and System Staff Council, as well as with the Student Affairs Vice-Presidents and Provosts this coming year.

3. USMSC Awards

- a. This year, the USMSC would also like to recognize the wonderful talent the students bring to our system. We feel it is very important that their efforts and achievements don't go unheard. That is why we will hopefully be able to introduce for the first-time ever our history, a series of awards that acknowledge and appreciate students who lead in areas such as innovation and creativity, civic engagement, leadership, community service and others.

4. USMSC Mental Health Awareness Campaign

- a. As I've mentioned earlier, mental health is a dominating issue on all of our campuses. This year, we will continue on last year's project to have a system-wide singular day virtual event on methods of dealing with anxiety and depression. As an example, there will be yoga masterclasses and deep-breathing and meditation exercises that anyone from the system would be able to partake in.

With Respect and Appreciation,

Arsalan Siddiqui

University System of Maryland Student Council President



COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report September 16 2022

The Council on University System Faculty will have its first General Body Meeting on September 21, 2022. The Executive Committee has met twice over the past month, and have settled on a rough strategic plan for the year, which is summarized below. We have also taken steps to integrate our work more closely with that of university faculty senates than we have done in years past. In past years we have held just two faculty senate chairs meetings. We plan to have up to six meetings this year (via zoom) and will decide how many based on the response of the faculty senate chairs themselves. As April's report to this board from Elizabeth Brunn summarized "All members have since emailed me and Vice chair, Dr. Aerian Tatum, about the idea of having CUSF increase the number of meetings." This change is both in accord with our by-laws and seems to be of interest to most members. This will also strengthen faculty governance across the USM system, allowing senate chairs to communicate their concerns more effectively, and likewise allowing CUSF to communicate surveys and requests for feedback more comprehensively.

Executive Committee

The executive committee has met and deliberated on a strategic plan for the year. Other issues might well arise as well, but we have raised the following concerns

1. How do we increase Faculty governance?
Currently the role seems to be very limited in the decisions that count, especially financial.
 - Note that we (CUSF) also meet with the chairs of the faculty senates at all universities.
 - How do we make sure that we interact with all of the different councils and that they know about our initiatives? There was a problem last year with COVID Committee report.
2. How can we improve faculty morale and mental health
3. How do we address faculty/graduate student **collective bargaining** This will definitely be an issue again this year. Possibly appoint joint committee of faculty, staff, and student councils, as in 2010?
4. LIBRARIES are central to knowledge sharing on all our campuses, but are facing crises: How can USM support them?
 - Our libraries now spend far too much on journal access (for profit companies have copyrights) – not enough for books. Increasingly becoming a crisis even in terms of journal access.

- One solution that could be ideal in terms of increasing access to the knowledge produced on our campuses—but also would be possibly be costly for libraries and universities is President Biden’s [Initiative on OPEN ACCESS](#) by 2026.
 - Redesigning libraries to be (following suggestions of Adriene Lim, chair of USM Library Council) scholarly innovation hubs.
5. State laws that need to be reconsidered: Should all university’s be required to purchase prisoner-made furniture?
- This is not a system rule, but a state law.
 - Does the law need to be revised?
 - How do the prisoners feel?
 - Do we need a small working group?
6. What should USM emphasize and support? What would we (CUSF) like to see more of from USM and the Board of Regents?
- Less focus on “BRANDING” which is shallow—and more on deeper quality that empowers the faculty to be more involved and that funds the faculty and departments (and tenure track lines). See e.g. article in Chronicle of higher education from (July 11, 2022).
 - More focus on the common good. There is a fund for projects that take university innovations private. But what about a fund that encourages university innovations that help the common good, that enable access to crucial innovation, to tools and information and resources—that is open access? See this new US government
 - How can we think about workforce needs & common good, especially with regard to
 - HEALTHCARE (nurses & doctors etc.)
 - TEACHERS (we lost 5500 in Maryland last year, and we need many more—not less—because of new state funding). THERE is some funding for universities and for students who choose to become teachers in the Blueprint for Maryland).
 - How can we address national concerns about keeping tuition and fees (and room & board) affordable?
 - How can we help to keep student costs manageable (and direct student support up, in terms of the USM system?)
 - How can we keep administrative costs down?
 - How can USM help with student retention and recruitment?

Respectfully submitted,

Professor Holly Brewer

Chair, Council of University System Faculty



COUNCIL OF UNIVERSITY SYSTEM STAFF

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

Council of University System Staff (CUSS) Report Board of Regents Meeting September 16, 2022

Coppin State University
2500 W. North Ave
Baltimore, MD 21216

The first CUSS meeting of the current academic year was held virtually on Tuesday, August 16th. To welcome new members to the Council, a new member orientation was held online before the start of the full Council meeting. At the August meeting, the Executive Committee officially started their one-year terms and two Member-At-Large positions were elected to finalize the Executive Committee roster for 2022-2023 with 5 returning members and 2 new members.

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

2022-2023 CUSS Executive Committee

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

- Chair: **Dr. Kalia R. Patricio** – University of Maryland, College Park
- Vice Chair: **Susan Holt** – University of Maryland, Baltimore
- Co-Secretary: **Deniz Ertan** – Towson University
- Co-Secretary: **Trish Johnson** – Bowie State University
- Ex-Officio Past Chair: **Dr. Laila Shishineh** – University of Maryland, Baltimore County
- Member-At-Large: **Yvonne Oliver** – Coppin State University
- Member-At-Large: **Kathleen Hebbel** – University of Maryland, Global Campus

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

The University of Maryland, Baltimore was the virtual host of the August 16, 2022 CUSS meeting. At this meeting, we were excited to be greeted by Provost Roger J. Ward. CUSS looks forward to continuing to hear from leadership at each campus this fall as part of our meetings, which will be primarily virtual with the exception of our October meeting which will take place at Frostburg State University. The Council is continuing with the successful new committee format we instituted last year, which will consist of the following standing committees: Awards & Outreach, Executive, Legislative Affairs & Policy, and Staff Resources & Special Projects. One member of the Executive Committee and one standing member of each committee will serve as Co-Chairs for the academic year. We hope to finalize these leadership roles at our September meeting on Tuesday, September 20th (hosted by Coppin State University).

University of Maryland, Baltimore
220 N Arch St
Baltimore, MD 21201

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science
P.O. Box 775
Cambridge, MD 21613

While we are still waiting to solidify representatives and alternates from a few campuses, CUSS currently has a robust roster of staff from the 12 institutions plus one representative from the Universities at Shady Grove. There are currently 47 members serving on the Council. Ideally by our September meeting we will have our roster finalized and our action plan and priorities for the academic year set for each committee. Our 2022-2023 meeting schedule can be found at the end of this report, including a note of which sessions we hope to have in person. Lastly, the Communications & Marketing Committee was able to publish the Summer 2022 edition of our CUSS Newsletter. A copy of this edition is attached.

University of Maryland, College Park
7950 Baltimore Ave
College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

I am excited to have started my tenure as the Chair of the Council last month. We have a wonderful group of staff serving on CUSS this year and hope to partner with each of you on our goals. Please do not hesitate to contact me directly (krp@umd.edu) with concerns, questions, and/or suggestions.

University of Maryland Global Campus
1616 McCormick Drive
Largo, MD 20774

Respectfully submitted,

Kalia R. Patricio, Ph.D.
Chair – Council of University System Staff

University System of Maryland Office
3300 Metzger Rd
Adelphi, MD 20783

Attachments: Summer 2022 CUSS Newsletter

CUSS 2022-2023 Meeting Schedule:

	Host	Date (2022-2023)
August	UMB	Tues. 8/16/22
September	CSU	Tues. 9/20/22
October	FSU (In Person)	Tues. 10/11/22
November (Joint Councils)	UMCP	TBD (Week of 11/14/22) Ask CUSF/USMSC/USM
December (USM Office)	USMO	Tues. 12/13/22
January	TU	Tues. 1/17/23
February (Advocacy Day)	Annapolis	TBD (Weds. 2/15/23) Ask USM Staff
March	UB	Tues. 3/14/23
April	BSU	Tues. 4/18/23
May	UMBC (In Person)	Tues. 5/16/23
June	SU	Tues. 6/20/23
July	UMCES	Tues. 7/18/23

Off Rotation	UMES
Off Rotation	UMGC



**COUNCIL OF
UNIVERSITY
SYSTEM
STAFF**

Quarterly Newsletter / Summer 2022 Edition

Bowie State University (BSU)

14000 Jericho Park Road
Bowie, MD 20715

Coppin State University (CSU)

2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University (FSU)

101 Braddock Road
Frostburg, MD 21532

Salisbury University (SU)

1101 Camden Avenue
Salisbury, MD 21801

Towson University (TU)

8000 York Road
Towson, MD 21252

University of Baltimore (UBalt)

1420 N. Charles Street
Baltimore, MD 21201

University of Maryland, Baltimore (UMB)

520 West Lombard Street
Baltimore, MD 21201

University of Maryland Baltimore County (UMBC)

1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science (UMCES)

P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park (UMCP)

7950 Baltimore Avenue
College Park, MD 20742

University of Maryland Eastern Shore (UMES)

11868 College Backbone Road
Princess Anne, MD 21853

University of Maryland Global Campus (UMGC)

1616 McCormick Drive
Largo, MD 20774

University System of Maryland Office (USMO)

3300 Metzgerott Road
Adelphi, MD 20783-1690

Find us on the web:

Website: <http://bit.ly/1yc1pre>
Facebook: @CussMaryland
Twitter: @CUSS_USM



Update from the Chair

As we prepare for the start of another academic cycle, I am delighted to share a few updates on behalf of the Council of University System Staff (CUSS). I know there is much to be excited about as we face the start of the fall semester, and yet we continue to face some challenges too. As always, please remember that the representatives and alternates that sit on the Council are here to represent staff across all of our University System of Maryland (USM) institutions. Please do not hesitate to reach out to any member of the Council with questions, concerns, or thoughts as we start a new year.

The Council recently wrapped up our 2021-2022 cycle in July of 2022, and I want to take a moment to thank each and every member of CUSS this year for their hard work and dedication to our group. We continued to meet virtually this year for our monthly meetings, but we had quite a productive year. We were able to bring the group together in person in June of 2022 for a year-end meeting, and it was wonderful to see those who were able to attend. I would be remiss if I did not mention that this will be my last letter as the Chair of CUSS after three years of service in this role. It has truly been an honor to lead this group and I look forward to continuing to serve on the Executive Committee as Past Chair for the upcoming cycle.

The new Executive Committee for 2022-2023 will include:

- Chair: Kalia Patricio (UMCP)
- Vice-Chair: Susan Holt (UMB)
- Co-Secretaries: Deniz Erman (Towson) & Trish Johnson (Bowie)
- Members-At-Large: Kathleen Hebbel (UMGC) & Yvonne Oliver (Coppin)

In terms of successes from this past cycle, we were able to reconfigure our standing committees to include Awards & Outreach, Legislative Affairs & Policy, and Staff Resources & Special Projects plus the Executive Committee. Each group had a very productive cycle and we anticipate keeping these standing committees for the next cycle to build on this work. Starting at our August meeting, these groups will set goals and priorities to focus on for the upcoming year and we look forward to sharing these goals and our new Council Action plan, once they are developed. We will share these highlights in our next newsletter.

While my time leading the Council has come to an end, I know this group will continue to do the best we can to support staff across the USM. Thank you to all of our CUSS representatives and alternates for their service to CUSS in the coming year! And good luck to all staff across the USM for a successful, safe, and healthy start to the fall semester!

Sincerely,

Dr. Laila M. Shishineh
Council of University System Staff

CUSS SPOTLIGHT: ***BOARD OF REGENTS STAFF AWARDS WINNERS***

Each September CUSS' Awards and Outreach Committee sends out the Board of Regents Staff Awards packet to each University within the USM system asking for nominations for the Board of Regents Staff Awards. This is the time that staff can nominate another staff member who they think has made a big impact on their university.

The Board of Regents Staff Awards is the highest honor bestowed by the Board of Regents for the achievements of Exempt and Nonexempt staff employees from institutions within the University System. The winners of the ten awards will receive a \$2000 stipend. To read more about this award please visit the <https://www.usmd.edu/usm/workgroups/SystemStaff/borawards.html>

The Board of Regents met in a closed session on April 29, 2022, at Towson University. During this meeting, they officially approved the nominations of the Council of University System Staff (CUSS) for the Regents Staff Awards to be awarded during the September 16, 2022, board meeting. Congratulations to all the Board of Regents Awards Recipients, and Honorable Mentions, and a thank you to the nominators for nominating their staff members and working on their packets.

University System of Maryland 2022 Board of Regents Staff Awards Winners!

Exceptional Contribution to the Institution and/or Unit to Which a Person Belongs

- Felicity Knox, Exempt Staff, Towson University
- Donna Carey, Non-Exempt Staff, Salisbury University

Outstanding Service to Students in an Academic or Residential Environment

- Sister Maureen Schrimpe, Exempt Staff, University of Maryland College Park

Extraordinary Public Service to the University or the Greater Community

- Tanya Jones, Exempt Staff, Bowie State University

Effectiveness and Efficiency

- Jackie Gabrielian, Exempt Staff, Towson University
- Haley Cristea, Non-Exempt Staff, Salisbury University

Inclusion, Multiculturalism, and Social Justice

- Kathryn Atchison, Exempt Staff, University of Maryland College Park

University System of Maryland 2022 Board of Regents Staff Awards Honorable Mentions

Exceptional Contribution to the Institution and/or Unit to Which the Person Belongs

- Annette Wedderburn, Exempt Staff, Bowie State University
- Dr. Dionne Nicole Curbeam, Exempt Staff, Coppin State University
- Melissa Thomas, Exempt Staff, Salisbury University
- Dorothea O'Toole, Exempt Staff, University of Maryland College Park
- Chelsea Moya, Exempt Staff, University of Maryland, Baltimore County
- Curtis Henry, Exempt Staff, University of Maryland Center for Environmental Science
- LaChanda Snead, Exempt Staff, University of Maryland Eastern Shore
- Adrienne Arthur, Exempt Staff, University of Maryland Baltimore

Outstanding Service to Students in an Academic or Residential Environment

- Latisha Cooper, Exempt Staff, Frostburg State University
- Lacie Doyle, Exempt Staff, Salisbury University
- Liz Shearer, Exempt Staff, Towson University
- Lori Harris, Exempt Staff, University of Maryland Baltimore

- Dr. Laila Shishineh, Exempt Staff, University of Maryland, Baltimore County
- Virginia Heath, Non-exempt Staff, University of Maryland Eastern Shore

Extraordinary Public Service to the University or Greater Community

- DelRita Jackson, Non-exempt Staff, Salisbury University
- Lei Zhang, Exempt Staff, University of Maryland Baltimore
- Corris Davis, Exempt Staff, University of Maryland, Baltimore County
- Marlene Orantes, Exempt Staff, University of Maryland College Park
- Sharon Grant, Exempt Staff, University of Maryland Eastern Shore

Effectiveness and Efficiency

- George Oakley, Exempt Staff, Salisbury University
- Clint Bucco, Exempt Staff, University of Maryland College Park

Inclusion, Multiculturalism, and Social Justice

- Jennifer Stano, Exempt Staff, Towson University
- Courtney Jones, Exempt Staff, University of Maryland Baltimore
- Rehana Shafim, Exempt Staff, University of Maryland, Baltimore County

USM INSTITUTIONAL UPDATES

Bowie State University



Bowie State University's (BSU) Myles Frost has received Broadway's highest honor, a Tony Award, for Best Performance by an Actor in a Leading Role in a Musical starring as Michael Jackson in MJ: The Musical. Faculty, students, and administrators at the university are celebrating his history making accomplishment. "We are absolutely thrilled that Myles Frost has won a Tony Award for his portrayal of music icon Michael Jackson in Broadway's MJ: The Musical," said Dr. Aminta Breaux, President of Bowie State University. "Myles is the youngest HBCU student to win a Tony. I believe the best is yet to come," she said. Frost is also the youngest actor to win a Tony Award solo in his category. He was a 22 year-old junior and budding music technology major at Bowie State before being selected in 2021 for the starring role on Broadway after the musical's producers saw a high school YouTube video of him performing Jackson's hit "Billie Jean."

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

Coppin State University



Coppin State University will now offer its Bachelor of Science in Early Childhood Education Human Development program online. The program, which focuses on educating children during their earliest stages of development, uses theory, content, and strategy to prepare educators for meaningful interactions with minority students, and students in urban communities.



The Coppin Golf Classic returns Wednesday, September 28, 2022, at Greystone Golf Course in White Hall, MD. The tournament raises money to support our Division I students-athletes who are committed to maintaining athletic and academic excellence, while competing at the highest level. Recently, CSU Athletes recorded an 89% Graduation Success Rate – the highest in the Mid-Eastern Athletic Conference (MEAC). Visit the Golf Classic site for registration, sponsorship opportunities, and other information. See you on the course!



Coppin State University has received a \$50,000 gift from Northwestern Mutual to launch its Insurance Learning Laboratory and support additional career readiness, academic, and community outreach initiatives through the CSU College of Business. A team from Northwestern Mutual presented the check during the second installment of the CSU Summer Concert Series.

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

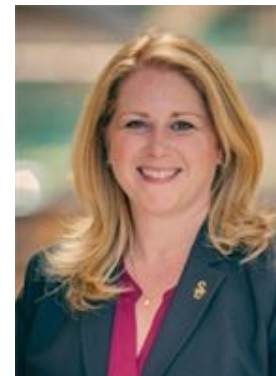
Frostburg State University

Frostburg State University recently received a \$750,000 grant from the Maryland Energy Administration to help cover the costs of installing a clean energy microgrid on campus. The microgrid will safeguard critical operations from energy disruptions, integrate an emergency shelter for the surrounding community and meet the University's sustainability goals. FSU is the first recipient of funding under MEA's

Resilient Maryland Development RMCD Pilot Program. Once constructed, the advanced microgrid will use a control system to manage solar energy technology, thermal storage and advanced heat exchange systems, as well as rooftop and ground-mounted solar arrays and a solar canopy with electric vehicle charging stations. A fuel cell that will be able to heat water for campus, or cool it with an absorption chiller, will also be installed on campus. The project will also provide clean energy jobs and economic development in Western Maryland. In addition, FSU and Optimize Renewables will provide educational and training opportunities. Working in partnership with area community colleges, a renewable energy training certification program will be developed to provide students and displaced workers the chance to train alongside experienced professionals to develop skills necessary for the energy workforce.

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

Salisbury University



Dr. Carolyn "Lyn" Ringer Lepre is the 10th president of Salisbury University and began her tenure on July 15. "I am thrilled to join such a prestigious, student-centered and forward-thinking university," said Dr. Lepre after her appointment was announced by the USM. "Salisbury University's commitment to student success, academic excellence, and focus on inclusivity and belonging aligns with my personal and professional values. I especially look forward to working in partnership with and celebrating our most important resource – our purpose-driven people. Empowering students to excel as scholars, citizens and practitioners and instilling a passion for lifelong learning is an incredible responsibility and privilege. I am deeply honored to serve as the next President of Salisbury University, and I look forward to becoming a part of the Sea Gull Nation." Dr. Lepre attended Miami University (OH) where she earned a Bachelor of Arts degree in English and journalism. She received her Master

of Science in Journalism degree from Ohio University and her Ph.D. in mass communication from the University of Florida.

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

Towson University

Towson University is pleased to celebrate Felicity Knox and Jackie Gabrielian as 2022 USM Board of Regents Staff Award recipients. TU Staff Senate (TUSS) announced recipients of the 2022 TU Impact Awards including Ashley Gregg, Kristin Pinkowski, and an Albert S. Cook Library group consisting of Chris Casamassima, Allison Fischbach, Melvin Moore, and Natasha Sweitzer. The university successfully launched Stratus in July, a modernized cloud-based business and financial system. TUSS elections were held in the spring and our 11 newest senators completed orientation in the first meeting of the new senate year. We look forward to TUSS's new Events and Engagement committee getting started with a focus on campus engagement and professional development. The TUSS executive board is looking at offering a mentorship program for senators interested in running for office, and the chair remains focused on advocating for additional staff positions as TU pursues R2 designation. TU President Schatzel is scheduled to address TUSS during the August meeting.

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

University of Baltimore

The University of Baltimore hosted 160 local high school students through its Summer Academy programming, in a partnership with several community nonprofits that focus on skills which are vital to the success of young people as they prepare for adulthood. For the first time since 2019, UBalt's Summer Academy took place on the campus, with support from local nonprofits including KIPP Forward, Building STEPS, Code in the Schools, plus YouthWorks, a program of the Mayor's Office of Employment Development. The latter program paid the students a stipend, making their attendance at the academy the equivalent of a summer job. The academy featured a range of topics available to all, including college readiness, financial literacy, self-advocacy, college applications, coding, web development, and math, reading and writing review. More than 100 of these students earned college credit in dual enrollment courses, which the University and its Office of Early College Initiatives developed with the public schools. Courses that were of particular interest were those relating to entrepreneurship and racial and social justice in Baltimore communities.

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

University of Maryland, Baltimore (UMB)



About 30 members of the University of Maryland, Baltimore's (UMB) administrative and academic units recently gathered to participate in an interactive kickoff of the first-ever UMB Strategic Diversity Planning Process. "As you and I know, based on your experience, your insights, your expertise, equity, diversity, inclusion, and anything related to organizational change requires a systemic, sustainable, and strategic approach," Diane Forbes Berthoud, PhD, MA, UMB's first chief equity, diversity, and inclusion officer and vice president (CEDIO/VP), told the in-person participants assembled in the Elm Ballroom in the Southern Management Corp. Campus Center, as well as those watching virtually. [Click](#) for the whole story:

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

University of Maryland, Baltimore County (UMBC)



UMBC enthusiastically welcomed their new President, Dr. Valerie Sheares Ashby, to campus on Monday August 1st. An on-campus Meet and Greet with President Sheares Ashby was held for students, faculty, and staff on Commons Main Street on her first official day as President. President Sheares Ashby will also be participating in the Fall Opening Meeting on August 25th and the Convocation on August 30th with faculty, staff, and students, providing a great opportunity for the UMBC campus community to connect with her--and with each other-- in-person and virtually as well.

<https://News.umbc.edu>

University of Maryland Center for Environmental Science (UMCES)

The University of Maryland Center for Environmental Science (UMCES) celebrates in-person graduate Commencement ceremony on May 24 at its Horn Point Laboratory campus in Cambridge, Maryland. The keynote speaker is alumna Dr. Deborah Bronk (MEES Ph.D. '92), oceanographer and President and CEO of the Bigelow Laboratory for Ocean Sciences in Maine. UMCES President Dr. Goodwin along with UMCES Appalachian Laboratory Director Dr. David Nelson have been chosen to participate in the Leadership Maryland professional development program as a member of the Class of 2022. Baltimore-based US Wind, Inc. (US Wind) has announced \$11 million in funding over eight years to the University of Maryland Center for Environmental Science (UMCES) for three research projects aimed at understanding the potential effects of offshore wind development on marine mammals, fish, and birds. The research will take place in US Wind's 80,000-acre federal Lease area off the coast of Ocean City, Maryland. The 2022 Guide to Experts features UMCES expertise and resources that focus on the biggest environmental challenge of our time.

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

University of Maryland College Park (UMCP)

The University of Maryland, College Park is opening up a new dining hall for Fall 2022. It is the Yahentamitsi Dining Hall and is named from the Piscataway language and translates to "a place to go eat". This was chosen to honor the indigenous people whose land is home to UMCP. Some of the features of the dining hall will include: an Italian and Mediterranean Station; a vegan station; a Latin station; a comfort food station with creative twists on the standards; a Chef's Corner where students can watch the Chef make food in front of them, including food from the Piscataway Nation; an Asian station; a bakery where desserts are made all day; a salad, soup, and smoothie bar; all-day breakfast; and an outdoor balcony for up to 30 people. The entire dining hall is a Silver LEED Environmentally Friendly Design and is built to capitalize on movement and changes that can happen within the space to accommodate fresh food and fun ideas for various items and groups. I think the whole of University of Maryland - students, faculty, and staff - will appreciate the care that was taken in this design and the investment in a fresh way to make everyone feel like they are included.

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

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

UMES is partnering up with Wicomico County to offer aviation maintenance training. Wicomico County will apply for \$3.2 million through the Rural Maryland Economic Development Fund to create jobs, maintain and grow commercial flight service and further develop the Salisbury-Wicomico Regional Airport. The money will be used, in part, to “offer a pipeline of talent regionally” by teaming up with the Department of Engineering and Aviation Sciences at the University of Maryland Eastern Shore to offer aviation maintenance technician training. Dave Ryan, Director of Salisbury-Wicomico Economic Development, told County Council members. “The purpose is to build that foundation so we can really create solid economic growth and development at the airport,” he said. The Federal Aviation Administration-certified course would require 1,900 hours of training through UMES. Those credits can be transferred to the university for more training in Aviation Sciences. Summer camps at UMES have been incredible including: sports, STEM, research, agriculture, language,

and aviation. In addition, we have held a number of summer programs on campus, like the Research Experience for Undergraduates (REU) in Marine and Estuarine Sciences. The REU program provided 12 undergraduate students an opportunity to experience research. UMES also introduced a cohort of 97 students into the Summer Bridge program. Over a 4-week period, these students participated in daily classes to enhance their reading, writing, math, critical thinking, and study skills. At the end of the program, they all learned that they have been accepted as new Hawks in the incoming freshman class for Fall 2022.

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

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

University of Maryland Global Campus has announced it has signed an Educational Service Agreement with the U.S. Department of Defense to continue teaching courses at military installations within the U.S. Indo-Pacific Command in Asia. The agreement continues

UMGC’s uninterrupted service to armed forces personnel in Asia dating back to 1956. “UMGC has a proud and established history of serving military personnel and their family members in Asia, and we are honored to continue with this commitment,” said Maj. Gen. Lloyd “Milo” Miles (U.S. Army, Ret.), senior vice president for Global Military Operations at UMGC. “We have a tremendously dedicated staff and faculty in Asia, and this new agreement is a testament to their efforts on behalf of our students.” In addition to undergraduate programs in Asian Studies & Foreign Language, Business and Management, Communications, Computer Science and Information Systems, Criminal Justice and Homeland Security, Economics, General Education, Government and Politics, History, Mathematics, Natural Science, and Psychology, active-duty military personnel and their families in these locations can take courses in select master’s degree programs, including business administration, business (Management Information Systems), and management.

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



2021 – 2022 CUSS REPRESENTATIVES

Bowie State University (BSU)

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

Coppin State University (CSU)

Sheila Chase
Yvonne Oliver, *Point of Contact*

Frostburg State University (FSU)

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

Salisbury University (SU)

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

Towson University (TU)

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

University of Baltimore (UB)

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

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

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

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

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

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

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

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

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

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

Chenita Reddick, *Point of Contact*

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

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

Universities at Shady Grove

Greta Ober-Beauchesne, *Point of Contact*

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

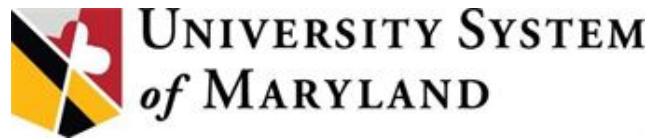
Neena Narayanan, *Point of Contact*

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

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



DRAFT



University System of Maryland Board of Regents
University of Maryland Eastern Shore
June 17, 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 June 17, 2022 at the University of Maryland Eastern Shore. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish (via phone), Gill, Gonella, Gourdine, Leggett, Neall, Oludayo, Peters (via phone), Pope, Smarick, Wallace, and Wood; Presidents Anderson, Breaux, Fowler, Vice President Rehn for Goodwin, Hrabowski, Jarrell, Jenkins, Nowaczyk, Pines, Schatzel, Schmoke, and Wight; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden opened the meeting by noting that it was the Board's Annual Meeting, the last meeting for the academic year. She said farewell to Regents Beams, Gill, and Johnson and Presidents Hrabowski and Wight. She said how excited she and the Board are to welcome Presidents Ashby and Lepre.

Chair Gooden noted that Regent Gonella and Vice Chancellor Herbst would present the new USM Strategic Plan later in the meeting. She then turned it over to President Anderson.

Welcome from University of Maryland Eastern Shore. President Heidi Anderson welcomed everyone to the University of Maryland Eastern Shore. She touched on how UMES is working to address the shortage of male teachers of color. Dr. Richard Warren, Jr., 2018 Maryland Teacher of the Year, provided virtual greetings to discuss the UMES Men of Color in Education Program. Next, President Anderson introduced Dr. Pamela Allison to discuss the entrepreneur program. She closed out her greetings with a summary of the new marketing and branding for UMES.

Chancellor's Report. Chancellor Perman presented his report, which served as his Annual Report for the year. He noted the departure of Regents Gary Gill and D'Ana Johnson and welcomed Student Regent Farah Helal. He also spoke about welcoming President Valerie Sheares Ashby to UMBC and President Carolyn Ringer Lepre to SU. He highlighted another successful legislative session, including a capital budget of \$500 million – the largest single-year capital appropriation ever for the USM.

Chancellor Perman shared achievements from across the USM, as well as achievements of the System as a whole. He closed his remarks by turning to the new USM Strategic Plan: Vision 2030. This plan promises to bring the USM to preeminence and transform the future. He then turned it over to Regent Gonella to speak more about the plan.

Educational Forum: USM Strategic Plan “Vision 2030: From Prominence to Preeminence”. Regent Gonella and Vice Chancellor Herbst presented the new USM Strategic Plan, “*Vision 2030: From Prominence to Preeminence*”. Regent Gonella provided some background about the process. Vice Chancellor Herbst spoke about the background of the plan and the current climate of higher education. She then presented the plan, focusing on the five priorities:

1. Academic Excellence and Innovation
2. Access, Affordability, and Achievement
3. Workforce and Economic Development
4. Research
5. Diversity, Equity, and Inclusion

Committee of the Whole

- USM Strategic Plan: “Vision 2030: From Excellence to Preeminence”. Regent Pope moved and Regent Gourdine seconded approval of the USM Strategic Plan “Vision 2030: From Excellence to Preeminence”. The motion was unanimously approved.

I. Council Reports

- a. University System of Maryland Student Council (USMSC). Regent Beams presented the USMSC report for Ms. Harper. The report provided a recap of the Council’s year, including how the outgoing USMSC President focused on connecting with students from across the system. She also noted that mental health continues to be a concern and hopes that the USM will keep it as top priority. She finished by presenting the new USMSC officers for 2022-2023.
- b. Council of University System Faculty (CUSF). Dr. Brunn presented the report. She started by noting that CUSF passed the draft policy and guidelines prepared by the USM Workgroup on Academic Integrity. She spoke about the action plan and said that the Council will focus on civic engagement in addition to academic integrity next year. She outlined each committee’s work plans for the year and shared the aggregate shared governance survey results.
- c. Council of University System Staff (CUSS). Dr. Shishineh presented the report. She provided a recap of the monthly meetings, including that elections will take place later in June. The bulk of her report was focused on the shared governance survey results.
- d. Council of University System Presidents (CUSP). President Breaux presented the report, covering the May and June meetings. Topics covered at recent meetings included a presentation from the Maryland Marketing Partnership, revisions to several BOR policies, and a discussion on shared governance. President Breaux

emphasized how much CUSP takes shared governance seriously and then ended by bidding farewell to Presidents Hrabowski and Wight.

2. Public Comment. Chair Gooden opened the meeting for public comment. Todd Holden spoke on behalf of AFSCME Local 1072. He addressed the strategic plan and said that no unions or civil rights groups were included. He also addressed the Finance Committee item regarding salary structures and how it affects the unions. The public comment period was interrupted by Wayne Jearld who made remarks about the return of UMES football and the administration.
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 item. Chair Gooden moved and Regent Pope seconded the motion to accept the consent agenda. Regent Attman abstained from the Finance Committee item "University of Maryland, College Park: Contract Extension for Just-in-Time Non-Food Paper Products for Dining Services". The consent agenda was approved. The items included were:
 - a. Committee of the Whole
 - i. Approval of meeting minutes from April 29, 2022, Public and Closed Sessions (action)
 - b. Committee on Advancement
 - i. Approval of meeting minutes from May 11, 2022, Public and Closed Session (action)
 - ii. Approval of meeting minutes from June 2, 2022, Special Meeting Public and Closed Sessions (action)
 - c. Committee on Audit
 - i. Approval of Meeting Minutes from June 10, 2022, Public and Closed Session (action)
 - ii. Approval of Revisions to USM's IT Security Standards (action)
 - d. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from June 9, 2022, Public Session (action)
 - e. Committee on Education Policy and Student Life
 - i. Approval of meeting minutes from May 10, 2022, Public Session (action)
 - ii. New Academic Program Proposals (action)
 1. Coppin State University: Master of Education in Teacher Leadership
 2. Salisbury University: Bachelor of Science in Health Science
 3. Towson University: Bachelor of Science in Fitness and Wellness Leadership
 4. Frostburg State University: Bachelor of Science in Multidisciplinary Studies
 5. Frostburg State University: Bachelor of Science in Nursing

6. Frostburg State University: Licensed Practical Nurse to Bachelor of Science in Nursing
 7. Bowie State University: Bachelor of Science in Philosophy, Politics, and Economics
 8. Bowie State University: Master of Science in Applied Biotechnology and Molecular Biology
 9. Bowie State University: Master of Science in Internet of Things and Internet Technologies
 10. Bowie State University: Bachelor of Science in Cyber Operations Engineering
 11. Bowie State University: Bachelor of Science in Data Science
 12. Bowie State University: Bachelor of Science in Software Engineering
 - iii. Diversity, Equity, and Inclusion: 2022 Cultural Diversity Reports - USM Summary (action)
 1. Bowie State University
 2. Coppin State University
 3. Frostburg State University
 4. Salisbury University
 5. Towson University
 6. University of Baltimore
 7. University of Maryland, Baltimore
 8. University of Maryland, Baltimore County
 9. University of Maryland, College Park
 10. University of Maryland Center for Environmental Science
 11. University of Maryland Eastern Shore
 12. University of Maryland Global Campus
 - iv. 2022-2023 EPSL Agenda Brainstorming
- f. Committee on Finance
- i. Approval of meeting minutes from April 13, 2022, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from June 9, 2022, Public and Closed Sessions (action)
 - iii. University System of Maryland: FY 2023 Operating Budget (action)
 - iv. FY 2023 System Funded Construction Program Request (action)
 - v. University System of Maryland: 44th Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
 - vi. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
 - vii. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
 - viii. Proposed Amendment to USM Policy VIII-2.50—Policy on Student Tuition, Fees, and Charges (action)
 - ix. Adjustment to the Biennial Exempt Salary Structures for Fiscal Years 2023 and 2024 (action)

- x. Nonexempt Salary Structure Adjustments and Compression Wage Increases (action)
 - xi. University of Maryland, College Park: Contract Extension for Just-in-Time Non-Food Paper Products for Dining Services (action)
 - xii. University of Maryland, College Park: Contract Extension for Just-in-Time Food Products, Chemical Products, and Non-Food Products for Dining Services (action)
 - xiii. University of Maryland, College Park: Contract Extension for Cloud based Infrastructure, Storage, Server Access, Application Access, and Website Hosting (action)
 - xiv. University of Maryland, College Park: Subdivision by Deed (information)
 - xv. USM Early Capital Pilot: Fund Balance Allocation and Investment (action)
 - xvi. Amendment to FY 2022 and Proposed FY 2023 Contract between the University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
 - g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
 - i. Approval of Meeting Minutes from June 13, 2022, Public Session (action)
 - ii. Title IX Intercollegiate Athletics Status (information)
 - iii. Mid-year Athletic Directors' Updates – rotating – TU, BSU (information)
 - iv. Mid-year Financial Results and Projections for Year-End – Summarized (information)
 - v. Summary of Student-Athlete Admission, Graduation, and Academic Progress (information)
4. Review of Items Removed from Consent Agenda
5. Committee Reports
- a. Committee on Finance
 - i. University of Maryland, Baltimore County: Lease of Real Property to Maryland Department of Health. Regent Attman moved to approve the University of Maryland, Baltimore County to lease the Spring Grove Hospital Center to the Maryland Department of Health as described consistent with the University System of Maryland Policy on Acquisition, Disposition and Leasing of Real Property. Regent Pope seconded. The motion was unanimously approved.
 - b. Committee on Economic Development and Technology Commercialization
 - ii. USM Early Capital Pilot: Fund Balance Allocation and Investment. Regent Leggett moved to approve the proposal to allocate up to \$600,000 over 3 years in the USM Early Capital Pilot, as described. Chair Gooden seconded. The motion was unanimously approved.

c. Committee on Education Policy and Student Life

- iii. Proposed Amendments: USM Policy on Undergraduate Admissions (III-4.00). Regent Gourdine and Senior Vice Chancellor Boughman presented proposed amendments to the USM Policy on Undergraduate Admissions. The proposed amendments are:

1. Removing the system-wide requirement for all first year incoming students to submit a score on a nationally standardized examination such as the SAT or ACT and allowing the submission of SAT or ACT scores to be optional at System institutions. The proposed amendments note that test optional policies at System institutions will vary and that students must apply to an institution according to the admission requirements of that institution.
2. Replacing references to “freshmen” with “first year incoming students”.

The proposed amendments generated discussion including points about improvements to the ACT/SAT, admissions standardization, and several questions about what “test optional” actually means in practice.

Regent Wallace moved and Regent Neall seconded the motion. Regent Peters, who attended the meeting via phone and thus was unable to vote, submitted the attached email in support of the amendments. The Board voted to approve the amendments to USM’s Policy on Undergraduate Admissions (III-4.00) with 15 Regents voting yea and 2 voting nay.

d. Committee of the Whole

- iv. Affirmation of SU President Selection. Chair Gooden moved and Regent Pope seconded the motion to affirm the selection of Dr. Carolyn Ringer Lepre as the Salisbury University President. The motion was unanimously approved.
- v. Proposed Dates for 2023-2024 Full Board Meetings. Regent Pope moved and Regent Beams seconded approval of the proposed dates for the 2023-2024 full board meetings. The motion was unanimously approved.
 - i. Resolutions of Appreciation. Regent Attman moved and Regent Smarick seconded approval of resolutions of appreciation for the following. The motion was unanimously approved.
 1. Regent Ada Beams
 2. Regent Gary Gill
 3. Regent D’Ana Johnson
 4. President Freeman Hrabowski
 5. President Chuck Wight
 - ii. 2022-2023 Committee Assignments. Chair Gooden shared the committee assignments for 2022-2023.

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 Pope, seconded by Regent Attman; unanimously approved.)

Meeting adjourned at 11:38 a.m.

Email from Regent Peters re: USM Policy on Undergraduate Admissions

Dear Chair Gooden:

I am writing to express my strong support for the revision to USM Policy on Undergraduate Admissions (III-4.0), which will allow USM institutions to offer test-optional admissions for first-year incoming students.

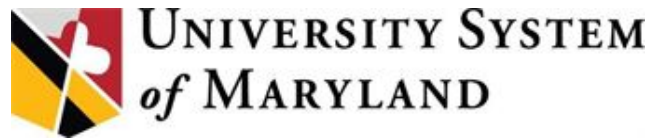
Unable to attend the Board's June 17, 2022, meeting in-person, I participated virtually via Zoom instead. I was precluded from being able to vote during the meeting as the Board of Regents Bylaws stipulate that "Regents may monitor Board meetings by telephone but may not be counted for quorum purposes and they shall not vote on actions of the Board..." Although I was not able to vote on the revision to the undergraduate admission policy, I would like to register my support for the USM's move to test-optional admissions. I publicly shared my support and rationale in the May 10, 2022, meeting of the Education Policy and Student Life (EPSL) committee. As I explained in the EPSL meeting, we know that standardized admission tests disadvantage some populations of children over others. For example, children who are non-native English speakers and who are from low-income families unable afford standardized test preparation are at a disadvantage compared to their peers from better resourced and English-speaking families. Removing this requirement eliminates this disadvantage and gives these students improves their access to higher education.

I am pleased that the Board voted in favor of making USM admissions test optional and request respectfully that my support for this policy revision be entered into record.

Sincerely,

Doug Peters

DRAFT



University System of Maryland Board of Regents
University of Maryland Eastern Shore
June 17, 2022 Closed Minutes

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 12:00 p.m. on Friday June 17, 2022 at the University of Maryland Eastern Shore. Those in attendance were: Chair Gooden; Regents Attman, Beams, Breslin, Fish (via phone), Gill, Gonella, Gourdine, Leggett, Neall, Oludayo, Peters (via phone), Pope, Smarick, Wallace, and Wood; Ms. Wilkerson; and AAGs Bainbridge and Langrill. Presidents Jenkins and Anderson were present for a portion of the meeting.

I. Consent Agenda

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

- a. Committee on Finance
 - i. University of Maryland Eastern Shore: Food Service Management Contract (§3-305(b)(14))
 - ii. Bowie State University: Housekeeping Services Contract (§3-305(b)(14))
- b. Committee on Advancement
 - i. Honorary naming request from Towson University (§3-305(b)(1)(ii) and (2))
 - ii. Naming request from the University of Maryland, College Park (§3-305(b)(1)(ii) and (2))
 - iii. Naming request from the University of Maryland, Baltimore (§3-305(b)(1)(ii) and (2))
- c. Committee on Governance and Compensation
 - i. Salisbury University Ratification of MOU with FOP covering police (§3-305(b)(9))

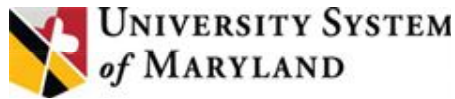
2. Meeting with the Presidents

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

3. **FY 2024 Capital Budget Request; and FY 2024-2028 Five-Year Capital Improvement Program.** The Regents approved the FY 2024 Capital Budget Request and the proposed FY 2024-2028 Capital Improvement Program, along with the supplemental list of candidates for State consideration (where non-University funding can be made available); and authorized the Chancellor to make appropriate changes consistent with existing Board policies and guidelines (including modifications to project costs/schedules via State processes as outlined above). Any related changes will be reported to the Committee on Finance. (Regent Attman moved, Regent Neall seconded; unanimously approved). (§3-305(b)(13)).
4. **Review of a Personnel Matter at a USM Institution.** The Regents voted to approve a recommendation relating to a personnel matter at a USM institution. (Regent Gooden moved, Regent Breslin seconded; unanimously approved). (§3-305(b)(1)(i)).
5. **Annual Review of USM Auditor.** Regent Fish provided the Regents with a summary of the USM Auditor's annual review. (§3-305(b)(1)(i)).
6. **Annual Review of USM Presidents.** Chancellor Perman provided the Regents with a summary of each presidents' annual review. (§3-305(b)(1)).
7. **Fiscal Year 2023 Presidential Salary Recommendations.** The Regents voted to approve adjustments to presidents' salaries based on merit and relevant market data. (Regent Rauch moved, Regent Attman seconded; unanimously approved). (§3-305(b)(1)).
8. **Annual Review of USM Chancellor.** Chair Gooden provided the Regents with a summary of the Chancellor's annual review. (§3-305(b)(1)).
9. **Fiscal Year 2023 Chancellor Salary Recommendation.** The Regents voted to approve an adjustment to the Chancellor's salary based on merit and relevant market data. (Regent Rauch moved, Regent Breslin seconded; unanimously approved). (§3-305(b)(1)).

The meeting adjourned at 3:31 p.m.

DRAFT



**USM Board of Regents
Special Board Meeting
Minutes from Public Session
August 22, 2022
Zoom**

Minutes of the Public Session

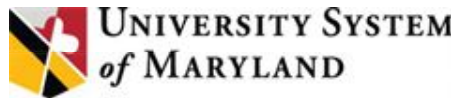
Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in public session at 4:02 p.m. on Monday August 22, 2022

Those in attendance included Chair Gooden; Regents Attman, Bartenfelder, Breslin, Fish, Gonella, Gourdine, Helal, Hur, McDonald, Neuberger, Oberg, Oludayo, Peters, Pope, Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, and McDonough; AAGs Bainbridge and Langrill; and Ms. Wilkerson.

- 1. Fall Update.** Chancellor Perman provided an update on the Fall semester. He noted that, though Covid is not over, this semester should be close to our pre-pandemic normal. He said that though the USM does not have a vaccine mandate anymore, each institution is making their own decision regarding vaccination requirements. Likewise, each school is making its own decisions regarding testing, masking, and large gatherings. Chancellor Perman also made note of the new CDC quarantine and isolation guidelines. He remarked that the System has had a strong response to Covid because everyone has worked together. He then provided an update on monkeypox, including that the USM is applying lessons learned from Covid.
- 2. Amendment to the Bylaws of the Board of Regents.** The Regents approved the proposed amendments to the Bylaws of the Board of Regents. The proposed revisions in Article IX include: A provision that allows Regents to participate in the Annual Meeting or a regular Board meeting by telephone or video conferencing due illness, disability or extenuating personal circumstances and with the prior written approval of the Chair. (Moved by Regent Pope, seconded by Regent Breslin; unanimously approved).
- 3. Convene 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 Rauch; seconded by Regent Gourdine; unanimously approved.)

The meeting reconvened in closed session at 4:22 p.m.

DRAFT



**USM Board of Regents
Special Board Meeting
Minutes from Closed Session
August 22, 2022
Zoom**

Minutes of the Public Session

Chair Gooden called the special meeting of the University System of Maryland Board of Regents to order in closed session at 4:23 p.m. on Monday August 22, 2022

Those in attendance included Chair Gooden; Regents Attman, Breslin, Fish, Gonella, Gourdine, Helal, Hur, McDonald, Neuberger, Oberg, Oludayo, Peters, Pope, Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellors Boughman, Herbst, Hogan, and McDonough; AAGs Bainbridge and Langrill; and Ms. Wilkerson.

- 1. Board Officer Election.** Regent Gary Attman was elected as Vice Chair of the Board (Moved by Regent Pope, seconded by Regent Gourdine; unanimously approved), and Regent Louis Pope was elected as Treasurer of the Board (Moved by Regent Hur, seconded by Regent Wallace; unanimously approved). §3-103(a)(1)(i).
- 2. Board Liaison Update.** Chair Gooden provided an update on the Board Liaison program. §3-103(a)(1)(i).

The meeting reconvened in closed session at 4:30 p.m.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Board Resolution on Defense Security Service

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: September 16, 2022

SUMMARY: Institutions of the USM enter into agreements with the United States Department of Defense (DOD), which involve classified work. While the Chancellor is required to meet the personnel clearance requirements, DOD regulations permit exclusions for the members of the Board of Regents. The Defense Security Service (DSS) requires the attached resolution to be approved annually to provide the exemption for BOR members from obtaining a security clearance.

ALTERNATIVES(S): The Board can decide that each board member needs to receive a security clearance, which would take approximately 6-9 months. In that case, it is recommended that this resolution be approved for the interim so that the processing of current contracts can proceed. The Board could decide not to contract with DOD for matters that could involve classified material.

FISCAL IMPACT: Negligible

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Board support this resolution.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, (301) 445-1906 or (410) 576-5734 or dwilkerson@usmd.edu



**RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND**

I, Michelle Gourdine, do hereby certify that I am the Secretary of the Board of Regents of the University System of Maryland, an instrumentality of the State of Maryland and a public corporation, and that the following is a true and correct copy of a resolution adopted by the University System of Maryland Board of Regents at a meeting held at the University of Maryland, College Park on September 16, 2022 at which time a quorum was present. This resolution replaces the one dated September 10, 2021 and all prior resolutions.

WHEREAS, the Board of Regents, a body having twenty-one members, is the governing body of the University System of Maryland ("USM") and the Chancellor is the Chief Executive Officer of USM and the Chief of Staff for the Board of Regents; and

WHEREAS, institutions of the USM seek to enter into agreements with the United States Department of Defense ("DOD") which involve classified work; and

WHEREAS, current DOD Regulations require that the Chancellor and USM Facility Security Officer meet the personnel clearance requirements for the System's facility clearance; and

WHEREAS, said DOD Regulations permit the exclusions from the personnel clearance requirements of members of the Board of Regents, provided that this action is taken in accordance with law and recorded in the Board's minutes; and

WHEREAS, the Board of Regents is authorized to delegate aspects of its authority to the Chancellor,

NOW, THEREFORE BE IT RESOLVED that the Chancellor and the USM Facility Security Officer at the present time do possess, or will be processed for, the required security clearance; and

BE IT RESOLVED FURTHER that in the future, when any individual enters upon the duties of Chancellor or USM Facility Security Officer, such individual shall immediately make application for the required security clearance; and

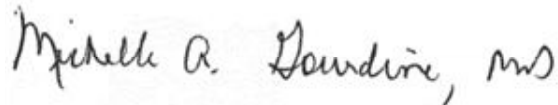
BE IT RESOLVED FURTHER that the following members of the Board of Regents shall not require, shall not have, and can be effectively excluded from access to CLASSIFIED information in the possession of the USM.

NAME

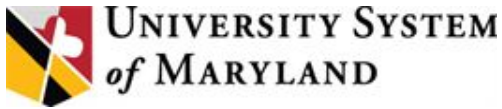
TITLE

Gary Attman	Regent
Joe Bartenfelder	Regent
Hugh Breslin	Regent
Ellen Fish	Regent
R. Michael Gill	Regent
Geoff Gonella	Regent
Linda Gooden	Regent
Michelle Gourdine	Regent
Farah Helal	Student Regent
Robert Hur	Regent
Isiah Leggett	Regent
Ed McDonald	Regent
Yehuda Neuberger	Regent
Julie Oberg	Regent
Ayotola Oludayo	Student Regent
Douglas J.J. Peters	Regent
Louis Pope	Regent
Robert Rauch	Regent
Andrew Smarick	Regent
Robert Wallace	Regent
William Wood	Regent

IN WITNESS WHEREOF I have hereunto set my hand and affixed the seal of the University System of Maryland this day of September 16, 2022.



Michelle Gourdine, M.D.
Secretary
Board of Regents of the
University System of Maryland



**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
And teleconference
September 7, 2022**

DRAFT
Minutes of the Public Session

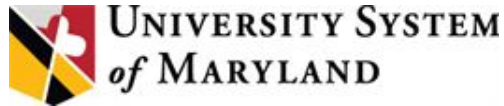
A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on September 7, 2022, at 3:30 pm. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Doug Peters, Louis Pope, Edward McDonald, Farah Helal, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Chief of Staff Denise Wilkerson; Vice Chancellors Leonard Raley, Ellen Herbst and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland Eastern Shore, David Balcom, Vice President for Institutional Advancement; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs; from the University of Maryland, Baltimore, President Bruce Jarrell, Interim Chief Philanthropy Officer Jim Hughes, Francis King Carey School of Law Dean Renee Hutchins, and Vice President for Government Affairs Kevin Kelly; and from the University of Maryland, College Park, Matt Hodge, Vice President for University Relations and President of the UMCP Foundation.

Chairman Breslin called the meeting to order at 3:30 pm.

Convene to closed session

Regent Breslin read the Convene to Close Statement and then moved for recommendation, seconded by Regents Pope and Gonella, and unanimously approved.

The public meeting was adjourned at 3:35 pm.



**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via Video Conference Call
September 7, 2022**

DRAFT
Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on September 7, 2022, at 3:30 pm. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Doug Peters, Louis Pope, Edward McDonald, Farah Helal, 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 and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland Eastern Shore, David Balcom, Vice President for Institutional Advancement; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs; from the University of Maryland, Baltimore, President Bruce Jarrell, Interim Chief Philanthropy Officer Jim Hughes, Francis King Carey School of Law Dean Renee Hutchins, and Vice President for Government Affairs Kevin Kelly; and from the University of Maryland, College Park, Matt Hodge, Vice President for University Relations and President of the UMCP Foundation.

Chairman Breslin called the meeting to order at 3:36 pm.

1. Honorific naming request from the University of Maryland Eastern Shore (action)

UMES made a request to name its alumni house to honor its oldest alumnus, who passed away in November of 2021 at the age of 104. He and his family had deep ties to UMES, and the university sees this naming as an appropriate way to honor his legacy.

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

2. Naming request from Salisbury University (action)

Salisbury University made a request to name the music program after two generous donors to the music program for over 20 years who also have a bequest commitment that will endow the program.

Regent Breslin moved for recommendation, seconded by Regents Pope and Peters unanimously approved.

3. Honorific naming request from the University of Maryland, Baltimore (action)

UMB made a request to name a center at the Maryland Carey School of Law in honor of a 1967 graduate of the law school. This alum was a great advocate for the University System of Maryland and in particular the University of Maryland, College Park and the University of Maryland, Baltimore. This request comes to us in large part because of \$2.5 million allocated in Governor Hogan's 2023 budget to endow a chair at the proposed center.

Regent Breslin moved for recommendation, seconded by Regents Gooden and McDonald and unanimously approved.

4. Honorific naming request from the University of Maryland, College Park (action)

The University of Maryland made a request to name the forthcoming School of Public Policy Building to honor a former U.S. Supreme Court Justice. This individual is the embodiment of bringing people together for constructive dialogue in the pursuit of the common good.

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

Motion to Adjourn

Regent Breslin called for a motion to adjourn. The motion was moved by Regent Gooden and seconded by Regent Pope, and unanimously approved. Regent Breslin adjourned the meeting at 4:01 pm.



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

September 7, 2022

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference to the first meeting of the year and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:31 a.m.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gonella, Mr. Peters, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Joshi, Dr. Masucci, Mr. McDonough, Assistant Attorney General Bainbridge, Dr. Jenkins, Ms. Aughenbaugh, Mr. Colella, Mr. Danik, Mr. Davis, Ms. Dettloff, Mr. Lockett, Mr. Lowenthal, Mr. Oler, Ms. Rehn, Dr. Rhodes, Mr. Sergi, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Hoffacker, Ms. Norris, Ms. Samuel, Ms. Skolnik, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

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

Regent Attman welcomed President Jenkins, who then recognized and introduced Mr. Danik, Ms. Galeano, Mr. Patterson, and Mr. Thomas. In his opening remarks, Regent Attman commented on the importance of Coppin's approach to their plan. He noted that it included an exhaustive outreach effort to seek opinions of students, faculty, and staff; and paid a great deal of attention to issues of sustainability. He expressed his appreciation regarding the institution's emphasis on building strong relationships and physical ties with their community, pointing out that the way the plan ties each sector of the campus together within the context of their neighborhood is exemplary.

Before turning President Jenkins for the presentation, Regent Attman reminded the members of the Committee of the two-part approval process for master plans. The plan is presented for information, and then the item will return at the following meeting for recommendation to the full Board for approval. He also added that approval of the plan does not imply approval of capital projects or funding, as these items are reviewed through the normal procedures of the capital and operating budget processes.

President Jenkins outlined a bold plan for the campus, located in West Baltimore along the North Avenue corridor. He talked about the age and condition of their older facilities, while noting the high quality of those that have been added in recent years. He used a series of aerial photographs and overlay diagrams to showcase the way the plan will help tie all the various components and segments of the linear 56-acre campus footprint together physically and functionally. President Jenkins responded to a question about available land by saying there were roughly 5 acres on the south end of campus that

could be developed; and he highlighted the vacant (former Lutheran Home Hospital) 7.4-acre property also owned by the University a half mile further south. When asked about the need for housing given the changing demographics and preferences of students generally, President Jenkins cited the continued need by Coppin students for safe, convenient housing, and reassured the regents that the campus expects continued demand for housing as the institution's enrollment grows.

Regent Attman thanked President Jenkins for his very compelling presentation, while Regent Wood added that it was truly exciting. Regent Attman invited Committee members to provide him with any further questions, comments, or feedback following the meeting, that he would relay to the institution and the USM Office.

The Finance Committee accepted the item for information purposes.

2. Review of the Finance Committee Charge, Role, and Responsibilities (action)

Regent Attman stated that the Board's Governance and Compensation Committee has asked that each Board committee review and update its charge as appropriate on an annual basis. In accordance with the Board's bylaws, the Committee on Finance performs all necessary business and provides guidance to the Board to help ensure the long-term financial health and development of the University System, informed by strong fiscal and administrative policies. The Committee considers, reports, and makes recommendations to the Board on matters concerning financial affairs; capital and operating budgets; facilities, student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room, and board charges; and the overall long-range financial planning for the University System.

Members of the Committee are appointed annually by the Chairperson of the Board and as required by statute, there must be at least one member with financial expertise and experience. On that point, Regent Attman indicated that the Committee was well-qualified, counting among its ranks an accomplished banking executive, currently serving as the Baltimore Region Market Leader for Sandy Spring Bank; a retired executive of a Fortune 500 company; a president/owner of real estate firm with a business, finance and banking degree; a former State Senator with an MBA who most recently served as Majority Leader and Chair of Capital Budget; a founder/President/CEO of healthcare firm, CPA; and an attorney with B.S. in Economics. Following a brief discussion of the comprehensive charge, Regent Attman reviewed the financial cycle chart provided in the material along with the tentative workplan for the Committee. Regent Gooden complimented the workplan and added that it was a great best practice for other committees.

The Finance Committee recommended that the Board of Regents approve the charge of the Committee as presented.

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

Vote Count = YEAs: 8 NAYs: 0 Abstentions: 0

3. University System of Maryland: Proposed Amendment to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty Members (action)

Regent Attman recognized Ms. Skolnik, USM Office of Human Resources, and proceeded to summarize the item. The Committee is asked to recommend an amendment of an existing Board policy. The proposed amendment will provide institutions with an additional method for faculty to report use of sick leave. This additional method is called "exception-based" reporting and is on par with time

reporting currently required of exempt staff. If institutions choose, they may continue to require positive leave reporting, which means faculty will report all hours worked each week and all hours taken as leave, similar to the reporting required of nonexempt/hourly workers. The proposed exception-based reporting requires faculty to confirm they worked their regular schedule and requires them only to report hours used for leave. Regent Attman explained that the changes were requested by the University of Maryland, College Park Workday team. Workday is the new Human Resources Information System that will be implemented in July 2023 at UMCP, UMES, UMCES, and the USM Office. The timing for this policy change is critical now because key design elements of the system are being configured and this policy is integral to the way timekeeping is implemented. Regent Attman remarked that this another great example of E&E (the Board's Effectiveness and Efficiency initiative). UMCP is building a new HR and Finance system using Workday, called "project Elevate." Concurrently, the consortium of five other USM institutions, called "Maryland Connect" (Frostburg, Bowie, Coppin, UBalt and Salisbury) is implementing the same technology.

Regent Attman added that these amendments also reflect best practices and were reviewed by human resources staff and academic affairs faculty and staff throughout the USM. Furthermore, the Office of Attorney General reviewed and approved the proposed amendments.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM Policy II-2.30, including a correction to section I.B.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 8 NAYs: 0 Abstentions: 0

4. Convening Closed Session

Regent Attman read the Convene to Close Statement.

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

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

(Regent Attman moved recommendation, seconded by Regent Pope; approved)

Vote Count = YEAs: 8 NAYs: 0 Abstentions: 0

Regent Attman thanked everyone for joining. The public meeting was adjourned at 11:23 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



**UNIVERSITY SYSTEM
of MARYLAND**

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

September 7, 2022
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:24 a.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Ms. Fish, Mr. Gonella, Mr. Peters, Mr. Pope, Mr. Rauch, and Mr. Wood. Also participating were: Dr. Perman, Ms. Herbst, Ms. Wilkerson, Mr. McDonough, Dr. Masucci, Assistant Attorney General Bainbridge, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Hickey, Ms. Norris, and Ms. McMann. Mr. Lowenthal also participated in part of the session.

1. The committee discussed a real property acquisition in Towson (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Peters; unanimously approved)
Vote Count = YEAs: 8 NAYS: 0 Abstentions: 0
2. The committee discussed the proposed FY 2024 Operating Budget submission and potential adjustments to the submission (§3-305(b)(13)).
This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 11:46 a.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance



BOARD OF REGENTS

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

TOPIC: Coppin State University: 2022-2033 Facilities Master Plan

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 7, 2022

SUMMARY: Coppin State University (CSU) requests approval of its 2022 Facilities Master Plan (FMP).

Coppin State University is located in West Baltimore along the North Avenue corridor. The University is a comprehensive, urban institution offering programs in liberal arts, sciences, and professional disciplines, and it is committed to excellence in teaching, research, and continuing service to its community. The campus is comprised of 56 acres, consisting of 13 buildings with over 1.2 million gross square feet (GSF) of academic and auxiliary space.

The University has followed the roadmap outlined in the 2015 FMP. Since the last FMP approval, the 150,443 GSF Science and Technology Center was completed. It is located on the southern end of campus, at the intersection of North Avenue and Warwick Avenue, directly across North Avenue from the Percy Julian Science Building. Percy Julian is currently being renovated for the College of Business and is slated for completion in the Spring of 2023.

An elevated pedestrian bridge connecting south campus to north campus was completed in 2017 and has improved student safety as they traverse over North Avenue. Recent developments on the central and northern end of campus include improvements to campus lighting and the construction of exterior restrooms to service the university's athletic fields. In addition, Coppin State is awaiting final program approval, from DBM, to begin the process of constructing a new Residence Hall located adjacent to the two existing residential halls.

Coppin State utilized a comprehensive plan based on inclusion, data gathering, and stakeholder engagement to develop a new Facilities Master Plan. The plan includes groundbreaking strategies and recommendations that will reinforce the strengths of the campus, take advantage of opportunities, and address challenges that the University may face over time. As an anchor institution in West Baltimore, Coppin State University seeks to foster connections within, and outside of its campus community, revitalize the neighborhoods surrounding the institution, and amplify the groundbreaking, innovative work of its students, faculty, and staff. The Facilities Master Plan is a living document, which will assist in decision making and inform changes that will complement and support Coppin State's institutional goals and reputation.

The 2022 FMP supports the University mission and Strategic Plan. The plan builds upon the framework established in the 2015-2025 FMP and addresses physical planning aspects associated with the institution's planned enrollment growth and strategic initiatives. Through new construction and renovation, the 2022 FMP addresses the existing space deficit and provides additional academic and auxiliary space to support future enrollment growth. The plan develops the campus to the responsible capacity of the land, strengthens pedestrian connections, and provides a functional alignment of schools and departments. The plan defines the campus edges, entrances, and destination centers through both natural and designed landscapes.

The plan also sets forth a comprehensive strategy for renewal and reinvestment in existing facilities to address the existing deferred maintenance backlog and improve the functionality and energy efficiency of the existing physical plant.

The 2022 FMP builds upon Coppin’s commitment to develop a more sustainable campus, and it continues to preserve and protect existing green spaces as well as adding more with future developments. All new and major renovation construction projects will incorporate LEED standards, seek to limit net gain of impervious surface, and preserve the existence of green space. Extending the central utility loop to new and existing buildings will improve energy efficiency, and parking and transportation projects along with policy recommendations are designed to reduce the institution’s carbon footprint and traffic on local and state roads.

ALTERNATIVE(S): The 2022 FMP documents institutional long-term planning objectives and is consistent with the framework of the 2015 FMP, the institution’s mission, strategic plan, and the current enrollment growth projections. Unanticipated enrollment growth, the development of detailed facility programs, and a desire to meet unexpected State of Maryland workforce and societal needs may require additional master plan studies in the future.

FISCAL IMPACT: The Facilities Master Plan 2022 will present a challenge to the capital and operating budgets to secure funding to support the 2022 FMP. Approval of the 2022 Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee consider the Coppin State University Facilities Master Plan 2022, as presented today, for formal action at the Committee’s next meeting; subsequently recommending approval to the full Board of Regents, in accordance with the Board’s two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION PURPOSES

DATE: 9/7/22

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



2022-2033

FACILITIES MASTER PLAN

Executive Summary





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I.

Introduction, Process, and Engagement

Coppin State University is a preeminent anchor in West Baltimore. Serving multi-generational students as one of Baltimore's two Historically Black Institutions, Coppin promotes lifelong learning and continues to transform the lives of students. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. As a leader in urban higher education, Coppin transforms the lives of students from all socio-economic backgrounds through excellence in teaching and the promotion of life-long learning. A key part of supporting these goals and celebrating the identity and traditions of the University is the physical campus.



The 2022-2033 Coppin State University Facilities Master Plan ties the physical campus facilities and grounds with the mission of the institution. Building upon a rich history of planning, the plan addresses the key issues and opportunities facing the campus today with a forward-looking vision to respond to the

competitive higher education climate. It uses future program and enrollment growth to identify development opportunities for the physical campus that support the institution's strategic goals. The Facilities Master Plan is intended to be a framework for physical planning over the next decade and beyond with the purpose to:

1

Develop a long-term road map for the development of the physical campus

2

Ensure short-term investments in the campus are aligned with the long-term vision

3

Prioritize projects and campus improvements

4

Organize a collaborative process to gather broad input and feedback from diverse voices across the entire Coppin community

The 2022-2033 Facilities Master Plan is meant to be a living and flexible document that guides decision-making for the future of the physical campus.

The year-long master planning process began during summer of 2021 which was at the height of the COVID-19 pandemic. The team carefully crafted an engagement strategy that sought broad stakeholder feedback and input without compromising the health of participants. Virtual listening sessions, focus group meetings, open houses, walking tours, and leadership briefings punctuated a robust process.

Engagement with the campus community and key leadership was critical to guiding the development of the plan. At the onset of the planning process, a series of governance committees were established that included an

Executive Committee comprised of the President and Cabinet, an Advisory Committee that included a cross-section of key institutional leaders across the University, and a Working Group of key leadership from the facilities department with deep knowledge of the campus buildings, grounds, and systems. In addition to these committees, the larger campus community was invited to participate in a campus-wide survey and various listening sessions, focus groups, and open houses at key points during the process. Smaller meetings and interviews held with representatives from each college and administrative unit helped guide the development of the space needs assessment as well.

2021

2022

CAMPUS ASSESSMENT

CONCEPT DEVELOPMENT

AUG-SEPT Workshop 1



- Campus Tours
- Existing Conditions
- Assessment Kickoff

Engagement:

- Working Group

OCT Workshop 2



- Committee Kick-Off Meetings
- Stakeholder Engagement

Engagement:

- Stakeholder Meetings and Listening Sessions
- Campus Survey
- Working Group
- Executive Committee

NOV-DEC Workshop 3



- Assessment Findings
- Planning Goals and Principles

Engagement:

- Executive Committee
- Advisory Committee
- Space Needs Committee
- Working Group
- Campus & External Community

JAN-FEB Workshop 4



- Concept Plans
- Space Needs Findings
- Design Scenarios

Engagement:

- Advisory Committee
- Working Group
- Space Needs Committee

The Design Team was led by Ayers Saint Gross, a national design firm with expertise in planning and design for higher education, and included Moody Nolan, an architecture firm specializing in HBCUs and athletic and recreational facilities; Kittelson & Associates, a transportation engineering firm with deep experience in Baltimore; WFT Engineering, a systems engineering firm specializing in mechanical, electrical, and plumbing; Site Resources, a civil engineering firm that provided stormwater, sewer, and water systems analysis; and Forella Group, a cost estimating firm with recent experience on campus.



Campus tour in summer 2021

RECOMMENDATIONS

FEB-MAR Workshop 5



- Refined Design Scenarios
- Future Space Needs Projections

Engagement:

- Working Group
- Space Needs Committee
- Community

APR Workshop 6



- Draft Plan
- Prioritization and Phasing

Engagement:

- Executive Committee
- Advisory Committee
- Working Group

MAY Final Plan



- Final Plan
- Cost Estimation

Engagement:

- Master Plan Roll-Out
- Community Presentations/Open House

JUN-JUL Final Deliverables



- Prep for the Board of Regents
- Final Report Documentation

Engagement:

- Board of Regents September 2022



II.

Institutional Profile

During the first phase of the facilities master planning process, the Design Team conducted a campus assessment that helped generate a portrait of strengths, challenges, and opportunities on campus. The goal of the master plan is to build on existing strengths and identify challenges and opportunities on which to improve the physical campus. These elements were determined through feedback from the campus community, observational analysis by the Design Team, and current and historical assessments of the physical campus.

DISTINGUISHING STRENGTHS

Campus is an Oasis in West Baltimore

Coppin's campus is nestled in the heart of West Baltimore and is truly an oasis within the urban fabric. Surrounded by contiguous blocks of rowhomes and limited park and amenity space, the campus provides a safe, clean, green place for people to walk and enjoy. Coppin builds

on this experience by providing programming that is open to all, such as the summer concert series in the Campus Square and performances at Johnson Auditorium. Nearby community members view campus as a tremendous asset and anchor for the neighborhood.

*Campus Square / Main Quad
Image Credit: Core Studio Design*





Health and Human Services Building (HHSB)

World-class New Facilities

The three newest facilities on campus are tremendous assets to Coppin: the Physical Education Complex (PEC), the Health and Human Services Building (HHSB), and the Science and Technology Center (STC). The new College of Business (COB) is currently under construction and will add another high-quality teaching and learning facility to campus. These four new facilities have bolstered Coppin's

competitiveness and ability to continue their programmatic goals in teaching, research, and serving students. In addition to meeting programmatic needs, these facilities are well designed, maintained, and help elevate the Coppin University brand, presenting a forward-thinking image of campus and reflecting the direction the institution is headed.

Athletic and Recreation Programs and Facilities

The strength of Coppin's athletic and recreation programs is a distinguishing factor for the institution and many of the facilities, including the Physical Education Complex (PEC), are well designed to support these great programs. Both athletics and recreation use the PEC facility in addition to Coppin Academy and the surrounding community for aquatics programs. The multi-functional nature of PEC, however, puts a tremendous amount of pressure on the space, which often comes at the expense of the recreation needs for existing Coppin students, faculty, and staff. Additionally, baseball is in need of a stadium as they currently do not have one on or near campus.



Above: Physical Education Complex (PEC), Below: Tennis Courts



Commitment to Coppin Academy and Serving Baltimore

Coppin is not only invested in the success of its students, staff, and faculty, the University is also strongly invested in the surrounding Baltimore communities. Providing outdoor spaces, facilities, and avenues for partnerships that are accessible to and support community needs is foundational to Coppin's mission and therefore an important consideration for this master plan. Future campus development should maintain these benefits and ensure the community feels welcome on campus and at PEC events and programs, is served by the community health center, and has access to Coppin Academy.



Coppin Academy

Proximity to Transit

Several types of transit currently serve the Coppin State University community of students, faculty, and staff. The Maryland Transit Administration (MTA) offers regional bus services along campus streets, with a major transfer center at the Mondawmin Metro SubwayLink station. MTA offers three frequent CityLink bus routes: Gold on North Avenue, the Green and the Yellow lines from Mondawmin and seven local routes, making Coppin State University one of the most regionally connected transit areas in MTA's system. A regional MARC Commuter Train between Perryville, Maryland and Washington, D.C., is about 1.5 miles from campus at the West Baltimore MARC station.



Mondawmin Station

CHALLENGES & OPPORTUNITIES

Imageability of Campus Approach and Arrival

Woven into the fabric of West Baltimore, campus gently nestles into the urban context. However, there is an inconsistency in the visibility and accessibility of the existing campus edges and gateways. There is also inconsistency in the signage in and around campus, which dilutes the branding and challenges navigation into campus.

Peripheral surface parking, while well-suited to areas backing the train tracks on Loop Road, does a disservice to edges along Warwick and North Avenue. Despite relatively good transit access, 75 percent of the participants in the campus survey drive to campus.

Approach to campus from North Avenue



Campus Organization, Connections, and Access

There is a tremendous amount of clarity to the structure of Coppin's campus, which is anchored by green spaces and pedestrian circulation through the heart of campus. However, this structure is interrupted at three key points where the pedestrian connections are the most challenging. These are the east/west section of Loop Road that runs between the Physical Education Complex and Coppin Academy, the area east of the Miles Connor Administration building, and where North Avenue bisects campus. These three areas experience physical separation from roadway alignments, large parking areas, and challenging topography and access, as well as less programmed facilities immediately adjacent to walkways.

BARRIERS BETWEEN ZONES

- Academic
- Library
- Administrative
- Student Life / Services
- Residence Life
- Athletics / Recreation
- Coppin Academy / Daycare
- Administrative & Student Life / Services
- Challenged Connectivity Zones



Range of Facility Condition

With the exception of the three newest facilities (HHSB, PEC, STC) and the under-construction College of Business, many of Coppin's facilities are in need of updates and renovation. During the first phase of the Facilities Master Plan, the Design Team received the recently completed facility conditions assessments of the existing buildings on campus. The condition reports were generally aligned with the age of the buildings, showing older facilities identified as "high risk." This is largely due to the fact that large-scale renovations have not been undertaken for many of these facilities, so systems and finishes are outdated.

BUILDING AGE

- 1960-1969
- 1970-1979
- 1980-1989
- 1990-1999
- 2000-2009
- 2010-2022
- ▨ Partial Renovation
- ▨ Renovation since 2000



Student Center, Student Services, and Residence Life

One of the most prominent themes from the listening sessions was the need to invest in the student experience. The need for a student center or a series of centers was a common theme shared by many participants throughout the process, especially students. Recent renovations seek to improve some of the spaces, but the original design of Tawes Center does not foster a collaborative, bright, open, and fun environment.



Tawes Center

Recreation and Wellness

While the PEC is a state-of-the-art facility for Coppin's athletic and recreation needs, the demands on that building to serve nearly all athletic, recreation, and community needs puts many pressures on some of the University's programs. Recreation programs are especially vulnerable as athletics and events often take priority and displace recreation users. As a result, there is a strong desire for more dedicated student recreation space despite space benchmarking metrics indicating there is sufficient space on campus.



Physical Education Complex

Landholdings, Partnerships, and the Lutheran Site

Coppin has a strong, positive relationship with its surrounding communities. This is largely due to both the community-facing programming that invites the community onto campus and the desire for positive change and development in West Baltimore. The Lutheran Site is a 5.8-acre lot located approximately 1.2 miles south of campus by car in the largely residential Mosher neighborhood of Baltimore. It was purchased by the University in 2003 and is the only outparcel Coppin owns that is not directly connected to its main campus. Determining opportunities for the University to leverage this site to support its mission was an important part of the planning process.



CAMPUS LANDHOLDINGS AND ADJACENCIES

- Coppin Landholdings
- Opportunity Areas
- Connection to Lutheran Site

Sustainability

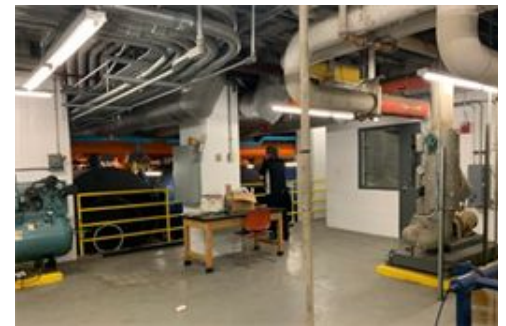
Ever-evolving technologies and changing requirements are continuing to advance sustainable design in an effort to reduce carbon footprints. The Facilities Master Plan reaffirms Coppin's commitment to achieve a minimum of LEED Silver certification on all new buildings with focus on lowering energy consumption and carbon impacts. Careful consideration and integration of photovoltaics, stormwater management, water storage, and green roofs are all significant opportunities for future campus development.

Utility Capacity

Coppin's utility capacity is limited and will require expansion in order to accommodate future development on campus. Utilities such as water, sanitary, and storm drain tie into the city's infrastructure. BGE has indicated that the electrical distribution system in the areas of the campus is approaching maximum capacity, so future growth that exceeds this capacity will require the construction of additional substation and/or feeder capacity at Coppin's expense. MEP to the rest of campus comes from three main SCUPs, all of which are currently operating close to capacity.



Solar Panels on top of PEC. Photo by Bithenergy



Utility SCUP in Grace Hill Jacobs

Impacts of COVID-19 Moving Forward

The pandemic, paired with increased awareness to systemic inequities, highlighted disparities in our communities. These combined events brought to light campus-wide reconfigurations and operational shifts needed to meet the unaddressed needs of today's students. The physical campus is more important than ever in how it fosters serendipitous encounters between students and scholars to spur creativity, ideas, and learning.

As institutions like Coppin reinvest in their facilities to strategically align their existing building stock with emerging values, there needs to be a new emphasis placed on high-touch experiences that cannot be recreated virtually.

While higher education institutions were being asked to do more with less before the pandemic's disruption, the realities presented by COVID-19 have accelerated

this trend. Coppin State University is no different. To leverage the distinguishing strengths and address the current opportunities and challenges, the Facilities Master Plan needs to provide a clear vision but reinforce flexibility and affordability to ensure success and support of the strategic goals.

SPACE NEEDS ASSESSMENT AND ENROLLMENT GROWTH

The space needs assessment determined how much space is needed to support current activities and future goals and is used to guide proposed development and programmatic needs. The assessment used Fall 2021 institutional data and space metrics based on Maryland Higher Education Commission (MHEC) space guidelines. With Coppin forecasting an 88 percent increase in full-time day equivalency (FTDE) enrollment over the 10-year horizon, infill and growth are important to plan for.

The analysis suggests that the existing space inventory contains more than enough space to

support existing populations and programs. However, space in one space category cannot necessarily meet the needs for a different space type and the current mix of types of spaces is somewhat out of alignment with the campus's needs. In addition, many of the facilities need modernization and updates. The 10-year projection scenario predicts that the future planned inventory will be relatively in balance with the total quantity of space needed to support the anticipated future enrollments. The misalignment of space types is further exacerbated in the future scenario, with a 25 percent surplus of workplace space and a need for 34 percent more student space.

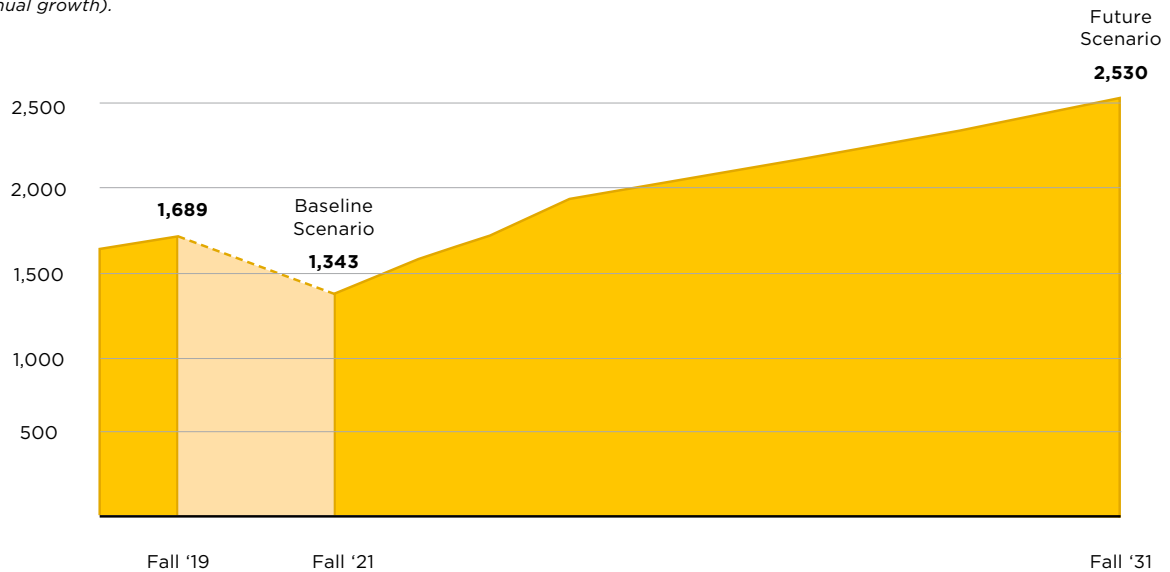
TABLE 1. AREAS OF NEED SUMMARY

	Academic & Research		Workplace	Student Space		
	Research	Other Academic Space	Workplace	Lounge	Study & Collaboration	Campus Life
Fall 2021	10,200 ASF Needed	2,600 ASF Surplus	1,500 ASF Needed for CBSS	In Balance	6,000 ASF Surplus	8,700 ASF Surplus
10 Year Projection	25,600 ASF Needed	5,700 ASF Needed	8,100 ASF Needed for CBSS	12,200 ASF Needed	5,500 ASF Needed	7,200 ASF Needed
	Which academic programs require dedicated research space? Which are expected to grow their research endeavors?	Demonstration, clinical, greenhouse, animal quarters space to support growing science & health programs	College of Behavioral & Social Science is the only major division with office space need	Informal gathering space will be needed across campus as the student body grows and becomes more residential	Decentralized spaces will be needed as the student body grows and becomes more residential	Additional dining & recreation opportunities will be needed as the student body grows and becomes more residential

STUDENT ENROLLMENT IN FTDE

Enrollment provided January 2022 by CSU IR and displayed in full-time day equivalency (FTDE)

The space needs assessment was completed using a draft projection provided by CSU IR for annual growth. The final projection for total headcount in 2031 is 2,214 (30.4% annual growth).

**TABLE 1. AREAS OF NEED SUMMARY (CONT.)**

	Campus Support				
	Assembly	Exhibit	Healthcare	Media Production	Haz Mat
Fall 2021	7,400 ASF Needed	1,600 ASF Surplus	2,000 ASF Needed	2,700 ASF Needed	500 ASF Needed
10 Year Projection	7,300 ASF Needed	1,800 ASF Needed	3,700 ASF Needed	5,000 ASF Needed	500 ASF Needed
	The amount of assembly space in Grace Jacobs increases with the renovation, offsetting the need	Which types of materials should be on display at CSU? Where? The COB project adds 600 ASF	1,000 ASF was added to the SGAP metric in recognition of the clinic's community mission	Which programs or services might benefit from media production space?	To support facilities maintenance & research



III.

A Vision for the Future

The Facilities Master Plan provides a vision for the future of campus and identifies projects and interventions over the next couple decades to achieve that vision. This plan provides recommendations that work towards an overarching long-range vision while also meeting the 10-year projected space needs for campus. This plan is both visionary and realistic, building on the success of recent investments on campus to continue the momentum of good design on campus. Recommendations for this Facilities Master Plan range in scale from large-scale new construction to specific paving patterns for different scales of campus pathways. The entire Facilities Master Plan is structured around the planning principles of connect, invigorate, amplify, and grow and the recommendations strategically align to reinforce these principles moving forward.

INSTITUTIONAL VISION

“Coppin State University seeks to become a leader in urban higher education, recognized nationally for transforming the lives of students from all socio-economic backgrounds.”

The 2022-2033 Facilities Master Plan supports and aligns with the 2018-2020 Strategic Plan goals for Coppin State University. These goals directly influenced the creation of the Master Plan principles which reflect Coppin’s shared values and provide both visionary and practical ideas to guide future decision-making related to the physical campus.



STRATEGIC PLAN GOALS

The 2018-2020 strategic plan goals for Coppin State University identify nine core focuses for the institution and align with the University of Maryland System's 2020 strategic plan goals.

Increase Enrollment

Academic Innovation

Student Experience

External Relationships

**Resource Development &
Stewardship**

Information Technology

Assessment

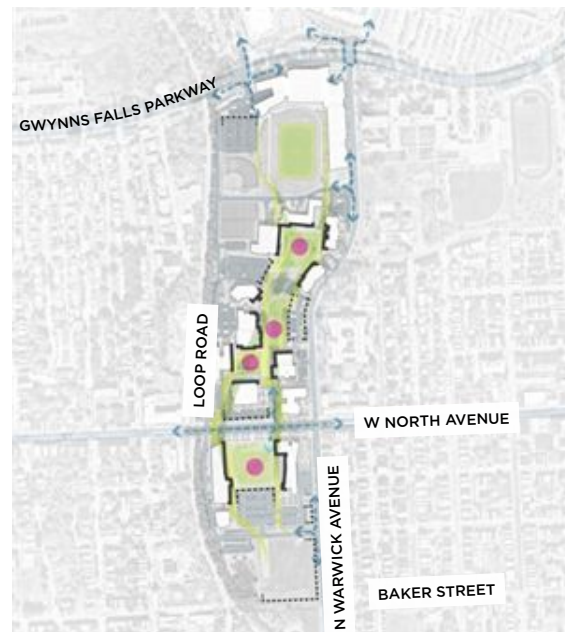
Data-Supported Decision Making

Marketing & Communications



CAMPUS FACILITIES PLAN PRINCIPLES

Four planning principles shape and guide the vision for Coppin's campus and how it will continue to support its students, faculty, staff, and the surrounding Baltimore community.



CONNECT

Provide greater connectivity within campus and to the larger city of Baltimore.

Despite a clearly defined core of campus, there are parts of this core where connectivity deteriorates and certain edges become frayed. Bolstering these gaps in connectivity both within the campus and to the surrounding community is a critical component to this Facilities Master Plan.

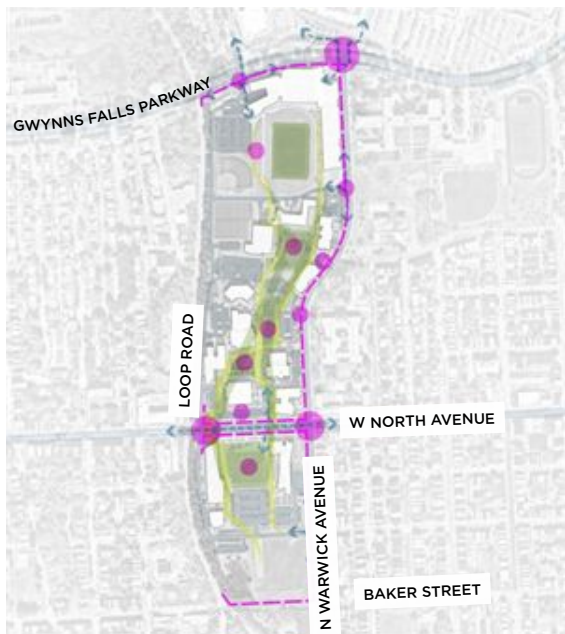


INVIGORATE

Enhance the experience for all students.

Investing in the student experience is fundamental to Coppin's success. Creation of more student-centered hubs, renovations to academic facilities and outdoor spaces, enhanced collaboration spaces and additional housing, recreation, wellness, and student support spaces are key to recruiting talented students and ensuring student success.

They reflect the priorities, strengths, and opportunities on campus and seek to inform the intent, direction, and recommendations for future development.



AMPLIFY

Elevate the campus identity and sense of pride.

Coppin has made investments on key signage, branding, and cultural markers in recent years that have helped communicate to the campus community, visitors, and surrounding neighborhoods when you are on campus. This should continue to be an important part of the campus experience into the future.



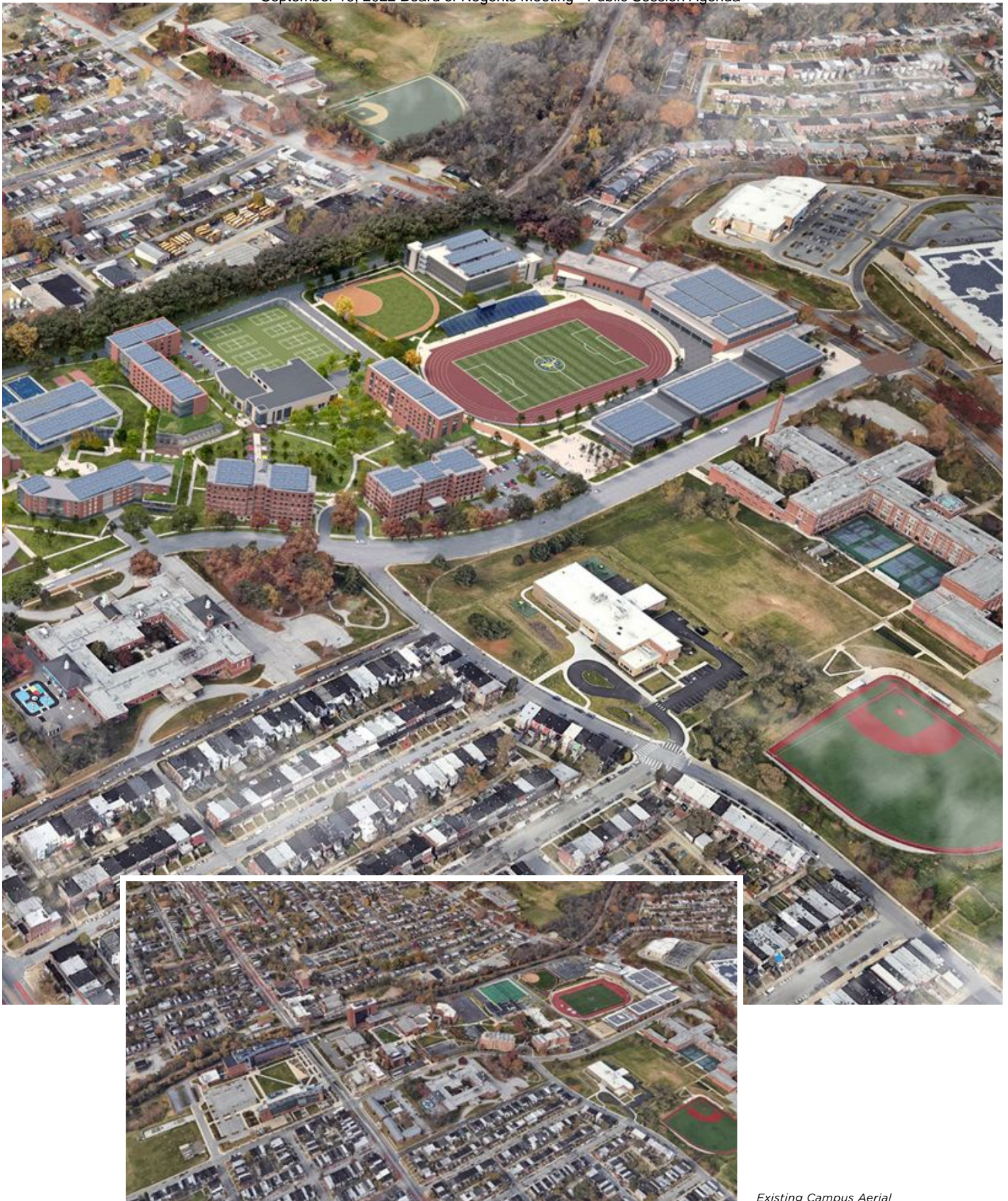
GROW

Sustainably support campus-wide growth and academic innovation.

Growth is critical to the continued success of Coppin. The Facilities Master Plan strategically plans for enrollment, programmatic, and physical growth to ensure the present and future institutional needs are met.



Aerial rendering of proposed master plan vision



Existing Campus Aerial



CONNECT

Provide greater connectivity within campus and to the larger City of Baltimore



Johnson Auditorium replacement will transform the image of campus and pedestrian experience along North Avenue

Physical Campus Connections

Coppin's campus has a strong pedestrian core and a clear spine connecting three major open spaces on campus. A hierarchy of pathways can help clarify campus connections and the extents of campus. A clear primary, secondary, and tertiary pathway system intuitively helps visitors and the campus community navigate campus. Using the existing pathways as an influence, a standard for future pathways is a key recommendation for the master plan.

Visual Continuity of Campus

Unifying campus through consistent site furnishings and plantings will aid in connecting the campus. Establishing a consistent family of site furnishings helps create a visual connection across campus grounds. In an effort to continue to build upon landscape as part of the campus identity, a planting palette that is resilient and maintainable is recommended.



**PROPOSED SUSTAINABILITY
INITIATIVES ON CAMPUS**

Universal Design and Sustainability

The Facilities Master Plan proposes significant investments in reducing the carbon footprint of campus by integrating multiple sustainable strategies that address energy, stormwater management, and social sustainability. Elements such as solar panels, site-specific stormwater management plans, and improved accessibility and wayfinding to foster inclusion and promote equal access are critical to the success of Coppin.

Connecting Off Campus

Intersection safety improvements can be made by installing mitigation treatments that prioritize pedestrians and increase their comfort and visibility to motorists. All intersections should have enhanced crossing treatments to ensure motorists anticipate and give right-of-way to all people crossing on foot, by bicycle, or by using electric personal vehicles.

Transit and Access

The Facilities Master Plan recommends continued improvements to transit, vehicular, bike, and pedestrian access. Ultimately, the master plan recommends consolidating a number of parking lots into either one or two structures to free-up land for better uses, activate campus, and clarify parking organization and wayfinding. Continuing to participate in MTA's All Access College Transit Pass and clarifying locations on campus for bike and scooter parking will help promote alternate modes of transportation to campus.



INVIGORATE

Enhance the experience for all students.

Social Interaction and Fun

Investment in the student experience is a fundamental objective of this Facilities Master Plan. Infusing a variety of interactive outdoor elements encourage not just students, but also faculty, staff, and visitors to stop and enjoy exterior spaces. They add vibrancy to the campus experience. Activators in the form of movable furnishings provide spaces for outdoor learning. With the addition of light, color, and shade, activators create memorable places that promote activity throughout the day and into the evening.



Outdoor chalkboard, Grinnell College

Well-being and Expression

Spaces on campus should not just embody fun and activity, they should also incorporate areas for more meditative and academic-centered uses. Open space provides opportunities to escape and recharge as an individual. It invites opportunities to connect with nature. Complimentary to that, open space, particularly on a collegiate campus, also provides places for gathering and establishing community, spanning the scale of small groups to large protests.



Outdoor spaces and natural settings can provide spaces for meditation for the Coppin and Baltimore community. Image Credit: janiecros on GettyImages.



Rendering of Student Life Quad Improvements

[View the full 360-degree, virtual reality enabled rendering by clicking here.](#)

Dining Opportunities

Food draws activity. Due to limited dining options on campus, Coppin has already begun to organize food truck locations on campus. Reinforcing these additional food options and investing in temporary pop-up tables, chairs, lighting, and shading will make a big impact on underutilized parts of campus. Organizing a seasonal solution for food truck dining at Parking Lot C on South Campus will bring a vibrancy and new meeting place on the South Quad.

Student Life Quad Improvements

The Student Life Quad currently houses the Greek Life plots and feels unwelcoming to some students who do not participate in Greek Life. Re-orienting the plots along a singular Greek Life Walk will both elevate and reinforce the organizations while providing more opportunities for the adjacent open lawns to meet the needs of both students who belong to Greek organizations and those who do not.



AMPLIFY

Elevate the campus identity and sense of pride.



Rendering of new campus entry off Warwick Ave. framed by a new residence hall and library addition

Campus Entries and Thresholds

Investments in campus entries and thresholds create a welcoming environment and positive first impression. They promote a sense of place and identity through the consistent use of materials. Gateways also help distinguish the campus from local surroundings and establish a clear sense of arrival. Varying scales of gateways into campus require different design and scale approaches, but they should maintain a shared language of materials and expression.

Campus Identity

Coppin's over 100-year long history is full of legacy, academic excellence, colorful traditions, and deep community roots. There is a tremendous amount of pride amongst students, faculty, and staff that should continue to translate and manifest in the physical campus. The Facilities Master Plan proposes using a variety of strategically and comprehensively placed signage and art across campus to reinforce this brand both to the existing campus community as well as the external community and campus visitors.



Fanny Jackson Coppin Monument Campaign

Stewardship and Inclusion

Coppin's mission is to transform the lives of students from all socio-economic backgrounds and in doing so, foster responsible citizens. The design of physical spaces on campus should reinforce these efforts and Coppin's diversity and inclusion initiatives. While there are core components to

designing diverse and inclusive spaces, each institution has its own culture, identity, and history made up of many voices. Elements of space design such as transparency, flexibility, and scale can determine if a space feels welcoming or inclusive.



GROW

Sustainably support campus-wide growth and academic innovation.

Opportunity Sites on Campus

Through the campus analysis and careful evaluation of campus open spaces and circulation networks, the Design Team identified potential sites for new development that reinforce and build upon the strong framework of campus. When possible, renovations are prioritized over demolition and new construction. Renovation allows for the reuse of existing materials and structures, ultimately reducing carbon emissions and promoting sustainable development. However, renovation potential should be carefully weighed against the quality of the building and the highest and best use of the site.

Use Distribution

In addition to reinforcing the open space network and overall form of campus, the Facilities Master Plan also reinforces the existing use structure. The Facilities Master Plan reinforces the student life core of campus, proposing new student housing and student-facing functions to promote more vibrancy and synergies around the student experience.

Aerial rendering of campus looking south



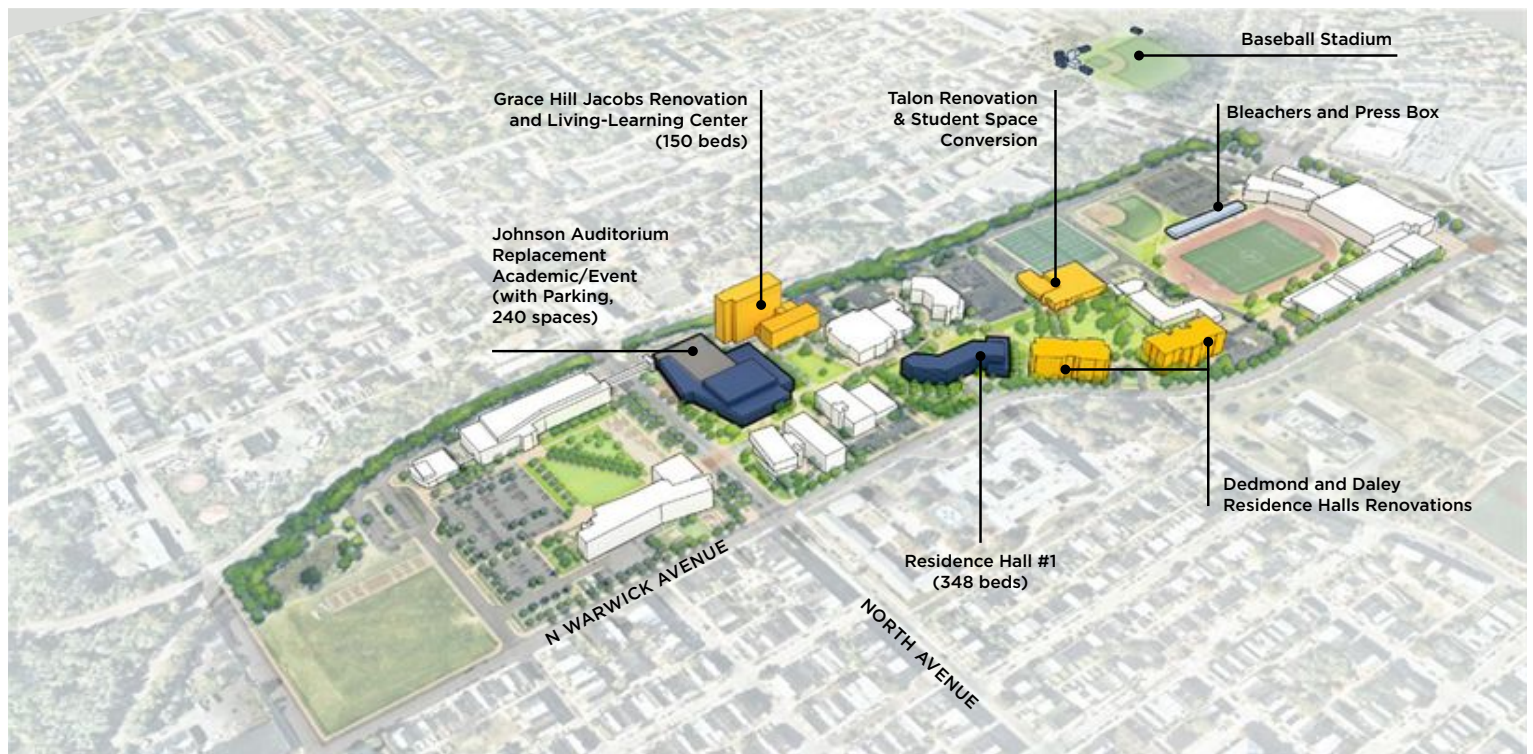
Existing Campus Aerial



Priority Projects to Meet 10-year Growth Projection

Every facilities master plan should depict a long-range vision and align near-term projects that meet immediate institutional needs to this vision. The space needs assessment component of the Facilities Master Plan identified critical needs for Coppin over the next 10 years. The following proposed priority projects meet the projected 10-year space needs while also optimizing investment

on campus. The projects identified address key campus edges with two new facilities, one proposed along North Avenue and the other along Warwick Avenue. These are two of the most prominent sites on campus and both have the ability to transform the image of Coppin and the relationship between the campus and the surrounding community.



NEAR-TERM PLAN

- Existing Building
- Renovation
- New Construction
- Structured Parking

RESIDENCE HALL #1

A new, five-story residence hall along Warwick Avenue will transform the Warwick edge of campus and provide approximately 350 much needed beds.

GRACE HILL JACOBS RENOVATION AND LIVING-LEARNING CENTER

Upon completion of the College of Business, space will become available in Grace Hill Jacobs creating a prime opportunity for the renovation and transformation of this facility into a living-learning center.

JOHNSON AUDITORIUM REPLACEMENT

The Johnson Auditorium Replacement is a tremendous opportunity to completely transform Coppin's image and identity along North Avenue.

TALON CENTER RENOVATION & STUDENT SPACE CONVERSION

The Talon Center will be renovated and the second floor will be converted into a student hub to centralize student-focused amenities, leveraging the proximity of the main campus dining hall and residential facilities.

DEDMOND AND DALEY RESIDENCE HALLS RENOVATIONS

As they reach 30 years in age, both Dedmond and Daley Residence Halls require the renovation and replacement of aging finishes throughout the rooms and shared spaces.

BLEACHERS AND PRESS BOX

Approximately 3,000 seats and a press box will be added to the stadium in order to increase the use and function of this asset on campus.

BASEBALL STADIUM

In 2021 there was a baseball field study for Coppin that tested the south campus site and Lutheran site for a new baseball stadium. This plan maintains both of those as a potential option; however, it was desired to keep the baseball stadium near the existing athletic and recreation core at the north end of campus.

ATHLETIC AND RECREATION IMPROVEMENTS

Since PEC is relatively new and in good condition, whole-scale renovation is not on the horizon of this plan. However, specific investments and upgrades to existing courts and locker room space to better utilize the PEC and updates to the softball facilities, tennis courts, and track will allow for continued use into the future.

OPEN SPACE IMPROVEMENTS

There are two main open space investment opportunities as part of this phase that would transform outdoor spaces on campus. These are the Student Life Quad and the new entry open space created by Residence Hall #1. Additional open spaces associated with new construction such as streetscaping along North Avenue in conjunction with the Johnson Auditorium Replacement and improvements to the core of campus with the addition of Residence Hall #1 should be affiliated with those construction projects to unite new buildings with the landscape.

Medium-Term Growth Opportunities

As Coppin continues to grow and thrive beyond the 10-year horizon, the Facilities Master Plan identifies medium-term growth opportunities that continue to support the campus framework and institutional mission. These medium-term projects provide some flexibility as goals and programs change and expand.

RESIDENCE HALL #2

Approximately 330 new beds to meet student housing demand.

MOORE LIBRARY ADDITION & RENOVATION

A modest addition and comprehensive renovation of Moore Library will help transform this anchor of campus into a resource and study hub with an entrance on Warwick Avenue.

SOUTH QUAD ACADEMIC/ ADMINISTRATIVE BUILDING

Replacement of Miles W. Connor Administration Building and consolidation of resources across campus.

PEC PARKING GARAGE

400 parking spaces in a 4-story garage. This second parking garage is identified in the medium-term to accommodate displaced parking from proposed development in the medium- and long-term.



MEDIUM-TERM PLAN

- Existing Building
- Renovation
- New Construction
- Structured Parking

Long-Term Opportunities

The long-term vision for campus includes long-term growth opportunities that further the campus framework and institutional mission. The long-term projects provide the programmatic alignments desired for campus and enhancements to the student experience to support growth.

RECREATION AND WELLNESS CENTER

A dedicated student recreation and wellness hub facility adjacent to Talon Center to meet the needs of students on campus.

COPPIN ACADEMY

Modernized Coppin Academy building relocated to South Campus to help resolve some of the high-school and university student conflicts and congestion at the Student Life Quad.

RESIDENCE HALL #3

New Hall with 245 new beds designed as a unifier, connecting the athletic and recreational heart of campus with the student life core following the demolition of Frances Murphy (Coppin Academy).

TAWES CENTER PARTIAL DEMOLITION AND RENOVATION

Continued renovations to Tawes Center will be needed in the long-term along with the demolition of the poorly designed northern addition.



LONG-TERM PLAN

- Existing Building
- Renovation
- New Construction
- Structured Parking

Cost Estimates

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Footprint SF	# of Floors	
Residence Hall #1	New Construction	Housing	Near	25,975	2 to 5	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near		10	
Johnson Auditorium	Demolition	Academic/Event	Near		2	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	76,150	3	
Talon Center *	Renovation	Student Space	Near		2	
Dedmond Residence Hall	Renovation	Housing	Near		6	
Daley Residence Hall	Renovation	Housing	Near		7	
Bleachers and Press Box *	New Construction	Athletics and Recreation	Near	N/A	N/A	
Baseball Stadium *	New Construction	Athletics and Recreation	Near		Ground	
Residence Hall #1 Landscaping	New Construction	Open Space	Near		Ground	
Student Life Quad	New Construction	Open Space	Near		Ground	
W North Ave Landscaping	New Construction	Open Space	Near		Ground	
Residence Hall #2 Landscaping	New Construction	Open Space	Near		Ground	
Electrical Feeder Upgrade Project *	New Construction	Utilities	Near			
Mechanical Loop Project *	New Construction	Utilities	Near			
Residence Hall #2	New Construction	Housing	Mid	27,074	2 to 5	
Moore Library	Renovation	Library/Admin	Mid		5	
Moore Library Addition	New Construction	Library/Admin	Mid	3,900	2	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	24,870	4	
PEC Parking Garage	New Construction	Parking	Mid	36,000	5	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	22,720	2 to 3	
Coppin Academy	New Construction	Academic	Long	21,400	2 to 3	
Residence Hall #3	New Construction	Housing	Long	18,800	6	
Tawes Center Partial Demolition	Demolition	Student Space	Long		2	
Miles Connor	Demolition	Administration	Long		4	
Frances Murphy	Demolition	Academic	Long		2	
TOTAL						

ASSUMPTIONS

1. Five years of escalation is assumed to be 30%; 10% for 1st year, 5% thereafter
2. Sustainability enhancement cost is assumed to cover potential PV scope
3. Large renovation and new construction costs are assumed to be CMR procurement
4. Costs above represent hard construction costs only

**Project details and cost estimates developed through prior studies*

	Parking	# of Beds	Total GSF	Est. Cost Current Dollars	Est. Cost Including 5 years of Escalation	Sustainability Enhancement PV	Total Cost Incl Escalation + PV	Cost/Bed
		348	110,670	\$56,441,000	\$73,373,300	\$2,201,199	\$75,574,499	\$162,389
		150	140,855	\$45,637,020	\$59,328,126		\$59,328,126	
			36,265	\$671,990	\$873,588		\$873,588	
			221,600	\$103,785,600	\$134,921,280	\$4,047,638	\$138,968,918	
			42,965	\$11,815,375	\$15,359,988		\$15,359,988	
		300	89,371	\$17,874,200	\$23,236,460	\$536,226	\$23,772,686	\$59,581
		350	108,360	\$21,672,000	\$28,173,600	\$650,160	\$28,823,760	\$61,920
			N/A	\$2,074,800	\$2,697,240		\$2,697,240	
			166,420	\$5,170,825	\$6,722,073		\$6,722,073	
			47,630	\$2,381,500	\$3,095,950		\$3,095,950	
			24,000	\$1,920,000	\$2,496,000		\$2,496,000	
			13,640	\$682,000	\$886,600		\$886,600	
			30,570	\$1,528,500	\$1,987,050		\$1,987,050	
				\$6,300,000			\$6,300,000	
				\$8,400,000			\$8,400,000	
		336	94,100	\$47,990,405		\$1,439,712	\$49,430,117	\$142,623
			85,521	\$27,708,804			\$27,708,804	
			7,800	\$6,240,000			\$6,240,000	
	93,800		99,480	\$69,855,851		\$2,095,676	\$71,951,526	
	160,000		160,000	\$24,000,000		\$480,000	\$24,480,000	
			55,110	\$31,302,480		\$939,074	\$32,241,554	
			55,290	\$38,825,191		\$1,164,756	\$39,989,947	
		245	100,560	\$51,284,964		\$1,538,549	\$52,823,513	\$209,042
			22,506	\$427,614			\$427,614	
			44,394	\$822,621			\$822,621	
			36,270	\$672,083			\$672,083	
1,633,377								

CONCLUSION

The 2022-2033 Facilities Master Plan is intended to be a living and flexible document that guides decision-making for the future of the physical campus. It builds upon Coppin's mission and strategic goals and emphasizes the core principles of connect, invigorate, amplify, and grow.

This vision for the future includes strategies and recommendations that reinforce the strengths of campus and address challenges and opportunities to create a better physical environment for the entire campus community.

As an anchor, the campus seeks opportunities to continue to welcome the surrounding community and promote its institutional brand and image. Continued investment in sound planning, sustainable buildings, and flexible campus infrastructure will help Coppin adapt and thrive through unexpected change. While unanticipated development opportunities and needs may inevitably arise, the 2022-2033 Facilities Master Plan's four planning principles and associated strategies provide the flexibility to ensure new projects align with Coppin's strategic mission and vision.



Aerial rendering looking north





2500 West North Avenue
Baltimore, MD 21216
410.951.3000

www.coppin.edu



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Review of the Finance Committee Charge, Role, and Responsibilities

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 7, 2022

SUMMARY: The members of the Finance Committee will review and discuss any proposed updates to the Committee's charge, role, and responsibilities.

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

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the charge of the Committee.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 9/7/22

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



**UNIVERSITY SYSTEM
of MARYLAND**

**Board of Regents
Committee on Finance
Charge, Role, and Responsibilities**

September 7, 2022

Charge:

The Committee on Finance shall perform all necessary business and provide guidance to the Board to help ensure the long-term financial health and development of the University System, informed by strong fiscal and administrative policies.

Role and Responsibilities:

The Committee on Finance shall consider and report or recommend to the Board of Regents on matters concerning financial affairs; capital and operating budgets; facilities; student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room and board charges; and the overall long-range financial planning for the University System.

Members of the Committee on Finance are appointed annually by the Chairperson of the Board. There shall be at least one member with financial expertise and experience. The Committee shall meet as needed, but no fewer than four 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:

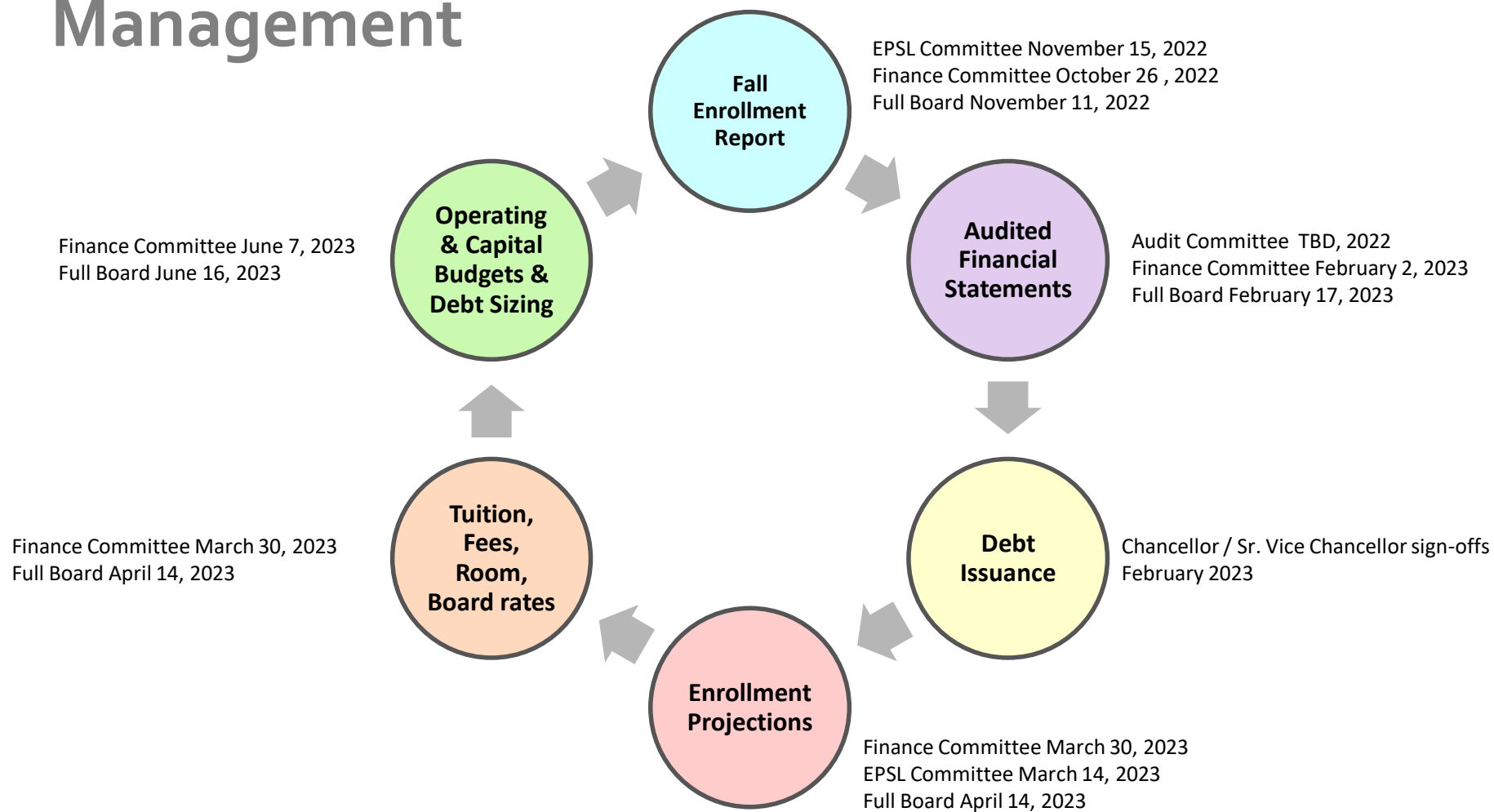
- A. Establishment of the University System's five-year Capital Improvement Program (CIP) request prior to its submission to the Governor. The CIP is comprised of a prioritized list of academic projects (e.g., instruction, research), for which State bond or cash funding is requested.
- B. Establishment of the University System's five-year System Funded Construction Program (SFCP) prior to its implementation. The SFCP incorporates prioritized requests from institutions for auxiliary and self-support projects (e.g., residence halls, parking facilities).
- C. Authorization to issue debt to fund the capital program through the use of academic and auxiliary revenue bonds.
- D. Off-cycle construction or renovation projects that exceed expenditure thresholds established in Board policy and procedures.
- E. Facilities Master Plans are high level, strategic land-use, and physical development plans, which help direct campus construction and improvements 10-20 years into the future. They also guide campus priorities for the annual capital budget request. Typically, a campus president will give a presentation where they describe the institution's goals on a wide range of topics related to

physical renewal and expansion, including: building location decisions, renovation and replacement options, utility expansion, real property acquisition, environmental concerns, and campus and community interaction.

- F. Capital projects status report which outlines the progress of all major design and construction projects underway System-wide. Data fields include, but are not limited to, overall cost, schedule, funding sources and prior approvals, as well as the name of the project architect and primary contractor.
- G. Aggregated energy and power purchase agreements; periodic reviews of progress by the System and individual institutions toward State sustainability goals pertaining to reduction of energy and greenhouse gas emissions.
- H. Acquisition and disposition of real property.
- I. Establishment of annual operating budget including state appropriation request to the Governor.
- J. Establishment of, or changes to tuition, mandatory student fees, and residential room and board rates.
- K. Student enrollment 10-year projection prior to its submission to the Maryland Higher Education Commission.
- L. Fall student enrollment attainment for each institution.
- M. The Finance Committee shall receive for information purposes, from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the annual report of the finances of intercollegiate athletics for those institutions with athletics programs.
- N. Review on a regular basis certain of the System's material financial matters, including the annual audited financial statements, balance sheet management and debt strategy, review and endorsement of endowment spending rule.
- O. Reports and recommendations from the investment advisor(s) and investment manager(s) regarding the investment of the Common Trust Fund and asset performance.
- P. Establishment of business entities, public/private partnerships, and the initiatives covered under the Board's HIEDA policy.
- Q. Review dashboard metrics and monitor outcomes for organizational improvement and excellence.
- R. Establishment of, or changes to existing fiscal and administrative policies.
- S. Human resources policies for all staff employees including but not limited to recruitment, retention, administration of benefits and leave, compensation and classification, layoff, separation, and grievances. This Committee shall also consider and recommend any changes to the exempt and nonexempt staff salary structures.
- T. Consider and recommend institutional requests for Voluntary Separation Incentive Plans.
- U. Awarding of contracts and entering into cooperative agreements as specified in VIII-3.0 USM Procurement Policies and Procedures. This Committee shall approve all contracts that exceed \$5 million except contracts for capital projects, sponsored research, and real property.

- V. Pursuant to Section 13-306 of the Education Article, the annual contract, and any amendments thereto, between University of Maryland, Baltimore (UMB) and University of Maryland Medical System Corporation which states all financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center. Section 13-306 requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval.
- W. Continue as stewards of the USM Effectiveness and Efficiency efforts including:
- Supporting USM's strategic priorities of excellence, access and affordability, innovation, increased economic impact, and responsible fiscal stewardship.
 - Emphasizing collaboration and inter-institutional activities.
 - Fostering innovation and entrepreneurship to promote cultural changes and new operating models.
 - Promoting the optimal use of technology in support of systemwide and campus operations.
 - Reviewing and discussing periodic reporting on initiatives that promote effectiveness and efficiencies in the USM operating model, increase quality, serve more students, and optimize USM resources to reduce pressure on tuition, yield savings and cost avoidance.

Annual Cycle for Inputs into Financial Management





UNIVERSITY SYSTEM
of MARYLAND

BOR Finance Committee
Tentative Plan for FY 2023 Cycle

September (meeting #1)

- University System of Maryland: FY 2024 Operating Budget Update
- Coppin Facilities Master Plan—president's presentation and discussion
- Committee charge review

October (meeting #2)

- Coppin Facilities Master Plan—action
- Fall 2022 Enrollment Update and FY 2023 FTE Estimate
- Review of Dashboard Indicators
- USM Common Trust Fund Investment Performance—University System of Maryland Foundation

December (meeting #3)

- University System of Maryland: FY 2024 Operating Budget Update
- University System of Maryland: Report on FY 2022 Procurement Contracts

February (meeting #4)

- FY 2022 Audited Financial Statements and USM Financial Planning (information and presentation)
- University System of Maryland: FY 2024 Operating Budget Update
- University System of Maryland: FY 2024 Capital Budget Update
- FY 2022 Effectiveness and Efficiency Results

March (meeting #5)

- University System of Maryland: Fiscal Year 2024 Schedule of Tuition and Mandatory Fees
- University System of Maryland: Self-Support Charges and Fees for FY 2024
- USM Enrollment Projections: FY 2024-2033
- Financial Condition and Financial Results of Intercollegiate Athletic Programs
- Frostburg Facilities Master Plan—president's presentation and discussion

June (meeting #6)

- FY 2025 Capital Budget Request; and FY 2025-2029 Five-Year Capital Improvement Program
- FY 2024 System Funded Construction Program Request
- University System of Maryland: 45th Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds
- University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects
- University System of Maryland: FY 2024 Operating Budget
- Adjustment to the Biennial Nonexempt Salary Structures for FY 2024 and FY 2025
- Frostburg Facilities Master Plan—action
- Proposed FY 2024 Contract between the University of Maryland, Baltimore and UMMS

Ongoing: acquisitions and dispositions of real property; modifications to leases; procurements and awarding/renewing contracts; project authorizations; and development of/amendments to financial and administrative policies



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed Amendment to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty Members

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 7, 2022

SUMMARY: The proposed amendment to the faculty sick and safe leave policy would provide USM institutions the option to implement an exception-based sick and safe leave reporting method for faculty, on par with the reporting requirement options established for Exempt staff in [VII-6.10 USM Policy on Work Schedules for Nonexempt and Exempt Staff](#). The current policy requires faculty to report leave using the positive method, which is the same as the requirement for USM nonexempt (hourly) staff.

The University of Maryland, College Park’s Elevate Team requested this amendment to support critical design decisions about the Workday Human Capital Management module prior to implementation in July 2023. This amendment also reflects an update needed to better align with current timekeeping best practices. Importantly, those institutions that prefer to require positive leave reporting may continue to do so under the amended policy.

The proposed amendment also includes a requirement that each institution implement procedures to ensure that accurate leave records are maintained, including leave balances.

These proposed changes have been discussed and reviewed by the presidents, AAAC (provosts and academic affairs vice presidents), and the vice presidents for administration and finance.

ALTERNATIVE(S): The Committee could decline to recommend this policy change and the current policy will remain in effect.

FISCAL IMPACT: The impact is anticipated to be minimal.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty Members, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL with revisions to section I.B. as highlighted on the attachment

DATE: 9/7/22

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

DRAFT **highlight = REVISED 9/7/22**

II-2.30 – POLICY ON SICK AND SAFE LEAVE FOR FACULTY MEMBERS

(Approved by the Board of Regents November 30, 1989; Amended on June 21, 2013; Amended on February 14, 2014; Amended June 21, 2019; Amended _____, 2022)

I. PURPOSE AND APPLICABILITY

A. The purpose of this policy is to:

1. Provide an informal system of colleague substitution for short-term incapacity of instructional faculty. This practice protects the interests of students by preventing disruptions to students' instructional programs during periods when the instructor must be on leave for illness or other reasons covered by this policy.
2. Provide a regularized and equitable basis for determining the eligibility of faculty members to be compensated when unable to work for reasons of mental or physical illness, injury, or condition, childbirth, the need to care for a newborn or adopted child or an ill family member, or bereavement; or when an absence is due to domestic violence, sexual assault, or stalking, pursuant to the Maryland Healthy Working Families Act.
3. Address the State law standards for the application of accrued sick leave to a faculty member's service credits for retirement.

- B. Except as otherwise provided in III.B., this policy applies to full-time tenured and tenure-track ~~full-time~~ faculty, and non-tenure track instructional faculty, as defined by USM BOR Policies II-1.05 and II-1.06, and other faculty whose letters of appointment expressly provide that the faculty member is eligible for sick leave.

II. COLLEGIAL SICK LEAVE

A. Underlying Principle

It is the responsibility of the institution to have an agreed-upon procedure for continuing instruction when faculty members are absent for any reason, including illness, injury, or childbirth. Once instruction is underway, it is important to have it continued with minimal interruption to protect the interests of students. Thus, when a faculty member is absent for brief periods because of illness, injury, or childbirth, the "collegial" method of accommodating faculty absence is preferred.

B. Definition

"Collegial" leave is a form of collegially supported leave in which the colleagues of the faculty member, on a voluntary basis, assume responsibilities for an absent member's classes and other essential functions, in addition to carrying on their regular work.

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C. Non-Creditable Leave

Collegial leave is not credited toward retirement and cannot be carried over to a subsequent fiscal year.

D. Availability

Collegial leave is available to a faculty member as follows:

1. When practicable, it is available up to a maximum of twenty-five (25) work days for each faculty member in one fiscal year. After that time, creditable Sick and Safe Leave ("SSL") shall be charged.
2. The maximum collegially supported leave available to a faculty member during the summer is one-seventh (1/7) of the contract period. This will be included as part of the faculty member's yearly limit.
3. An eligible faculty member, appointed for at least a semester but less than an academic year, may receive no more than half of the collegial protection awarded persons who are appointed for an academic year. Faculty appointed for periods of less than one semester may not receive collegial benefits.
4. Collegially supported leaves for an individual faculty member in two fiscal years must be separated by active service of at least twenty-five (25) work days.

E. Relationship to SSL

If an absence occurs after a faculty member has utilized all available collegial leave, the faculty member's SSL or other accrued leave shall be charged.

III. SICK AND SAFE LEAVE ("SSL")

A. Definition

SSL is leave that is accrued during ~~the course of~~ the faculty member's service and, subject to Maryland law, may be credited toward the faculty member's service for retirement benefit purposes. SSL does not include Collegial leave.

B. Accrual

1. SSL is accrued at the rate of 1.25 work days per month at full salary. Accrual of SSL for summer employment by academic-year faculty is determined by the institution. In no case may an individual accrue more than fifteen (15) days of SSL during any fiscal year.
2. Part-time faculty members who are employed at least 50-percent-time are eligible for SSL proportionate to the percentage of their employment.

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3. Individuals eligible to earn SSL will accrue such leave each calendar month in which they are on paid status for fifteen (15) or more days within that month. No SSL will be accrued for any month during which the individual is on paid status for less than fifteen (15) days.
4. SSL is accrued while the individual is on sabbatical leave, but not while on leave without pay.
5. When all accrued SSL has been expended, and as authorized by the Family Medical Leave Act and related USM policies and consistent with the requirements of the Americans with Disabilities Act, the individual will be removed from salaried status, except in unusual circumstances as approved by the President. The institution will assist the faculty member in evaluating the options of modified duty, disability retirement, regular retirement, or disability insurance as appropriate.
6. If there is a break in an individual's employment with the State of Maryland of less than three (3) years, any unused SSL balance will be restored.¹ A leave of absence without pay is considered a break in employment. SSL balances may be brought to the University System from another State agency.

C. SSL Creditable as a Retirement Benefit

Unused SSL may be credited toward a faculty member's service for retirement benefit calculation purposes under conditions specified in Maryland law at Md. Code Ann., State Personnel and Pensions Article § 20-206 and related statutes. Unused SSL may not be credited toward retirement for those faculty members who participate in the Optional Retirement Plan. There is no cash payment for accrued, unused SSL at the termination of employment, regardless of whether the SSL may be creditable toward retirement.

D. Use of SSL

Subject to the use limitation in Section III.D.5, in addition to using "collegial" leave, a faculty member may use accrued SSL as provided in this section.

1. Employee's Health

SSL may be used:

- a) To care for or treat the faculty member's mental or physical illness, injury, or condition; or

¹ Any SSL that was used to provide creditable service for any employee pursuant to Maryland Annotated Code (Md. Code Ann.), State Personnel and Pensions Article, Section 20-206 shall be treated as leave that has been used and is not eligible for restoration.

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- b) To obtain preventative medical care for the faculty member that cannot be scheduled during non-work hours.

2. Care of Ill Family Members

SSL may be used to care for a family member with a mental or physical illness, injury, or condition, or to obtain preventive medical care for a family member that cannot be scheduled during non-work hours.

“Family member” as used in this policy means:

a) The faculty member’s:

- i. Child, adopted child, foster child, or stepchild; a child for whom the employee has legal or physical custody or guardianship; or a child for whom the employee stands *in loco parentis*, regardless of the child’s age;
- ii. Legal guardian;
- iii. Grandparent, adopted grandparent, foster grandparent, or step grandparent;
- iv. Grandchild, adopted grandchild, foster grandchild, or step grandchild;
- v. Sibling, adopted sibling, foster sibling, or step sibling; or
- vi. Spouse; and

b) The faculty member’s or spouse’s:

- i. Parent, adoptive parent, foster parent, stepparent; or
- ii. An individual who acted as the parent, or who stood *in loco parentis*, when the faculty member or spouse was a minor.

3. Bereavement

For the death of a close relative, a faculty member may use up to three (3) days of accrued SSL, or five (5) days if the death of a close relative requires a faculty member to travel and stay away from home overnight.

- a) “Close relative” as used in this section of the policy means: a spouse, child, ~~step-child~~stepchild, parent (or someone who took the place of a parent), mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or other relative who permanently resided in the faculty member’s household.
- b) A faculty member may use one (1) day of SSL for reasons related to the death of an aunt, uncle, niece, or nephew of the faculty member or his or her spouse.

4. Childbirth and Parental Leave

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- a) Accrued SSL may be used for medical conditions related to pregnancy or childbirth and its immediate physical recovery.
- b) Accrued SSL may be used to care for a child within six months following the birth of a child or placement of a child with the faculty member for adoption.
- c) Accrued SSL may be used for Parental Leave, subject to the provisions of USM BOR II-2.25, Policy on Parental Leave and Other Family Supports for Faculty.

5. Safe Leave

Up to eight work days per year of SSL may be used for the following purposes: domestic violence, sexual assault, or stalking committed against the faculty member or the faculty member's family member, if the leave is being used:

- a) To obtain for the faculty member or the faculty member's family member:
 - i. Medical or mental health attention that is related to the domestic violence, sexual assault, or stalking;
 - ii. Services from a victim services organization related to the domestic violence, sexual assault, or stalking; or
 - iii. Legal services or proceedings related to or resulting from the domestic violence, sexual assault, or stalking; or
- b) During the time that the faculty member has temporarily relocated due to the domestic violence, sexual assault, or stalking.

6. Verification

A faculty member may be required to provide verification that the SSL was used for purposes provided in Section III.D (except for bereavement) if:

- a) The faculty member uses SSL for more than two consecutive work days; or
- b) The faculty member uses SSL during the period between the first 120 calendar days of employment and the employment agreement, contract, or appointment letter stipulates that such verification shall be required.

IV. REPORTING

- A. Work days and leave hours used shall be recorded by all faculty members who are employed on at least a 50%-time basis, via their institution's positive or exception-based reporting method that supports the accurate accounting of leave balances, regardless of the faculty member's source of funding or retirement system in which they

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are enrolled. Institution policy may require faculty members who are employed on less than a 50%-time basis to record work days and leave hours.

1. Faculty members subject to this section ~~Each faculty member, regardless of the source of funding or retirement system in which he or she is enrolled, who is employed at least 50 percent time, shall must~~ complete monthly leave positive time reports and sign the fiscal year summary record unless an exemption has been requested by the individual faculty member and approved by the institution's President. When an exemption is approved, the faculty member thereby waives all claims from that date forward to credit any unused sick leave toward retirement benefits. ~~With the approval of the President, T~~the faculty member may revoke his or her exemption with the approval of the President, and unused sick leave earned from the time of revocation forward may be credited toward retirement.

V. IMPLEMENTATION PROCEDURES

1. Each institution shall ~~implement-establish~~ procedures approved by their President or designee on the ~~exception-based or~~ positive or exception-based reporting method that faculty members shall use to report their monthly sick leave usage, and to review and attest to the accuracy of athe year-end sick leave usage summary prepared by the institution.
2. ~~procedures for positive time reporting~~The institution shall retain the monthly sick leave usage reports for each individual while they are employed by the USM, and for a period of time following their separation, as required ~~for five (5) and shall retain summary records of these reports until the individual leaves employment by the USM's~~ Records Retention policy and applicable laws and regulations.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Committee on Governance and Compensation Charter

COMMITTEE: Governance and Compensation

DATE OF MEETING: September 7, 2022

SUMMARY: The Committee on Governance and Compensation reviews its charter each year. Attached is the current committee charter. The committee will review and vote on whether to certify the committee charter.

ALTERNATIVE(S): The Committee could choose not to discuss the topic or could propose revisions.

FISCAL IMPACT: Fiscal impact is minimal.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Regents review the committee charter and vote to certify it.

COMMITTEE ACTION: DATE: September 7, 2022

BOARD ACTION: DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734



**UNIVERSITY SYSTEM
of MARYLAND**

**Board of Regents
Committee on Governance and Compensation**

PURPOSE

To assist the Board of Regents in fulfilling its responsibilities for the oversight of leadership of the University System of Maryland, specifically pertaining to optimal performance of the Board and personnel matters.

RESPONSIBILITIES

The Governance and Compensation Committee regularly meets six times annually and, with the approval of the BOR, is granted the authority to ensure that the Board operates according good governance principles and realizes its full potential as high performing Board. The committee is charged with reviewing matters pertaining to the organization and leadership structure of the University System of Maryland, its constituent institutions and centers and the System Office, other personnel matters such as collective bargaining agreements, compensation for individuals under BOR Policy VII-10.0 and matters pertaining to the optimal operation of the BOR.

- A. Leads the Board in evaluating its performance, including developing guidelines for Board evaluations, administering biannual Board self-assessments, coordinating periodic comprehensive reviews of the Board, and assessment of Board committees.
- B. Reviews Board Bylaws as needed and recommends changes for Board approval.
- C. Reviews the program for new Regent orientation and ongoing Board development to ensure that Regents receive appropriate education and training, including Regent Mentor program and Regent Liaison Program.
- D. Reviews and monitors compliance related to Board composition and Regent attendance.
- E. Certifies the annual review of committee charters.
- F. Defines and implements USM's philosophy for executive compensation, including
 - Periodic benchmarking and aging of peer compensation data;
 - Conducting a comprehensive review of peer data every 3 – 5 years;
 - Utilizing data to inform compensation for new presidents and chancellors; and
 - Monitor trends in compensation and maintain compensation tally sheets.
- G. Develops and implements a framework for goal setting and annual and comprehensive executive performance review, including
 - Establishing/reviewing guidelines for comprehensive performance reviews of the USM Presidents and Chancellor
 - Approving annual goals for the Chancellor and USM Presidents,

- Reviewing annual performance assessments of the USM Presidents and Vice Chancellors,
 - Conducting an annual review of the Chancellor,
 - Conduct a comprehensive review of the Presidents every 3 – 5 years and review feedback,
 - Under special circumstances, request additional performance reviews of the Chancellor and USM presidents, as appropriate
- H. Recommends to the Board appointments and compensation for an Acting or Interim Chancellor or, on the recommendation of the Chancellor, Acting or Interim Presidents in the event of vacancies.
- I. Monitors trends and opportunities for succession planning and leadership development
- J. Maintains guidelines for Chancellor and Presidents Searches.
- K. Maintains an annual calendar for the Governance and Compensation Committee
- L. Maintains a schedule for USM policy review.
- M. Reviews for information purposes contracts and appointment letters of certain personnel entered into by the USM and its institutions in accordance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements.
- N. Develops the parameters for compensation and terms of appointment for President and Chancellor hires for recommendation to the Board, to permit the Board to delegate negotiation of an appointment letter to the Chancellor or, in the case of a Chancellor's hire, the Board Chair.
- O. Reviews and recommends for board approval, as appropriate, collective bargaining agreements and related reporting on collective bargaining activity in the USM.

**BOARD OF REGENTS**

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Towson University Updated Mission Statement

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: Friday, September 16, 2022

SUMMARY: Towson University has engaged in a thorough, internal process to update their mission to reflect recent growth and the expansion of the University's institutional identity and offerings. The attached document includes the University's updated: Mission Statement; Institutional Identity; Institutional Capabilities; Institutional Objectives and Outcomes; Core Values; and Goals. Approval of this new Mission Statement and associated elements is the USM step in allowing Towson to propose research doctoral programs. Coordination and documentation with the Maryland Higher Education Commission (MHEC) and the Middle States Commission on Higher Education would be the next steps. As the research base and doctoral degrees increase, the Carnegie Foundation for the Advancement of Teaching would be approached for classification as an R2 institution.

Regent Michelle Gourdine, Chair of the Committee on Education Policy and Student Life, will make opening comments. Dr. Melanie Perreault, Provost and Executive Vice President for Academic and Student Affairs, will present on behalf of Towson.

ALTERNATIVE(S): The regents could reject the request or make suggestions for further consideration.

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approves the expanded mission statement of Towson University, acknowledging the greater emphasis on research and providing the authority to grant research doctoral degrees.

COMMITTEE ACTION:

DATE: September 16, 2022

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jrboughman@usmd.edu



MISSION, VALUES AND GOALS



Towson University Mission Statement

I. SUMMARY MISSION STATEMENT

Towson University fosters intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good. Through a foundation in the liberal arts and a commitment to academic excellence, interdisciplinary study, research and public service, Towson University prepares students for careers in high demand today and in the future. TU is recognized as a leader in community engagement, including entrepreneurial efforts that provide collaborative opportunities between the campus and the larger Maryland community. Our graduates leave with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy and environment of the state, the region and beyond.

Mission Statement, continued

II. INSTITUTIONAL IDENTITY

Towson University, founded in 1866 as the Maryland State Normal School, offers nationally recognized undergraduate and graduate programs in the liberal arts, sciences, arts and professional fields. Our faculty produce innovative research and educate a diverse student population from the Maryland region and beyond. As a research-oriented comprehensive university, TU provides students with extraordinary opportunities to work alongside faculty in addressing significant issues while also generating new knowledge to solve real-world, societal problems.

The university's longstanding commitment to creating a multicultural campus that embraces Maryland's emphasis on access, equity and student success is advanced by policies and practices that promote the recruitment and retention of diverse students, staff and faculty. Curricular and extracurricular programming supports the university's commitment to diversity and inclusion.

Towson University prides itself on its important role in community engagement in the metropolitan Baltimore area and in the state as a whole. As a Carnegie Community Engaged Campus and anchor institution, TU is committed to working alongside community partners to offer cultural programming, entrepreneurial outreach and civic engagement opportunities that benefit the university and the community. Through the StarTUP at the Armory in downtown Towson, TU is creating new opportunities to connect campus with the greater Baltimore business community to address entrepreneurship and workforce development. The StarTUP serves as TU's front door for startups, small businesses and our region's largest corporations.

Undergraduate education:

As a large and complex learning community, the university offers rigorous academic programs with extensive learning and research opportunities. The undergraduate curriculum promotes the intellectual skills essential for:

- communicating effectively,
- gathering and evaluating information,
- thinking critically and meaningfully,
- using technology effectively,

- appreciating diversity and commonalities and
- making informed, ethical choices.

These skills are grounded in the university's long-standing commitment to a strong liberal education core that emphasizes an understanding of how the arts and sciences gather, evaluate and apply information to reach valid conclusions. The Core Curriculum, combined with focused study in a chosen discipline and a commitment to students' co-curricular experiences and success, develops intellectual and social abilities that will guide students as contributing members of the workforce and a democratic society.

Graduate education:

Our graduate programs provide specialized education and research opportunities designed not only to further individual students' knowledge but to create new knowledge that benefits the greater community. With a broad portfolio of master's programs and a selective group of doctoral programs, graduate studies at TU build on the strengths of the university and are in areas that are fundamental to the development and vigor of the institution and the state. Through critical research that informs business, health care, STEM and educational practices, TU's graduate students and faculty advance the knowledge base that will drive the workforce, economy and health care of the future. The goal of these programs, in addition to developing sophisticated, research-minded individuals, is to prepare ethically and globally minded individuals to lead the state and country.

The six colleges that define the fields of study at Towson University include:

The **COLLEGE OF BUSINESS & ECONOMICS**, accredited by AACSB International (The Association to Advance Collegiate Schools of Business) in its accounting and business administration programs, offers a one-of-a-kind Business Excellence program designed to prepare students with innovative programming and teaching to achieve academic and professional success. AACSB accreditation places the college in the top 1% of business schools worldwide and the top 10% in the United States. Offering undergraduate and graduate programs, the college provides a comprehensive business and entrepreneurial focused education.

Mission Statement, continued

Recognized as Maryland's preeminent teacher education institution as well as a national model for professional preparation, Towson University has a distinguished history of preparing classroom teachers and education specialists. The **COLLEGE OF EDUCATION** offers a comprehensive slate of high-quality, performance-based professional education programs for the initial and advanced preparation of teachers and education specialists. Most graduates from the college enter schools as teachers and specialists in Maryland.

The **COLLEGE OF FINE ARTS & COMMUNICATION** offers students the opportunity to develop their creative and analytical abilities, tailored to their aspirations, by encouraging dialogue, inspiration, passion and beauty. These attributes are fostered through a broad liberal arts education and specialized professional training. Recognized as a thriving visual arts center for Maryland, the college contributes to the cultural and economic life of Towson and the greater Baltimore region.

The **COLLEGE OF HEALTH PROFESSIONS** develops outstanding analytical thinkers and future professionals at the undergraduate and graduate levels in a wide range of health care, human service and sport-related fields that promote and enhance health, well-being and human performance in a diverse world. Students are supported in a wide array of research and hands-on experiences that complement their academic coursework, including via the Institute of Well-being, which provides a wide range of professional and interprofessional opportunities that develop and evaluate best practices, promote professional development, facilitate research and enhance the lives of community members through outreach programs.

The departments and programs of the **COLLEGE OF LIBERAL ARTS** explore what it means to be human, how people construct identities and institutions and how individuals and groups interact over time—in communities, cultures and in nations. The college includes those disciplines customarily identified as the humanities and those generally identified as the social sciences. With critical thinking at the center of all liberal arts, the college prepares graduates for the intellectual flexibility and civic mindedness that are in demand in a rapidly changing workforce.

The **JESS AND MILDRED FISHER COLLEGE OF SCIENCE & MATHEMATICS (FCSM)** offers undergraduate and graduate programs in the physical, mathematical, computational and life sciences, with an emphasis on student success through improving student retention, persistence and time-to-graduation. The college is the home of numerous STEM education and outreach programs, including Towson UTeach—TU's path to becoming a high school science or mathematics teacher. FCSM faculty are highly engaged researchers whose work is supported by numerous competitive state and federal grants. Additionally, the college promotes a wide range of opportunities for research experiences for all students.

III. INSTITUTIONAL CAPABILITIES

Towson University has achieved national prominence as a premier university by offering a wide range of excellent graduate and undergraduate degree programs with an emphasis on innovation, diversity and inclusivity, student access and success, academic rigor and research opportunities. TU has increased its regional and national reputation through its focus on student learning; innovative programs and pedagogies; faculty creativity and scholarship; applied and sponsored research; community service; and outreach to business, educational, nonprofit and health care organizations.

Our intercollegiate athletics program is an integral part of building campus community and pride. Athletics also provides leadership development and other co-curricular opportunities for student-athletes and the student body as a whole. We are especially proud of our Total Tiger program, where student-athletes give back to the community with more than 10,000 hours of community service annually.

The university capitalizes on its location by providing varied and distinctive opportunities for students, staff and faculty learning, leadership development, teaching and research. It recognizes its obligation to serve at the local, regional, state and national levels through its academic programs, research and professional services. Towson University is an integral partner to the state's community college system. The university serves a robust transfer student population, focusing on program offerings, integration and success in

Mission Statement, continued

completing their baccalaureate degree and beyond. As part of its pursuit to meet societal needs in a comprehensive manner, Towson University will maintain a wide range of baccalaureate programs while developing graduate education and expanding its focus on research.

As TU has grown, we strive to maintain our commitment to student-centered experiences that include frequent engagement with faculty through diverse course

formats and settings. This value is reflected in the master plan that calls for substantial modification to and growth of the academic precinct over the next 10

years. The plan includes new academic and academic support spaces that emphasize the values of original research, interactive learning, informal teaching and learning, communication and individual student attention.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

Towson University's recent strategic plan, Leadership for the Public Good, outlines the university's high-level goals for the next decade.

Towson University's Core Values:

- Dedication to student intellectual and personal growth
- Commitment to creating and disseminating knowledge of the highest caliber
- Passion for continuous learning
- Devotion to civic responsibility and community service
- Commitment to diversity and inclusion
- Integrity and ethical action as leaders for the public good

Towson University has built a reputation as a leader in inclusive, accessible academic excellence where students, faculty and staff thrive. Here, rigorous and relevant academic instruction is combined with a diverse and supportive community that deepens connections and builds success.

- We challenge students to be engaged participants in an inspiring educational journey preparing them for professional success and positive impact as engaged members of their community.
- We empower faculty to make significant contributions through scholarly and creative inquiry of the highest caliber.
- We encourage and promote excellence in staff, resulting in exceptional contributions and personal growth.
- We serve communities as an anchor institution, with socially minded partnerships and entrepreneurial efforts advancing the greater Baltimore region and Maryland.

Through the initiatives outlined in the strategic plan, we'll harness our expertise from decades of transformation at Towson University to accelerate into a new era of leadership for the public good.

Our plan focuses on six major goals, defined with input from across our university and greater communities. These goals must serve as guiding intentions at the center of every decision we make and every action we take.

Our Goals:

Educate

We will achieve national recognition for our innovative, student-centered curriculum emphasizing engaged learning, in-demand academic programs and new approaches to instruction and learning in the liberal arts, business, health professions, STEM, arts and teacher preparation.

Innovate

Our faculty are leaders in scholarship and creative activities and will be fully supported in their efforts to generate new knowledge and new creative works.

Engage

We will serve as community leaders and partners extending the talents of our students, faculty and staff beyond our campus boundaries to create opportunities for leadership, entrepreneurship, civic engagement and experiential learning.

Include

We will build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

Support

We will recruit, retain and graduate students of the highest caliber, offer outstanding student success services and provide an engaging campus experience that reflects the educational values of Towson University and produces graduates prepared for careers or advanced education.

Sustain

We will act as leaders in advancing sustainability of all resources—environmental, human and financial.

GOAL ONE - EDUCATE

Education is at the center of everything we do. But it's how we educate that really matters. Towson University is committed to academic excellence, providing exceptional, student-centered educational experiences. TU's distinguished faculty mentors push the possibilities of engaged learning, create in-demand academic programs and initiate cutting-edge instruction in each of our colleges and interdisciplinary programs. Our graduates will be prepared to lead their communities with integrity, civic mindedness and creativity in service of the public good.

Educate Actions:

- Institute and fully support a comprehensive enrollment strategy that achieves the goals of the university with regard to degree programs, diversity and fiscal outcomes.
- Recruit, retain and support outstanding faculty committed to teaching excellence.
- Provide an interdisciplinary Core Curriculum grounded in the liberal arts that reflects our educational outcomes and prepares students for the contemporary workforce and global society.
- Increase high-impact teaching and learning opportunities to ensure every TU student engages in multiple experiences during their academic career.
- Capitalize on new facilities in STEM and health professions to develop new, high-demand academic programs that support state and national workforce needs.
- Develop selective new master's and doctoral programs in accordance with regional demand and institutional mission.
- Offer an array of professional certificate programs and credentialing alternatives to position our graduates competitively in the workforce.
- Build world-class faculty development capacity and capabilities through the Faculty Academic Center of Excellence at Towson University (FACET).

*Our Goals, continued***GOAL TWO - INNOVATE**

As higher education leaders, the world looks to us for innovation. TU supports and promotes an active scholarly and creative activity agenda for faculty, staff and students. This includes providing appropriate resources, suitable facilities and work schedules to facilitate these critical and worthwhile efforts.

Innovate Actions:

- Faculty will continue to serve as leaders demonstrating the highest standards of a scholar/teacher model that balances teaching, research and service.
- Utilize emerging and innovative technology to enhance teaching and learning.
- Substantially increase grant activities and scholarly output, utilizing the full spectrum of student, staff and faculty expertise.
- Build requisite facilities and resources, including those of Cook Library, to support and increase faculty scholarly and creative activity.
- Provide sufficient research space, startup funding, and staff to support faculty research.
- Increase our commitment to undergraduate and graduate student research, including a vibrant summer research program with faculty mentors.
- Recruit and retain faculty engaged in exemplary research.
- Reward and recognize faculty leaders in scholarship, creative activity and teaching.

GOAL THREE - ENGAGE

Our impact goes beyond the boundaries of our campus. As a Carnegie Foundation Community Engaged University, TU students, faculty and staff serve as community leaders and partners extending their talents beyond our campus boundaries to create opportunities for leadership, entrepreneurship, civic engagement and experiential learning.

Engage Actions:

- Build on the existing success of the BTU initiative to further TU's leadership as an anchor institution for the greater Baltimore region.
- Develop and sustain a successful StarTU business engagement center.
- Develop and sustain innovative entrepreneurship programs for internal and external parties that increase student participation from all colleges.
- Build a successful venture creation program that engages students, faculty, staff and external participants.
- Develop nationally recognized leadership programs for internal and external markets that create and reflect cutting-edge research.
- Ensure all TU students have the opportunity to participate in experiential learning during their academic careers.
- Promote civic responsibility and engagement as a learning outcome for all students.
- Fully develop a world-class Career Center supporting students and alumni.

*Our Goals, continued***GOAL FOUR - INCLUDE**

It's about more than simply being, it's about thriving. TU actively works to build an inclusive, collaborative and equitable community where people from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported to achieve their fullest potential. This commitment is reflected in our hiring practices, decision-making, academic and co-curricular programming, support services and resources. We will achieve the goals of the university's Diversity Strategic Plan and will be leaders in equity and inclusion.

Include Actions:

- Provide ongoing teaching, learning, research and service opportunities to prepare students, faculty and staff to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields.
- Continue our commitment to recruiting and retaining faculty from underrepresented groups.
- Continue to build trust and confidence through strong collaborative and value-added relationships with all shared governance bodies.
- Increase diversity-rich learning experiences that raise all students' self-awareness and ethical and cultural intelligences while advancing their understanding and commitment to TU's values of inclusion, diversity and equity.
- Provide resources for faculty to learn, use and evaluate inclusive teaching and learning practices, scholarly research and creative activities.
- Build upon existing mentorship programs for undergraduate and graduate students, faculty and staff.

GOAL FIVE - SUPPORT

Student success starts with a student-centered culture. TU is committed to recruiting, retaining and graduating students of the highest caliber, offering effective support services and an engaging campus experience that reflects the values of Towson University.

Support Actions:

- n Implement a comprehensive student retention plan from prospect status through graduation and into the post-graduate years.
- Increase the four-year graduation rate through a systemic approach.
- Capitalize on the new University Union to deliver rich co-curricular programming for students.
- Establish a one-stop Academic Support Center.
- Support an exceptional athletics program that emphasizes success in the classroom, the community and athletic competition.
- Establish a world-class holistic practice of student well-being that addresses physical, mental and emotional dimensions of individuals.
- Serve as a cultural center for the TU and greater Baltimore communities, offering outstanding arts and culture programming for the region.
- Increase affordability of study abroad and other experiential learning opportunities and raise the number and diversity of student participants.
- Identify opportunities to reduce costs to students while maintaining high academic and co-curricular standards.

*Our Goals, continued***GOAL SIX - SUSTAIN**

TU is committed to sustainable practices, responsible management and efficient use of all resources. Whether it's environmental, financial or human — we act as conscientious stewards of all resources.

Sustain Actions:

- Promote transparent capital and operating budget processes that engage shared governance to invest financial resources to support the university's strategic goals.
- Promote and implement effective internal controls and enterprise risk management practices to provide reasonable assurance for the safeguarding of assets, the reliability of financial information and compliance with laws and regulations.
- Implement a holistic Campus Sustainability Plan inclusive of environmental, health and academic activities.
- Recruit, reward and retain outstanding faculty and staff through the implementation of a total rewards program.
- Offer engaging professional development opportunities, including mentoring and coaching programs that span career trajectories.
- Build and maintain a sustainable campus through economically viable initiatives that are environmentally and socially responsible.
- Increase philanthropic giving from all constituent groups—alumni, friends, parents, faculty, staff and students—to support ongoing and emerging needs and opportunities at TU.
- n Strengthen alumni engagement and giving in support of the university community and its strategic goals.



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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Progress Report on Potential Prison Education Program

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 16, 2022

SUMMARY: Regent Wood will provide information on the progress report on a potential prison education program.

ALTERNATIVE(S): Information item

FISCAL IMPACT: N/A

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

To: Chair Linda Gooden and BOR
Chancellor Perman
USM Presidents

September 9, 2022

From: Regent Bill Wood
Regent Rob Hur

Re: Initial Progress Report on the Strengths and Weaknesses of a potential USM prison education program, USM current participants and progress to date.

How we got here

In January, 2022 there was an article in the Baltimore Sun that said there were 337 murders in 2021 in Baltimore City; that an FBI study concluded there was a 30% increase in homicides and an increase in violent crimes across the country since 2020; that there were 18,000 inmates in Maryland prisons in 2019; that the average sentence length is 19.8 years and the average stay is 7.5 years; that it costs \$46,000 a year to house an inmate; and a large percentage released from prison return for committing another crime and that something must be done now.

We decided to explore the potential for a USM prison education program. This program could provide Maryland inmates with educational opportunities while incarcerated; give them hope and employment opportunities following release, reduce recidivism, save the State of Maryland money and grow enrollment.

Chair Gooden requested that Chancellor Perman and I “scope it for potential” and, if found to be worthy of pursuit, that we investigate the potential and I should present the findings to CUSP and the BOR. Regent Robert Hur was invited to join us based upon his interest and his vast knowledge of the criminal justice system, his past service as the U.S. Attorney for the State of Md. and his longstanding professional relationship with Md. Secretary of Public Safety and Correctional Services Robert L. Green.

We did all that and decided it was an exciting and worthwhile potential endeavor and to present a review and report on the strengths and weaknesses of such a program, identify the current USM schools and others participating and finally tee this up for each USM President to decide whether to participate.

Other schools with prison education programs

UBalt has initiated a similar program. On April 12, 2022 Chancellor Perman and I met on Zoom with Pres. Kurt Schmoke and UBalt Prof. Andrea Cantora who runs the program at UBalt. She said there are 20,000 people currently incarcerated in Maryland and they are turning away people who are eligible due to capacity constraints. She said all incarcerated students are Pell Grant recipients, that she’s paid her regular salary and UBalt Foundation helps by raising money.

She has dealt extensively with the security issues surrounding forbidden inmate accessibility to the Open Internet. UBalt’s online system to deliver virtual learning material to non-

incarcerated students is known as Sakai. It is similar to Blackboard and other information management systems. It is not used in their prison education system because it is not secure.

Instead, UBalt's IT Department worked with the IT Department within the Md. Department of Public Safety to design a system involving a dedicated server into which learning materials are downloaded and inmates can access only what is contained in the server and cannot go to the Open Internet. The server permits uploading and downloading documents and back-and-forth communications with the applicable professor. She stated that the current system is somewhat limiting and would much prefer a system with more access. The ideal she said would be to use Sakai with some restrictions.

Other USM institutions getting into the space or are already there are TU, Coppin, UMES, and BSU. Goucher College and Georgetown University also have active program in Maryland.

We also discovered an article regarding a similar program at Northwestern University which coincidentally is Chancellor Perman's alma mater. Prof. Jennifer Lackey is the Director of the *Northwestern Prison Education Program* (PEP). I spoke with Professor Lackey on March 18 and she enthusiastically welcomed our interest. We subsequently participated in a Zoom meeting on May 26. She knows this space inside and out. She said PEP began with a MOU with the Illinois DOC. Inmate candidates apply at the prison and are vetted initially by the DOC. There is also a NU Admissions Committee. Sometimes they negotiate. Both assess student skills and interview each one. She said there are limited resources for students experiencing difficulties and the mission of NU is to educate students, not solve their personal difficulties. The preadmission screening is designed to select appropriate and acceptable candidates.

Professor Lackey indicated that they use Zoom in designated rooms within the prison so the students are together and the professor is online. Other times the professor goes to the prison and teaches in person with the students in the same room. There are guards present and there have been no problems. The written educational materials are uploaded and downloaded into a dedicated server. These materials are "white listed" meaning they are only accessible from the server. They're working on acquiring laptops and devising an Internet program that will meet prison security concerns.

Ultimately 40 students are accepted; 20 men and 20 women. 5% of the cohorts are serving over 15 years to life. These inmates can be accepted and they enthusiastically and responsibly participate. NW's PEP offers only the Associate Degree with a Social Sciences major. There are four semesters per year. I asked her whether she ever experienced any reluctance from faculty and she said to the contrary there is a faculty waiting line. The faculty love the opportunity and change of pace. They love to teach in-person in the prisons and they are given full credit on their course load requirements.

The inmates and their family members are grateful that something is being done to help the inmates make a responsible life for themselves upon release as well as giving them a positive thing to do rather than just sit around. The alumni and donors have also been very supportive as has the surrounding community understanding that when these inmates are released they are much more likely to become productive citizens and not to become recidivists. She also added

that Rutgers University and Barth College have similar programs which work beautifully. The recidivism rate to date for NU students who have been released back into the community is 0.

She also played a video of a recent commencement in an Illinois prison. I was amazed that a large group of inmates wearing caps and gowns entered a room just as in USM commencements with the traditional music in the background. Faculty, family, friends and supporters were in the room. The procession was orderly, the inmates were happy, proud and waving to their family and friends. There was no indication whatsoever that this was in a prison. There were hugs and handshakes by all when it was over.

Prof. Lackey also said educating inmates is a program on the cusp of a national movement. She anticipates “an explosion of interest” when Pell grants are available in July, 2023. She made her recommendation clear when she told us to “Move fast!” in order to get out front of this movement including the grant money and not get run over by competitors.

On August 4, Chancellor Perman, Regent Hur, Prof. Cantora and I met with Carolyn Scruggs who is Assistant Secretary for Public Safety and Correctional Services and her Assistant to discuss the potential for a USM prison education program. She was incredibly enthusiastic and supportive and she wants to do it.

Some of the things that she told us include: there are 18 correctional facilities in the State of Md; of these the Eastern Correctional Institute in Somerset County has the largest inmate population; that the Jessup Correctional Institution has a limited men’s prison education program run by Georgetown University; that the Maryland Correctional Institution for Women, also located in Jessup, has no prison education program; that the USM should decide what courses it wishes to offer; the course offerings should be outlined in a simple one or two page document; she will then evaluate within the prison system the population that would be best served by the course offerings; that a list of the potential students/inmates will be given to the USM who can then decide who amongst this group is eligible to participate and is someone the USM wants to admit.

She also said, and this is important good news, that her Department, in consultation with the USM and other State resources, can set up the necessary IT capabilities and computer programs to ensure delivering course content and communications while maintaining the level of security required by her Department and the prison system.

On August 23, at Sec. Green’s invitation to Regent Hur, Chancellor Perman, Vice-Chancellor Jo Baughman, Danielle Cox, Director of Education DPSCS, Regent Hur and I met with him and Asst. Sec. Scruggs. He informed us that a tablet has been given to every inmate incarcerated in Maryland; that this alone reduced inmate violence at the Eastern Correctional Institution by 99% because the inmates had something to do rather than just sit around; that the Baltimore Jail Complex houses about 3,000 inmates 65 to 70% of whom are awaiting sentencing; and Sec. Green felt this was an excellent place to introduce the inmates to prison educational opportunities even though the average stay at this Complex is only 47 to 48 days. Suffice it to say that he is completely enthusiastic and recommends that the Department of Corrections enter into a partnership with the USM which would be controlled and directed by the USM.

I also have a friend Mike McGarry who is a board member of the Gatekeepers based in Hagerstown that assists ex-offenders with their reentry into society. On March 28 I called Mike who said their mission is to give people hope and opportunity so when they walk out of jail they will have a job and stay out of trouble. They operate in part under the *Justice Reinvestment Act* signed into law by Gov. Hogan on May 19, 2016. The JRA seeks to reduce Maryland's prison population and use the savings to provide for more effective treatment of offenders, during, and after incarceration. This is intended to reduce the likelihood of reoffending, as well as to benefit victims and families. The Gatekeepers are working with a program called Endovo Messenger designed specifically for use in jails and prisons. Assistant Secretary Scruggs stated that their office was very familiar with Endovo.

Staffing at the System level

Chancellor Perman and Senior Vice Chancellor Boughman have assembled this workgroup to staff this effort;

Carolyn Scruggs, Assistant Secretary DPSCS
Danielle Cox, Director of Education DPSCS
Jo Boughman, Senior Vice Chancellor USM
Emily Dow, Assistant Secretary of MHEC
Brad Phillips, Executive Director of Md. Assn. of Community Colleges
Andrea Cantora, Director of Second Chance Program, U. Balt.
Patricia Westerman, Assistant Provost, TU
Eliza Cornejo, Executive Director Goucher Prison Education Partnership

Future steps to be taken include contacts with the Secretary and Assistant Secretary of MHEC, the Executive Directors of MACC and MICUA and a plan that can gather information for all the programs now available and discussions of next steps.

Potential funding sources

The Andrew W. Mellon Foundation provides grants for prison education programs; typically for \$1,000,000 each.

Pell Grants will be available in July, 2023 to incarcerated individuals. Previously they were offered at selected schools only on a trial basis.

The *Md. Justice Reinvestment Act* signed into law by Gov. Hogan on May 19, 2016 is intended to reduce the prison population and to use the savings for more efficient initiatives to reduce recidivism.

Federal agency grants, including those administered by the U.S. Department of Justice.

USM and affiliated foundations.

We will be exploring these and additional opportunities.

Strengths and weaknesses

There should be strong political support should a decision be made by Chancellor Perman and the Presidents to move forward with a prison education program in one or more of our schools. It has been demonstrated and proven that violence and disturbances in prisons and jails are vastly reduced when educational resources providing hope and opportunity are provided to inmates. The workforce will benefit from released inmates who will be more qualified for employment. Our communities will be safer because recidivism will be substantially reduced. The State of Md. will save money due to reduced recidivism since the average sentence length is 19.8 years, the average stay is 7.5 years; and that incurs costs of \$46,000 a year per inmate. The USM could become a national leader in prison education and the benefits it provides.

No new program is without challenges. Sec. Green emphasized that there are a small number of people who are vocal in their opposition to higher education in prisons. They complain that those “criminals” who are being punished for their crimes are receiving educational benefits at taxpayer expense when the money should be spent helping needy people who stay out of trouble. Sec. Green said to expect this reaction from a small number of people. His response is that these folks who complain do not understand the bigger picture and the greater benefits to society and some will listen and some will not. He adds the USM should not be dissuaded.

One caution I have which I have never heard anyone else mention is whether there is a negative connotation associated with the use of the word “prison” in the name of the program. ie; *Prison Education Program*. Employers might react negatively to a resume that an applicant for a job earned his or her credentials in prison. Not to say that it’s shameful or should be hidden. We all know inmates, their families, the educational institutions and many others take great pride in this accomplishment but it might send the wrong message to an employer considering an application. U. Balt’s program instead is entitled “*Second Chance College Program*”. Should a decision be made to participate, perhaps it would be appropriate to discuss a Systemwide name for the program.

Relevant publications

To date we have identified the following publications that provide helpful background and information:

1. *Expanding Access to College in Prisons* published by Inside Higher Education August 3, 2022.
2. *Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students* published by the GAO April 4, 2019.
3. *Northwestern Prison Education Program* received from Prof. Lackey at NU.

Interim conclusion

This interim report is submitted to confirm progress to date. It is anticipated that work will continue to develop additional and further details by Chancellor Perman, the USM workgroup,

Regent Hur and myself. This interim report will also be offered to the BOR at its September 16 meeting.

Following a deeper dive into this subject, a full and comprehensive report will be presented to CUSP and at the full BOR meeting on November 11 when we hope to be ready for Chancellor Perman to tee this up formally for consideration by each President.

Respectfully submitted,

/s/ Bill Wood

William T. Wood, Regent

/s/ Rob Hur

Robert K. Hur, Regent

Expanding Access to College in Prisons

The Education Department has proposed to expand Pell Grant eligibility to prisoners. Although this will provide the opportunity for many to earn a degree behind bars, questions still remain on how the program will assure access and equity.

By [Meghan Brink](/users/meghan-brink/)

// August 3, 2022

Next year prisoners will be eligible for Pell Grants under a new proposal from the Education Department that is estimated to benefit around 500,000 (<https://www.vera.org/publications/investing-in-futures-education-in-prison>) people behind bars. Colleges will have an opportunity to launch new programs in prisons, providing a key opportunity for incarcerated individuals to prepare themselves to re-enter society after they serve their time.

There have been limited opportunities to access higher education in prisons since a 1994 law made prisoners ineligible for Pell Grants, federal financial aid for low-income students. In 2016, the Education Department began to offer Pell funding to some colleges to begin offering courses in prisons through the Second Chance Pell experiment.

Under a new proposal released last week (<https://www.insidehighered.com/news/2022/07/27/new-regulatory-changes-proposed-education-department>), the department would allow any public or private nonprofit college to start a prison education program, following a set of guidelines and an approval process, and will provide Pell Grants, which currently provide up to \$6,895 in federal student aid per academic year, to prospective students in prisons starting in July 2023. For-profit colleges will not be eligible to receive Pell funding for prison education programs.

This new proposal will provide new opportunities to many people behind bars. However, advocates and experts still raise concerns about how the department will maintain accessibility and equity in the program.

Expanding Pell Eligibility for Incarcerated Students

The new proposal to expand Pell Grant eligibility has the potential to be beneficial for not only incarcerated students, but for states and colleges that invest in the programs as well.

Obtaining a college degree while in prison has been proven to dramatically increase a person's ability to successfully re-enter society. Participating in a postsecondary education program while incarcerated lowers the likelihood that a person returns to prison by 48 percent, according to a 2018 study by the Department of Justice (<https://www.ojp.gov/ncjrs/virtual-library/abstracts/does-providing-inmates-education-improve->

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Expanding college access in prisons through Pell Grants

postrelease-outcomes-meta). However, several boundaries have kept incarcerated individuals from being able to pursue a degree while serving their time, including lack of income and limited availability of programs.

Rudolph Howell, who served 25 years in federal prison and obtained an associate degree from Taft College, a California community college, while in prison, said that education was instrumental in setting him up for success after release as well as giving him a positive outlet to learn and mature while in prison.

"Even though my body was locked up, it was almost like freeing for my mind," said Howell.

The new proposal from the Education Department would establish for the first time a set of rules that colleges seeking federal funding must follow to offer courses in prisons that will be eligible for Pell Grants. Currently, many colleges do offer classes in prisons, but they are either funded by the state or they are offered by for-profit colleges that students must pay to attend.

The Second Chance Pell experiment was designed to test out prison education programs, and so far 200 colleges have been selected by the department to offer courses to students in prisons. Between 2016 and 2021, these programs enrolled 28,000 students, 32 percent of whom obtained either a certificate or an associate or bachelor's degree.

Under the proposal, any public or private college will be able to establish a prison education program through an approval process established by the department.

Under the proposed regulations, colleges will have to undergo a similar process to establishing a branch campus to start a prison education program. First, a college must be in good standing with the Education Department, meaning that it cannot have any flags for predatory behavior in the last five years.

Next, once the college determines the prison it wishes to offer a program in, it must reach out to the entity that oversees that prison, typically the Federal Bureau of Prisons or the state corrections office, to gain approval to start a program. The college will also have to gain approval from an accreditor before offering courses in a prison.

Some colleges are preparing to jump on the opportunity to expand into prisons. In a program created by Ascendium Education in partnership with Jobs for the Future called Ready for Pell, the Arkansas Community College System, the State University of New York's Research Foundation and 20 colleges in 16 states are preparing to offer courses in prisons once the new regulations go into effect next year.

According to Tom Harnisch, vice president of government relations at the State Higher Education Executive Officers Association, state colleges have said, "they are very enthusiastic," about the new

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Expanding college access in prisons through Pell Grants

proposal from the department and "see this as an opportunity to expand education to a population that has long been neglected in education."

Although Harnisch has heard some interest from state colleges to expand into prisons after the new proposal goes into effect, he said, "I think it's still very early in the game right now, but I think that interest in this will pick up in the years ahead."

Ensuring Program Quality and Access

Higher education programs in prisons are required to operate in the "best interest" of the students they serve by ensuring that incarcerated students are earning a quality education.

First, all prison education programs must ensure that the credits students earn through their courses can be transferred to at least one other institution in the state where the prison is located.

Additionally, incarcerated students will not be able to pursue programs that lead to a career that is closed to individuals with their conviction.

The department will also monitor how many incarcerated students are being enrolled at prison education programs to ensure that a college is not enrolling a disproportionately large number of students in prisons. This requirement ensures that colleges are not using prison education programs as a tactic to get more federal Pell Grant funding, a concern that was noted by advocates of expanded Pell Grants in prisons in the past (<https://www.insidehighered.com/news/2021/01/27/pell-grants-restored-people-prison-eyes-turn-assuring-quality>).

The department will also collect information, reported by the oversight entity of the prison, on the release data of students enrolled in the program and whether their credits were able to be transferred successfully.

To ensure that the programs offered in prisons are the same quality as those offered by a college to nonincarcerated students, the oversight entity will also be required to report program completion, job placement and recidivism rates, as well as the salary earned by individuals who complete prison education programs to the Education Department. If a program fails to meet these standards, it can be suspended.

Barriers Still Exist for Incarcerated Students

Even with the accountability metrics the department has proposed to ensure prison education programs are operating in the best interest of the students, many advocates still express concerns with possible issues in incarcerated individuals being able to access college while in prison.

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Expanding college access in prisons through Pell Grants

First, an incarcerated person is largely limited to programs offered at the particular prison where they are imprisoned. Rebecca Villarreal, senior director at Jobs for the Future's Center for Justice and Economic Advancement, said that currently many people will attend many education programs at different prisons as they move through the carceral system. If these students are utilizing Pell Grants, however, they will have to remain in the same program.

"I think that the devil is certainly in the details in how those programs are collaborating and coordinating amongst each other in a particular state," said Villarreal.

Some prisons grant prisoners the ability to transfer to a prison that offers an education program that aligns with their goals after release. However, Howell stated that prison staff is not always supportive of students in prison education programs.

"The main [barrier] was the prison and the staff, because a lot of them are very resistant even on the face of it, even though they might look like they are with it," said Howell.

Villarreal said that it will be important for academic advisers and other educational resources to be available in prisons, both to ensure that prisoners can navigate the best program for their goals but also to ensure that they have the same opportunities as students who are not in prisons.

Many prisons also lack the infrastructure, such as physical space, staff and technology needed to support a prison education program. NPR reported in 2020 (<https://news.stlpublicradio.org/education/2020-03-04/lack-of-access-long-waitlists-education-in-illinois-prisons>) that the Illinois prison education program found that lack of funding and teachers led to long wait lists for inmates to start programs.

Bradley Custer, a higher education senior policy analyst at the think tank the Center for American Progress, expressed concern that the reporting requirement might deter both colleges or correction agencies from allowing prison education programs in their facilities.

"Either colleges or the correctional facilities are going to find that complying with all these new rules is so burdensome that they don't even want to participate, and if that's true, we are going to have major access issues, because it's possible that in some states the corrections agency might just reject most or all the prison education applications coming in," said Custer.

Additionally, concerns have been raised about the possibility for technology companies to benefit from expanded Pell Grant eligibility to incarcerated students. Although most colleges provide in-person course offerings in prisons, some have opted to partner with technology companies to deliver their courses remotely.

For example, Ashland University in Ohio currently offers a prison education program that is taught entirely via tablets owned by private companies. Concerns about the program were reported in a 2020

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Expanding college access in prisons through Pell Grants

Marshall Project article (<https://www.themarshallproject.org/2020/12/17/this-tiny-christian-college-has-made-millions-on-prisoners-under-trump>) that found that many students were not able to transfer the credits after release without access to the tablets. Ashland declined to comment.

A **2019 report from the Government Accountability Office** (<https://www.gao.gov/products/gao-19-130>) analyzed the Second Chance Pell experiment and found several barriers that kept prisoners from being able to take advantage of the program, including meeting Pell Grant eligibility standards and applying for the Free Application for Federal Student Aid.

For example, if a student is currently in default on their federal student loans, they are ineligible for Pell Grants. A **recent study by the Student Borrower Protection Center and the National Consumer Law Center** (<https://protectborrowers.org/new-report-finds-incarcerated-federal-student-loan-borrowers-systematically-denied-access-to-student-loan-relief/>) found borrowers in prison are at higher risk of default on their student loans due to limited access to phones and internet needed to communicate with their loan servicer. The 2019 GAO report found that 10 percent of incarcerated individuals who submitted FAFSAs to take part in prison education programs had existing federal student loans in default—compared to 2 percent of the general population at the time.

However, incarcerated borrowers who have defaulted on their student loans could soon be given a “fresh start.” The Education Department announced in April that it will include incarcerated borrowers in a currently unfinished plan to put borrowers in default back in good standing.

These same barriers could also create complications for incarcerated students applying for federal student aid through the FAFSA, a federal tool that collects income information to determine eligibility for federal financial aid like Pell Grants. Prisoners may have difficulties obtaining financial documents needed to prove income, residency and other requirements of the FAFSA while incarcerated.

Read more by

By Meghan Brink (</users/meghan-brink>)

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Jump To:

Federal Student Aid: Actions Needed to Evaluate Pell Grant Pilot for Incarcerated Students

GAO-19-130

Published: Mar 05, 2019. Publicly Released: Apr 04, 2019.



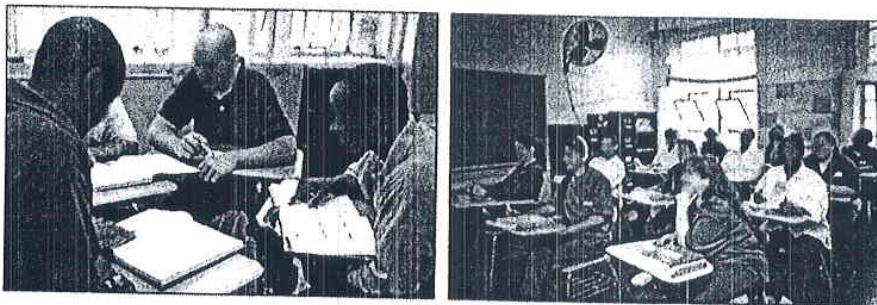
Fast Facts

Federal Pell grants help open the door to a college education for millions of low-income students every year. However, students in prison are generally ineligible for the grants.

The Department of Education is experimenting with changing that in its *Second Chance Pell* pilot. Since 2015, 59 schools participating in the pilot have awarded about \$35 million in Pell grants to about 8,000 incarcerated students.

The department collects data from participating schools but hasn't determined how to evaluate the pilot—which could help decide the future of Pell grants for students in prison. We recommended evaluating and reporting on the pilot.

Incarcerated students in classrooms at correctional facilities



Source: Hudson Link for Higher Education in Prison. | GAO-19-130

Multimedia

<https://www.gao.gov/products/gao-19-130>

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lents in classrooms at correctional facilities



Higher Education in Prison | GAO-19-130

Blog Post

And the Emmy Goes to...

THURSDAY, SEPTEMBER 19, 2019

What do primetime television shows have to do with the work we do? More than you might think! We're...

Highlights

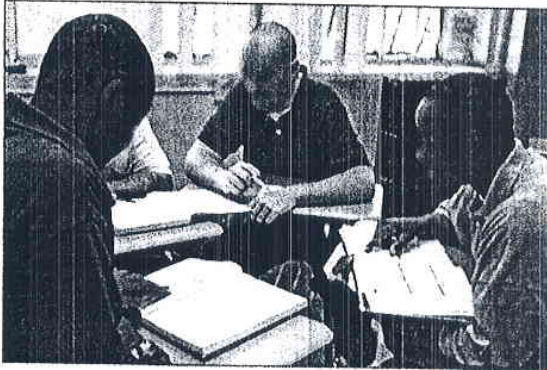
What GAO Found

The Department of Education (Education) selected 64 schools across 26 states to participate in the Second Chance Pell pilot, and participating schools collaborated with prisons and other stakeholders to implement the pilot. Across the pilot's first 2 years, schools awarded approximately \$35.6 million in Pell grants to about 8,800 incarcerated students.

Officials from the 12 schools GAO interviewed reported experiencing some challenges implementing the pilot. First, school officials said they experienced challenges establishing incarcerated applicants' eligibility for Pell grants, since some applicants had not registered for Selective Service and some had an existing federal student loan in default. However, many applicants were able to complete the necessary steps—such as making a set number of payments on

their defaulted loans—to reestablish eligibility. Second, obtaining documents from incarcerated applicants to support verification—which helps the department's efforts to reduce improper payments of federal student aid—was another challenge officials reported. School officials also said that providing college classes in prisons required them to develop new processes and creative solutions to overcome technology limitations, space limitations, and the transfer of students to other prisons. Officials from 8 of 12 schools told GAO they hired additional staff or developed new approaches in response to their pilot efforts.

Incarcerated College Students inside New York's Sing Sing Correctional Facility



Source: Hudson Link for Higher Education in Prison. | GAO-19-130

Education monitors the pilot by collecting data from participating schools, but had not established how it intended to evaluate Second Chance Pell or measure the pilot's performance against its objectives. Education is required to review and evaluate experiments under the Experimental Sites Initiative—of which Second Chance Pell is a part—and make recommendations, as appropriate, to improve the delivery of federal student aid. In its comments on the draft report, Education stated that it was planning to evaluate the pilot, consistent with the pilot's objectives, and described a number of steps it was taking to do so. Completing this evaluation can help ensure policymakers have the information needed to make decisions about the future of Pell grants for incarcerated students.

Why GAO Did This Study

Incarcerated students are generally prohibited from receiving Pell grants, which provide need-based federal financial aid to low-income undergraduate students. However, Education has the authority to waive specific statutory or regulatory requirements for providing federal student aid at schools approved to participate in its experiments. Accordingly, the department initiated the multi-year Second Chance Pell pilot in 2015 to test whether allowing incarcerated individuals to receive Pell grants increases their participation in higher education programs and influences their academic and life outcomes, or creates any obstacles to schools' administration of federal financial aid programs.

GAO was asked to review the Second Chance Pell pilot. This report examines (1) actions Education, schools, and other stakeholders have taken to implement the pilot; (2) experiences participating schools are having as they implement the pilot; and (3) how Education is monitoring and evaluating the pilot and whether opportunities for improvement exist.

GAO analyzed summary-level Education data from the 2016-2017 and 2017-2018 school years and interviewed a non-generalizable sample of 12 schools (and associated prison partners) that were selected for variation in type of school (i.e., public and private nonprofit), type of prisons served, and other variables. GAO also interviewed Education officials.

Recommendations

GAO recommends that the Secretary of Education complete its evaluation of the pilot to report on its findings and conclusions. Education concurred, with clarification, and stated that it had actions underway to evaluate the pilot.

Recommendations for Executive Action

Agency Affected	Recommendation	Status
Department of Education	The Secretary of Education should complete its evaluation of Second Chance Pell in order to report on the pilot's findings and conclusions reached.	Closed - Implemented ⓘ The Department of Education concurred with our recommendation to complete its evaluation of the Second Chance Pell pilot. In August 2020, Education produced an evaluation report for award years 2016 and 2017. The report provided a summary of Education's analysis to date and a discussion of the implications of its findings for Second Chance Pell going forward. Education stated that its evaluation efforts would be used to help refine the program or experiment while it is still underway and highlight other statutory or regulatory changes that may be required in order to ensure that extending Pell Grant eligibility to incarcerated individuals could be efficiently and effectively... View More

Full Report



[Highlights Page](#)
(1 page)



[Full Report \(51 pages\)](#)



[Accessible PDF \(54 pages\)](#)

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Office of Public Affairs

Northwestern Prison Education Program

Background on Incarceration in the United States

The United States is currently home to 5% of the world's population, but 25% of its prisoners. With more than 2.3 million people under the control of the American criminal justice system, we have more total prisoners than any other country in the world, and we have the world's highest incarceration rate—one that is 4 to 8 times higher than those in other liberal democracies.¹

Not only have our prison and jail populations swelled to an unprecedented size over the past 40 years, but the conditions in which people are confined have grown increasingly harsh.² Across the nation, prisoners are spending more time in solitary confinement, medical and mental health care are often seriously inadequate, and significant cuts have been made to vocational, recreational, and educational programming, even as prison sentences have become longer and more inflexible.³

Moreover, incarceration “is not an equal opportunity punishment.”⁴ African Americans are incarcerated at more than 5 times the rate of whites, and while African Americans and Hispanics make up about 32% of the U.S. population, they constitute 56% of the incarcerated population. Indeed, if African Americans and Hispanics were incarcerated at the same rate as whites, prison and jail populations would decline by almost 40%.⁵

The Northwestern Prison Education Program (NPEP) aims to be a leader in responding to the crisis of mass incarceration through providing high-quality educational opportunities to incarcerated students in prisons in the state of Illinois.

General Benefits of Prison Education

Along a multitude of dimensions, prison education has been shown to be one of the most effective responses to mass incarceration in the United States.

- **Recidivism**

The Bureau of Justice Statistics studies have found high rates of recidivism among released prisoners. One study, which tracked 404,638 prisoners in 30 states after their release from prison, found that about 2/3 (67.8%) of released prisoners were rearrested within 3 years of release and more than 3/4 (76.6%) were rearrested within 5 years. More than half (56.7%) of these rearrests were in the first year after release.⁶ However, there is a 43% reduction in recidivism rates for those prisoners who participate in prison education programs.⁷ Indeed, the higher the degree, the lower the recidivism rate is: 14% for those who obtain an associate degree, 5.6% for those who obtain a bachelor's degree, and 0% for those who obtain a master's degree.⁸

- **Employment Opportunities**

There are increased and improved employment opportunities available for those formerly incarcerated people who engaged in prison education programs,⁹ and reentry is far smoother and more successful for those who took classes in prison, especially insofar as gainful employment is one of the defining features of successful reentry.¹⁰

- **Cost Effective**

Prison education is a highly cost-effective investment. A study by the Department of Policy Studies at the University of California at Los Angeles, for instance, found that “a \$1 million investment in incarceration will prevent about 350 crimes, while that same investment in [prison] education will prevent more than 600 crimes. [Prison] education is almost twice as cost effective as incarceration.”¹¹ Another study found that for every \$1 invested in prison education, taxpayers save \$4-\$5 in re-incarceration costs during the first three years post-release.¹²

- “Inside” Benefits

Even for those who are serving lengthy—even natural life—sentences, prison education has profound and often life-changing benefits. There is a substantial reduction in violence and disciplinary infractions among those involved in prison education. A survey of an Indiana prison, for instance, showed that incarcerated people who were enrolled in college classes committed 75% fewer infractions than incarcerated people who were not enrolled.¹³ Prison education also breaks down racial and ethnic barriers that are often a cause of tension and violence in prisons, significantly improves relations between staff members and the incarcerated, and dramatically enhances the prisoners’ self-esteem.¹⁴

- Community and Intergenerational Benefits

The impact of education goes well beyond the walls of the prisons themselves, extending into the home communities of the incarcerated students. Studies show, for instance, that postsecondary prison education has many positive effects on the children of the incarcerated, offering a chance to break the intergenerational cycle of inequality and incarceration.¹⁵

¹ Pfaff, John F. 2017. *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform*. New York: Basic Books.

² Lynch, Mona Pauline. 2010. *Sunbelt Justice: Arizona and the Transformation of American Punishment*. Stanford, CA: Stanford Law Books.

³ Reiter, Keramet. 2016. 23/7: *Pelican Bay Prison and the Rise of Long-Term Solitary Confinement*. New Haven: Yale University Press; Phelps, Michelle S. 2011. “Rehabilitation in the Punitive Era: The Gap between Rhetoric and Reality in U.S. Prison Programs.” *Law & Society Review* 45: 33-68; Simon, Jonathan. 2014. *Mass Incarceration on Trial: A Remarkable Court Decision and the Future of Prisons in America*. New York: New Press.

⁴ <https://www.prisonpolicy.org/articles/notequal.html>

⁵ <https://naacp.org/resources/criminal-justice-fact-sheet>

⁶ <https://www.nij.gov/topics/corrections/recidivism/Pages/welcome.aspx>.

⁷ <https://www.rand.org/news/press/2013/08/22.html>

⁸ <https://prisonerresource.com/media-faq-statistics/>

⁹ <https://prisonstudiesproject.org/why-prison-education-programs/>

¹⁰ <https://prisonstudiesproject.org/why-prison-education-programs/>

¹¹ Bazoz, Audrey and Jessica Hausman. 2004. “Correctional Education as a Crime Control Program.” Los Angeles: UCLA School of Public Policy and Social Research.

¹² <https://www.rand.org/well-being/justice-policy/portfolios/correctional-education/policy-impact.html>

¹³ <https://prisonstudiesproject.org/why-prison-education-programs/>

¹⁴ Taylor, Jon Marc. 1994. “Should Prisoners Have Access to Collegiate Education? A Policy Issue.” *Educational Policy* 8: 315-38.

¹⁵ <http://prisonstudiesproject.org/why-prison-education-programs/>



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

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

August 24, 2022

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

Dear Chancellor Perman:

It is my distinct honor to request your approval to name the football stadium at the University of Maryland in College Park for a new corporate partner, SECU (State Employees Credit Union). In recognition of a significant new partnership between SECU and Maryland Athletics, we request approval of the name SECU Stadium.

SECU Stadium will replace the current name, Capital One Field at Maryland Stadium, after Capital One and Maryland Athletics mutually agreed to terminate their current arrangement.

About SECU

Like the University of Maryland, SECU is a premier institution in the state of Maryland. SECU began operations in October 1951 in a niche in the hallway of the Miller Building in downtown Baltimore. Their very first member was the late Governor Theodore R. McKeldin.

For more than a year, volunteer workers greeted members and potential members within the narrow confines of the hallway office. In January 1952, SECU made its first loan – for \$180. Thanks to the enthusiastic response by state employees, membership and services grew, and SECU was able to open its first official office in Spring 1953.

Now headquartered in Towson, SECU has branches throughout Maryland with over 260,000 members and managing over \$4 billion in assets. SECU has a long-standing partnership with UMD, with ATM locations on campus and a branch just off-campus. SECU has earned a sterling reputation within the state of Maryland for a values-based approach to financial services. There has been no negative press or other areas of reputational concern.

Partnership Benefits

This partnership with SECU provides critical funding for Maryland Athletics, but the benefits go beyond athletics.

- SECU has agreed to present a series of financial workshops (in-person and hybrid) for all faculty and staff.
- SECU will partner with the Smith School of Business to produce a Personal Finance Success Course, open to all students. This course is a new initiative to increase financial literacy for all students, regardless of major.

Dr. Jay A. Perman
August 24, 2022
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- UMD will leverage SECU's Kindness Campaign to drive volunteerism and engagement on community projects all over the state. This aligns specifically with one of the pillars of UMD's Strategic Plan – "We Partner to Advance the Common Good."; and
- Finally, the variable compensation outlined above will be shared with the broader campus community.

For the financial, business and community service benefits outlined herein, a partnership with another Maryland-based institution of SECU's caliber is a tremendous opportunity for Maryland Athletics and the entire University of Maryland. Therefore, I officially request the Board of Regents' support in renaming the football facility SECU Stadium.

Sincerely,

A handwritten signature in cursive script that reads "Darryll J. Pines". The signature is fluid and stylized, with the first name being the most prominent.

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



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 16, 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, 410-576-5734



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: September 16, 2022
Time: Approximately 11:30 a.m.
Location: Prince George's Room, Stamp Student Union, University of Maryland,
College Park

STATUTORY AUTHORITY TO CLOSE A SESSION

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

- (1) To discuss:
 - [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - [X] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] To consider the investment of public funds.
- (6) [] To consider the marketing of public securities.
- (7) [X] To consult with counsel to obtain legal advice on a legal matter.
- (8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM OF STATEMENT FOR CLOSING A MEETING

PAGE TWO

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

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

- [X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. To consider the acquisition of real property in Towson;
2. Consideration of three honorific naming requests by three institutions to name buildings after individuals;
3. Ratification of collective bargaining MOUs at two USM institutions;
4. Meetings with Presidents Jenkins and Pines as part of their performance reviews;
5. The development of the proposed FY 2024 Operating Budget submission and potential adjustments to the submission;
6. Discussion of emeritus status for a prior USM president;
7. Discussion of Chancellor's clinic privileges;
8. Discussion regarding claims concerning misconduct by a former institution employee and related litigation; and
9. Discussion of scheduling of board events.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions of a potential property acquisition prior to BOR approval (§3-305(b)(3));
2. To maintain confidentiality of personal information concerning individuals who are proposed to have a building named after them at an institution (§3-305(b)(1)(i) and (2));
3. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality of personnel information regarding specific employees' performance evaluations, compensation, employment agreements, and employment status (§3-305(b)(1)(i));
5. To maintain the confidentiality (pursuant to executive privilege) of the proposed operating budget prior to the Governor's submission to the legislature (§3-305(b)(13));
6. To maintain confidentiality and attorney client privilege in connection with a discussion with staff and legal counsel regarding claims and related litigation concerning misconduct by a former institution employee (§3-305(b)(1)(i), (2), (7) and (8)); and
7. To handle an administrative matter concerning scheduling of board events (§3-103(a)(1)(i)).