UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
University System of Maryland at Southern Maryland
Grand Hall
SMART Building – Building III

November 11, 2022

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

Call to Order   Chair Gooden

Welcome from the University System of Maryland   Dr. Eileen Abel
At Southern Maryland

Educational Forum: *Transfer for Success*   *Dr. Joann Boughman*
Senior Vice Chancellor for Academic and Student Affairs
USM

Chancellor's Report   Chancellor Perman

1. Report of Councils

     a. Council of University System Staff   Dr. Patricio
     b. Council of University System Presidents   President Breaux
     c. University System of Maryland Student Council   Mr. Siddiqui
     d. Council of University System Faculty   Dr. Haverback

PUBLIC COMMENT

2. Consent Agenda   Chair Gooden

     a. Committee of the Whole
         i. Approval of meeting minutes from September 16, 2022 Public and Closed
            Sessions (action)
         ii. Approval of meeting minutes from October 13, 2022 Board of Regents
            Retreat (action)

     b. Committee on Advancement
         i. Approval of meeting minutes from October 25, 2022, Public Session
         ii. Fundraising Updates (information)
            1. Year-end fundraising for FY22
            2. Year-to-date fundraising September FY23
         iii. USM Quasi-Endowment Grant Requests for 2023 (action)
         iv. BOR Committee on Advancement Charge (action)

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    c. Committee on Audit
       i. Approval of meeting minutes from October 11, 2022 Committee on Audit Meeting (action)

    d. Committee on Economic Development and Technology Commercialization
       i. Approval of meeting minutes from October 26, 2022 Committee on Economic Development and Technology Commercialization (action)

    e. Committee on Education Policy and Student Life
       i. Approval of meeting minutes from September 20, 2022 Committee on Education Policy and Student Life meeting(action)
      ii. New Academic Program Proposal (action)
          1. Salisbury University: Bachelor of Science in Elementary Education with Dual Certification in Early Childhood Education (PreK-6)
      iii. EPSL Overview (action)
          1. Annual Review: EPSL Committee Bylaws and Charge and Role and Responsibilities
      iv. Report on Academic Program Actions Delegated to the Chancellor, AY 2021-2022 (information)
       v. Notification of Awards: Regents Scholarships and Elkins Professorships (information)
      vi. Education Policy and Student Life Tentative Annual Agenda, 2022-2023 (information)

    f. Committee on Finance
       i. Approval of October 26, 2022 Public and Closed Session Minutes (action)
      ii. Coppin State University: 2022-2033 Facilities Master Plan (action)
      iii. University System of Maryland: Proposed Amendment to USM Policy VIII-10.10—Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets (action)
      iv. University System of Maryland: Report on FY 2022 Procurement Contracts (information)

    g. Committee on Governance and Compensation
       i. Approval of October 26, 2022 Public and Closed Session Minutes (action)
      ii. Revisions to VII-5.10 - Policy on Associates of the Chancellor and Presidents (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

    a. Committee on Finance   Regent Attman
       i. Fall 2022 Enrollment Update and FY 2023 Estimated FTE Report (information)
      ii. University System of Maryland at Southern Maryland: Lease of Building 1 to Kennedy Krieger Institute (action)

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5. Reconvene to Closed Session (action)   Chair Gooden

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Transfer
Policies, Platforms
and Processes

Dr. Joann Boughman, Senior Vice Chancellor
Dr. Darlene Smith, Interim Associate Vice Chancellor
Academic and Student Affairs

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November 11, 2022

ARTSYS

Articulation System (ARTSYS) established and maintained by USMO for decades with no specific support from the state

After last legislative session finally provided $1M to support important and far-reaching upgrades, including a full time project manager

Supports the Quottly platform and integration with campus Student Information Systems

That support does <u>not</u> provide resources directly to campuses for personnel or infrastructure required to update content

ARTSYS Platform and database

Database of course equivalencies

Each course at a campus is deemed equivalent or not with
each course from all other institutions

Comparisons made by faculty evaluators
12 faculty disciplinary workgroups

Content includes Recommended Transfer Pathways

Students may explore pathways or course equivalencies

Transfer with Success Act

- HB 440 and SB 866

- Bill passed in 2021

- Went into effect July 2022

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Evaluation and Review Process for Transfer of Courses and Credits
COMAR 13B.06.02.14

"FOR the purpose of requiring the Maryland Higher Education Commission to establish certain procedures that require a public institution of higher education that denies the transfer of a credit or course to an enrolled student to ==report the denial to the student and the institution from which the student originates== *within a certain amount of time and to* ==submit a certain report each year to the Commission==*; requiring the procedures to direct a certain institution* ==to review, in conjunction with a receiving institution's designee, a denial of the transfer of a credit or course;== *and generally relating to the denial of the transfer of a credit or course."*

MHEC 32-page guidelines, published in October 2022, are **complex in nature**, at times are **contradictory**, or **lack clarity,** which may impact how they are interpreted and/or implemented by Schools across the system.

Campus Implementation Plans → January 9, 2023

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Legislative Goals

1. Inform sending institution of a course not transferring (no mechanism previously)

2. Create formal and standard communication for students to know if a course does not transfer.

3. Develop comprehensive data set for course denials.

4. Require articulation agreements (program transfer agreements) to 'force' communication at program level.

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Student Learning Outcomes and Course Equivalencies: The New 70% Rule

- Only SLOs used to establish course equivalency;
  - Significant lack of standardization of what constitutes SLO
  - Universal Learning Outcomes: Need to identify core SLOs for each course regardless of instructor, section or modality.
  - MHEC guidelines for assessing equivalency not yet provided.

- No other standard or method can be used (e.g., textbook, assessments)

- Cannot consider the course number or level to determine equivalency

- USM / MAAC Discipline Affinity Groups (16 CC, 12 USM)

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Revised Transfer Evaluation and Review Process: Up to 16 Weeks

1. Transfer Evaluation Request by Student (Day: 1-20)

2. Evaluation of transferability and applicability (Day: 20-40)

3. Transfer Evaluation Report (TER) → Send to student and sending institution (Day: 40-50)

4. Review by sending institution and revised analysis, if appropriate (Day: 60-70)

5.   Final Determination (Day: 70-80) → *up to16 weeks*

Implications for A Campus

1. Thorough review of existing transfer policies

2. Establish / update new policies and procedures

3. Review all courses, **regardless of applicability** to a specific program of study

4. Assess and allocate resource needs

5. Data collection, analysis and reporting

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Articulation Agreements via Academic Program Review
(Effective December 15, 2022)

- Academic Program Proposal for Undergraduate Degrees required to include:
  - A proposed articulation agreement for new program, or
  - Proposed revisions to existing articulation agreements, or
  - Justification for why an articulation agreement is not feasible or possible.

- New or revised articulation agreements require <u>provisional signatures</u> at time of proposal submittal.

- Signed agreements shall be sent to MHEC within 30 days of program approval.

- All articulation agreements shall be made public on a University's website – public facing (850+ agreements within USM)

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Additional Reporting Requirements

1. Notification to all community colleges of a proposed new program or substantial modification, and proposed implementation date (process not yet developed).

2. Annual Report to MHEC on denial of transfer credit (format pending)

3. Annual Report to MHEC and General Assembly on Credit for Prior Learning

4. Availability to Public:
    1. Articulation Agreements
    2. Processes for establishment of course transferability
    3. Evaluation of Credit for Prior Learning and related policies

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Overarching Concerns

1. **Process Improvements**: Guidelines set forth many new procedures that will require transfer credit services to evaluate day-to-operations and make significant procedural changes.

2. **Delays in New Program Proposal Development:** Requirement for articulation agreements may delay processing and approval of new programs or substantial modifications to existing programs.

3. **Refinement of Student Learning Outcomes:** Faculty intensive process, especially when combined with course review.

4. **Data Needs:** Need to assess if changes are needed to current student information systems.

5. **Workload:** Developing agreements and the **s**ending and receiving of various reports may add a significant workload to existing resources at both sending and receiving institutions.

Multifunctional Coordination is Essential

- Academic Affairs

- Admissions / Enrollment

- Registrar

- Transfer Coordinators

- SIS / IT/ Data Needs

- Financial – staffing needs

- Integration with ARTSYS

Statewide Goals

1. Create formal and standard communication for students and institutions to know when/why courses do not transfer.

2. Develop comprehensive data set for course denials.

3. Improve course equivalency determinations with Student Learning Outcomes/Objectives.

4. Create articulation agreements (program transfer agreements) to 'force' communication at program level.

THANK YOU

Questions?

Report to the Board of Regents
Chancellor Jay Perman
USM at Southern Maryland | November 11, 2022

Thank you, Madame Chair. I join you in acknowledging our veterans. We're indebted to all those who've served our country, protected our democracy, and defended our ideals. Of course, we're meeting just a few days after Election Day—the greatest test *and* privilege of our American democracy. I extend my warmest congratulations to our new governor, Wes Moore, and to all the leaders chosen to serve the people of Maryland.

I thank Jo Boughman for her presentation. As you heard, streamlining the transfer process will take an extraordinary amount of work. But Dr. Boughman's leadership has already proved indispensable to the state's progress. Thank you, Jo.

And, of course, I thank our hosts this morning, the USM at Southern Maryland (USMSM) and Executive Director Eileen Abel. It's hard to believe it's been only a year since we came together for the opening of this SMART Building and the MATRIX Lab.

As Dr. Abel shared, it's been an incredible 12 months. Researchers and students are exploring autonomous technologies in a state-of-the-art space. Industry leaders, academic leaders, political leaders have visited for tours and presentations. And just last month, the USMSM hosted the annual Southern Maryland Navy Alliance dinner, welcoming U.S. Secretary of the Navy Carlos Del Toro as keynote speaker. Eileen, thank you for making this last year so special.

While it's been only two months since we last met, there's no shortage of good news across the System. Let's get to it.

At the USM at Hagerstown (USMH), the search for a new executive director is well underway, though Dr. Larry Weill continues to ably serve as interim leader. Thank you, Larry. And we're less than a month away from the 2022 Feaste & Frolic Scholarship Fundraiser at USMH on Dec. 2. Larry, I wish you great fun—and generous donors.

In another special yearly event, the Universities at Shady Grove (USG) hosted the 10th annual Montgomery County Business Hall of Fame induction ceremony last month. Over the years, this event has raised $1.6 million for scholarships at USG, benefitting more than 1,100 students. Thank you, Anne.

Just yesterday, I was delighted to be a few miles south of USG in North Bethesda, as Montgomery County Executive Marc Elrich announced an MOU among the county, the University of Maryland, Baltimore (UMB), and the University of Maryland, College Park (UMCP) to establish the Institute for Intelligent and Immersive Computing. This is a huge undertaking to join our research in AI, machine learning, and virtual and augmented reality, and apply that knowledge to revolutionize human health and well-being.

You'll hear a lot more about this project, but I wanted to bring it up today in the context of USG because a key piece of the agreement pertains to the opportunities the institute will offer our students at Shady Grove—opportunities in hands-on training, internships, fellowships, job placement. It's an exciting way to grow our presence in Montgomery County, exploit our proximity to federal labs and agencies, leverage our research, and position our students for leadership in these emerging fields.

The institute isn't the only big news coming out of UMCP. Last month, President Pines announced that the university will make its largest-ever single-year commitment to need-based aid for resident students. The Terrapin Commitment will invest up to $20 million each year toward closing the gap between the cost of education and a student's financial aid package, and completely cover tuition and fees for in-state Pell-eligible students. Darryll, thank you for your leadership in this. It's a Systemwide priority, and your commitment is an inspiration.

With half-a-million dollars from the NSF, College Park is leading a study to examine how the inherent tension between religion and science influences Black students' pathways in STEM. And the university recently dedicated buildings to two of its trailblazers: Hiram Whittle, the first African American man admitted to the university (1951) and Elaine Johnson Coates, the first Black woman to graduate (1959).

Towson University also celebrated Black pioneers, renaming two of its residence halls in honor of Marvis Barnes and Myra Harris, TU's first Black graduates. Both graduated in 1959 and enjoyed successful careers in Maryland public schools. In addition, TU celebrated its HEED award for excellence in diversity and inclusion for the *third* consecutive year.

In twin awards, TU has been recognized for its leadership in economic development. StarTUp at the Armory—Towson's business engagement center—was named North America's *top* economic development initiative at a summit hosted by the University Economic Development Association. And this week in Colorado, the Association of Public Land-grant Universities announced that Towson won its Innovation and Economic Prosperity designation for its work in growing economic engagement and impact. I know how much work you and your team have put into this, Kim. Congratulations.

And in the run-up to the election, TU was highlighted as a leader for engaged college students. With more than 85 percent of students registered to vote, Towson ranks among America's top colleges for civic participation.

The University of Baltimore (UBalt) also geared up for Election Day, with student leaders offering information, resources, and an Election Day Bash. UBalt is acclaimed for its voter engagement—recognized by *Washington Monthly*, by the All In Campus Democracy Challenge, and in the National Study of Learning, Voting, and Engagement.

UBalt has been riding a wave of international publicity, after its Innocence Project—led by defense attorney Erica Suter—secured the release of Adnan Syed, whose 1999 conviction was the subject of the Serial podcast. And, in fact, Mr. Syed's first public appearance following his release from prison was at UBalt, where he detailed the procedural history of his case for the university's Innocence Project students. Kurt, I'm so glad UBalt's pioneering work in criminal justice—*and* criminal justice reform—is being recognized.

The University of Maryland Eastern Shore (UMES) is seeing its star rise on the national stage. Just last week, UMES became the first HBCU selected for the Howard Hughes Medical Institute's Driving Change Initiative, intended to create culture change at research universities so that undergraduates from all backgrounds—particularly those historically excluded—excel in STEM. UMES is using the grant—$2.5 million over five years—to create STEM STARS, an immersive living-learning community for students. This is a *very* big deal. Heidi, congratulations.

Next month, UMES will graduate its first class of physician assistants, helping fill primary care provider shortages across the country. And with UMES boasting its highest enrollment since 2015, bucking national trends, President Anderson has shared her insights about HBCU growth from the pages of *The Business Journals* to those of *Forbes* magazine.

University of Maryland, Baltimore County (UMBC) President Valerie Sheares Ashby has taken the spotlight as well. She was named the 2022 Technologist of the Year by *Women of Color* magazine. In an extensive interview with *Times Higher Education*, she eloquently made the case that research excellence cannot exist without research inclusion. President Ashby was one of three women profiled by the *Baltimore Sun* in a piece on shattering the glass ceiling. And earlier this month, she took part in a *Washington Post Live* conversation about building a diverse STEM workforce.

Operationalizing this commitment to diversity, UMBC and the School of Medicine at UMB have won a five-year, $13.7 million NIH grant to better recruit and train junior faculty from groups underrepresented in biomedical science. In addition, UMBC was the nation's only R1 university to be recognized as a top institution in *every* category measured in *ModernThink'*s Great Colleges to Work For program. Those categories range from well-being and shared governance

to mission and pride. What an incredible endorsement of UMBC's culture. Congratulations, Valerie.

The University of Maryland Global Campus (UMGC) continues to expand its reach and impact. This fall, UMGC announced a new transfer alliance with the Des Moines Area Community College, whose six campuses educate more than 23,000 students. And in January, UMGC takes its education out of this world, offering in-person classes at Patrick Space Force Base in Florida, marking the university's first contract to teach at a Space Force installation.

Additionally, Dr. Malou Harrison, executive vice president and provost at Miami Dade College, has joined UMGC as an ACE Fellow this year, immersing herself in UMGC's culture, decision-making, and leadership. I know she'll have a lot to learn from you, Greg. Congratulations.

The University of Maryland Center for Environmental Science (UMCES) is spearheading *two* groundbreaking initiatives: A $7.5 million grant from NOAA will help UMCES establish the U.S. Harmful Algal Bloom Control Technology Incubator, a first-of-its-kind center to solicit, fund, develop, and commercialize technologies that control these blooms. In addition, UMCES researchers have released the first-ever study quantifying cropland phosphorus use around the world, which will help countries and regions evaluate their performance in addressing phosphorus pollution and guide action for greater sustainability. Peter, this is such important work. Thank you for your leadership.

Coppin State University (CSU) is leading efforts to fill Maryland's nursing and teacher shortages *and* bring more diversity to the fields. An MHEC grant will help Coppin modernize nursing preparation by introducing new online learning tools, putting more Coppin-trained nurses on the path to licensure. And a $4.1 million Teacher Quality Partnership grant from the U.S. Department of Education supports Coppin's Pathways to Professions initiative, designed to increase teacher diversity and boost student success in high-need urban and rural schools across Maryland. Thank you, Anthony.

Frostburg State University (FSU) is celebrating the success of its Forging Futures campaign. The campaign—the largest in FSU's history—has raised $18.5 million toward its $25 million goal. Its tri-part focus is to propel the success of FSU students, the university, and the region. I saw some of this effort firsthand recently.

I joined President Nowaczyk, Gov. Larry Hogan, and federal leaders at FSU for the announcement of the Appalachian Regional Commission grants, which included significant funding to improve broadband access in Western Maryland. A few weeks before that, I met with leaders from FSU's College of Education and with several school superintendents to learn more about the genuinely pioneering programs and partnerships they're building to tackle the teacher shortage across the entire region and develop a diverse educator corps. Ron, it's been so great to see Frostburg's innovation in these areas.

In between those two visits to FSU, I joined UMB as its BioPark broke ground on its newest building, 4MLK. The eight-story tower on Martin Luther King Jr. Boulevard is the first phase of a $320 million project planned at the West Baltimore site. The building will provide critical wet lab space in the city's downtown—a shortage that's hampered research and economic growth. The UMB BioPark also celebrated the opening of the BD Innovation Center, a state-of-the-art facility giving students and researchers access to new lab space and advanced diagnostic tools. Bruce, congratulations on this growth. It's important to UMB and to Baltimore.

UMB also received significant grants recently. The Institute of Human Virology (IHV) has won $7.5 million from the National Institutes of Health to control cancer among people living with HIV/AIDS in sub-Saharan Africa, where IHV has decades of deep experience containing and treating disease. In addition, NIH has awarded $1.1 million to UMB's schools of pharmacy and medicine to create a training program that produces a more diverse biomedical workforce.

At Salisbury University (SU), a $2.6 million grant from the U.S. Department of Health and Human Services will allow students in SU's Fraud and Forensic Accounting program to work alongside the State's Attorney's Office to fight elder financial fraud and high-tech fraud. The program is the only one of its kind in the nation. Also at SU, Dr. Laura Marinaro of the Health Services Department received the International Olympic Committee (IOC) Diploma in Sports Nutrition, one of the IOC's highest honors. And the *Princeton Review* ranked SU among the country's Top 50 Green Colleges. Salisbury was the highest ranked of four USM schools; Towson, UMBC, and College Park were also recognized. Lyn, congratulations.

Bowie State University (BSU) has announced so many new partnerships in recent weeks that I can barely keep track. BSU is one of 20 HBCUs working with IBM to establish Cybersecurity Leadership Centers that will build a more diverse U.S. cyber workforce. It's part of Adobe's HBCU Ignite Scholarship program, fueling innovation and improving access and opportunity for underrepresented students.

BSU is one of four HBCUs sharing $2 million from the Blackstone Charitable Foundation to expand student entrepreneurship. And through the Maryland State Board of Education's Maryland Leads grant, 40 paraeducators and aides from Anne Arundel County Public Schools will be able to pursue degrees as certified special education and elementary school teachers at Bowie State. I'll note here that the number of students enrolled in undergrad education programs at BSU has climbed nearly 50 percent since 2018, filling critical classroom shortages.

It's no wonder President Aminta Breaux has become a mainstay in the *Washington Business Journal*, profiled in September for BSU's climbing endowment and again in October for its growing academic portfolio. Congratulations, Aminta.

One final observation: At our September meeting, I took a few minutes to celebrate the excellence of our USM universities, as reflected in a host of national rankings. Now, for those

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who think our excellence must come at a steep cost, I point you to the newly released *2022 Trends in College Pricing*, put out by the College Board. It breaks down cost of attendance, state by state.

For in-state students attending a Maryland public university, average tuition and fees come to $10,560, just *below* the national average. This in-state cost puts Maryland right in the middle—25th most expensive—among all 50 states. That's far better than our neighbors—Pennsylvania, Virginia, Delaware—whose tuition and fees for resident students are much higher than Maryland's.

Here's an even better affordability metric: Just about half of all USM undergraduates complete their degree without any tuition debt whatsoever. That's because we've put a premium on financial aid. Together, our universities awarded $180 million in aid last year to nearly 45,000 students with financial need. In less than a decade, the amount of university money distributed annually in aid has grown by 50 percent, as has the number of students receiving it. That trend line is by design. We've committed to growing need-based aid so that lower income students will be held harmless by tuition increases.

Our affordability is the result of relentless attention and effort from our leaders, across the System and the state. It is a pledge we've made to our students and to their families, and it's a pledge we've kept. That makes me very proud.

Now I'm going to cede the podium to Regent Bill Wood, who is—with Regent Hur—leading a Systemwide effort on prison education. He has a very brief update to deliver. Before he does, I want to note that last month, Regent Wood and I joined UBalt President Kurt Schmoke, together with his faculty and staff, at a reception honoring UBalt's Second Chance College Program, which provides a degree pathway to inmates at Jessup Correctional Institution and continues post-release. It was this program that stimulated my interest in doing *more* in the prison education space—doing more to replicate and scale UBalt's extraordinary success. And in fact, Bowie State and UMES are now part of the federal Second Chance program.

At last month's UBalt reception, we were joined by several students currently enrolled in the degree program and by its first-ever graduate, James Ruffin. It was an inspiring evening—deeply touching—and so singularly in keeping with our mission: to serve the public good. I look forward to our continued work to grow the opportunities we offer those incarcerated in Maryland prisons.

Regent Wood?

# # #

**COUNCIL OF
UNIVERSITY
SYSTEM
STAFF**

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

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

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

**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

**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

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

**University System of
Maryland Office**
3300 Metzerott Rd
Adelphi, MD 20783

Council of University System Staff (CUSS) Report
Board of Regents Meeting
November 11, 2022

Since the September report at the Board of Regents meeting, CUSS has been busy. We met in person for the first time in over two years on October 11, 2022 (with an option to join remotely) at Frostburg State University. We were warmly welcomed by President Nowaczyk, who followed through on his promise of a snow-free visit. We appreciate the wonderful hospitality of Frostburg and found our in-person meeting to be energizing and productive. There is some magic about meeting in person that Zoom doesn't seem to be able to replicate. With this in mind, we will continue to discuss the best meeting format(s) moving forward with an eye to the inclusivity that Zoom provides.

Our CUSS committees are off to a strong start this year. Attached you will find the 2022-2023 action plan that details just some of the initiatives that we hope to prioritize this year. A few updates:

- The Board of Regents Staff Awards process is well underway. Our fearless leader of this initiative is Deniz Erman of Towson, who has been communicating and meeting with various campuses to provide any support and guidance she can to help staff through the process. We have a particular hope of attracting more non-exempt nomination this year but still plan to revise the packets to make them more accessible in the future. We could use everyone's support in attracting non-exempt nominations – we know there are plenty of deserving staff in the USM!
- Our Legislative Affairs & Policy staff is already hard at work planning Advocacy Day under the direction of Roy Prouty of UMBC. The date is tentatively set for February 15, 2023 and we are hoping for a primarily in-person event with some virtual engagement opportunities. More information to follow once plans are solidified.

The USM Joint Councils session is rapidly approaching and you can find this year's agenda attached (including an RSVP link). For the uninitiated, the Joint Councils Session is hosted by the three Chairs of the USM Councils (Council of University System Staff, Council of University System Faculty, and the USM Student Council) where we discuss common issues and concerns and hear important updates from the Chancellor, Board of Regents, and the USM Legislative staff. This year's session will take place virtually, for the convenience of all, on November 16, 2022. The breakout rooms at this year's event will be dedicated to planning Advocacy Day, examining collective bargaining policies, discussing mental health issues on our campuses (for students, faculty, and staff), and exploring the connections and opportunities between the USM and the Maryland prison system. These four areas concern all three Councils and the USM at large and we look forward to fruitful conversation!

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

Respectfully submitted,

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

Attachments: 2022-2023 Action Plan
                      Draft Joint Councils Meeting Agenda

COUNCIL OF UNIVERSITY SYSTEM STAFF

CUSS ACTION PLAN   **Academic Year 2022-2023**

Executive	Awards & Outreach
This committee is responsible for leadership of the Council. Members will meet at least once per month, determine an annual action plan, and set the Council monthly meeting agendas. Additionally, members will serve as co-chairs for the CUSS standing committees. ***Goals*** • *Explore the involvement of CUSS at the newly instituted system-wide bargaining process* • *Develop a succession plan and growth opportunities within CUSS leadership* • *In partnership with SR&SP, bring staff mental health issues to the forefront of conversation and identify support mechanisms to address the issues* • *In partnership with BORSA, support the goal of increasing non-exempt staff participation in the BORSA process.* • *Continue the discussions with the USM Office related to duplicative fee charges for staff and issues of pay compression and regular wage growth*	This committee is responsible for all matters related to staff awards and recognition as well as outreach to all staff represented by the Council. Members will plan and implement the Board of Regents Staff Awards process, explore options for staff recognition, and disseminate information to and from staff. ***Goals*** *Improve non-exempt and overall engagement in the BORSA process by:* • *Making appropriate adjustments to the packet and grading rubric* • *Translate the packet into multiple languages* • *Meet with campus BORSA committees* *Increase presence in various mediums:* • *Develop goals for and increase the use of Facebook, LinkedIn, Twitter, and Instagram* • *Ensure correct and relevant information is being disseminated on our various platforms* • *Update the CUSS video and disseminate where appropriate*
Legislative Affairs & Policy	**Staff Resources & Special Projects**
This committee is responsible for all legislative and policy related matters pertaining to the Council. Members will plan and implement the annual Advocacy Day event, conduct an annual review of the Council's Bylaws and Constitution, and identify and explore USM policies pertaining to staff. ***Goals*** • *Identify and invite guest speakers to help the committee understand the policies impacting higher education and the USM* • *Develop and execute an annual plan for reviewing and addressing USM Policies that are pertinent/relevant to staff and the CUSS governing documents* • *In partnership with SR&SP, explore policies impacting staff: accountability for telework policies, Rx benefits, tuition remission, and job descriptions*	This committee is responsible for identifying and exploring staff concerns and resources as well as focusing on annual special projects that may arise. Members will conduct research to identify staff concerns/resources as needed. Special projects may be generated internally or from other standing committees. ***Goals*** *Perform campus audits on the following issues:* • *Tuition remission fees* • *Parking charges* • *Staff Support Programs (OMBUD, FSAP, etc.)* • *Telework Practices and green initiatives* *Research and make appropriate recommendations based on the audits.* *Continue to address and/or advocate for:* • *Prescription benefits for retirees* • *Pet insurance*
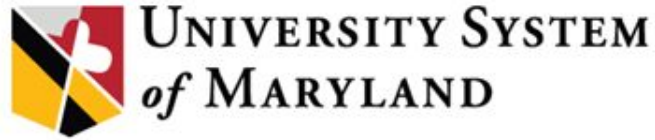
CUSF/CUSS/USMSC Joint Councils Meeting
Wednesday, November 16th, 2022
Virtual Meeting Agenda

Presiding: Holly Brewer (CUSF), Kalia Patricio (CUSS), Arsalan Siddiqui (USMSC)

Register for the virtual event here (also linked below).

9:15 AM: Open Zoom Virtual Meeting Space

9:30-10:00AM: **USM Chancellor Welcome & Updates**
Dr. Jay Perman (Chancellor – USM)
Facilitated Chat Q & A

10:00-10:30 AM: **USM Board of Regents Updates**
Regent Gary Attman (Vice Chair – USM Board of Regents)
Facilitated Chat Q & A

10:30-11:00 AM: **Legislative Session Strategy & Updates**
Mr. Patrick N. Hogan (Vice-Chancellor – USM Government Relations)
Mr. Andy Clark (Assistant Vice-Chancellor – USM Government Relations)

11AM-11:30 AM: **State of the Councils Reports**
Dr. Holly Brewer (Chair – Council of University System Faculty)
Dr. Kalia Patricio (Chair – Council of University System Staff)
Mr. Arsalan Siddiqui (President - USM Student Council)

11:30-12:15 PM: **Adjournment to Breakout Sessions**

Breakout Room 1: Advocacy Day Planning:
https://umd.zoom.us/j/92913610023
Phone: 301.715.8592 & Passcode: 92913610023#
Breakout Room 2: Collective Bargaining Policies
https://umd.zoom.us/j/96571705825
Phone: 301.715.8592 & Passcode: 96571705825#
Breakout Room 3: Mental Health (students, faculty, staff)
https://umd.zoom.us/j/97951480604
Phone: 301.715.8592 & Passcode: 97951480604#
Breakout Room 4: University System of MD & Prison Connection
(MCE, education, & employment)
https://umd.zoom.us/j/92598392952
Phone: 301.715.8592 & Passcode: 92598392952#

Registration link: https://umd.zoom.us/meeting/register/tJMvcO2rpzouE9LQ1cPcKCcJ0uCDPkKpTU-D

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
November 11, 2022

CUSP continues to meet monthly and met on October 3rd and November 7th.

The October 3rd meeting featured a presentation about Carnegie Classifications from Dr. Mushtaq Gunja, Executive Director of the Carnegie Classifications Systems, and Dr. Freeman Hrabowski. The presentation included a robust discussion of the different types of classifications, including elective classifications. Chancellor Perman also provided an update on the Governor's recently announced COLA.

Senior Vice Chancellor Boughman and Dr. Smith started the November 7th meeting with a presentation on the Transfer with Success Act and its impacts on the USM. Vice Chancellor Hogan also provided a government affairs update and a preview of the upcoming legislative session.

USM Student Council Report for the USM Board of Regents

Date: November 11, 2022
Meeting: November 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 and Board of Regents,

Over the past two months, the USMSC has been working on a range of issues as mentioned at the last September Board of Regents meeting.

1. USMSC Awards

At the last Board of Regents meeting, the USMSC showed an interest in initiating a Board of Regents Student Award for the first time. Since then, the Executive Team and I have been able to put together a packet that includes information such as the purpose of the award, award categories, application process, the application itself, award details, and so forth. We will be sending out this packet to the Chancellor for him to review, and at the December meeting with the system presidents, we will have a chance to review and discuss any changes.

Our timeline that we are expecting is as follows:
       December 15, 2022 → Applications will go live
       January 31, 2023 → Deadline for Applications
       February 01, 2023 - March 09, 2023 → Review Applications
       March 14, 2023 → Review by BOR Committee on Education Policy and Student Life
       April 14, 2023 → Review by BOR at Full Board of Regents Meetings
       May 07, 2023 → Invite Awardees to USMSC General Meeting
       June 16, 2023 → Awardee Breakfast & Recognition by BOR

2. Student Regent Meeting

It is that time of year again where we meet with and nominate a few candidates for the student Board of Regents position. At this month's USMSC meeting, which will be held at Salisbury University this Sunday, one of the items on the agenda will be to review and finalize the questions we would like to ask our candidates at the December USMSC meeting, and that meeting will most likely be held in-person at the University of Maryland College Park.

UNIVERSITY SYSTEM
of MARYLAND

3. National Advocacy Projects

The USMSC has been working pretty actively with other system student councils and student governments across the country, particularly over the past two months. One of the main issues that we had worked on was the Cancellation of Student Debt Application. Before its release, the coalition had provided some feedback and suggestions to incorporate in terms of messaging and the application itself, and we were happy to see that many of our recommendations were accepted. So for example, we asked that the application would be as short as possible and we are happy to see that the application does not take more than 1 minute to complete.

4. Joint-Council Meeting

Next week, the USMSC will be having a joint councils meeting with the Council for University System Faculty and Council for University System Staff. We're really looking forward to this meeting. I know the Chancellor will be attending as well as some of the BOR members. The three councils share a lot of common issues and so it'd be a great chance for our members to brainstorm some ideas and solutions that we can collectively work on.

With Respect and Appreciation,

Arsalan Siddiqui
President of the University System of Maryland Student Council (USMSC)

USMSC
UNIVERSITY SYSTEM of MARYLAND
STUDENT COUNCIL

Regents Report November 4 2022

The Council of University System Faculty has had two meetings since my last report, on September 21, 2022 and on October 19, 2022 The executive committee has also met twice. We have begun to gather a great deal of information about issues of concern for this year, both from individual members and from committees.

Executive Committee

The executive committee has discussed the elements of a strategic plan of ideas to share with the general meeting. We have also dealt with many procedural questions over such issues as how and whether we need to amend our bylaws *vis a vis* electronic voting.

General Body Meetings

Below I summarize the two general body meetings since my last report. The first meeting was mostly informational for all members. I shared and we briefly discussed elements of the draft strategic plan, which might be used as rough guidance for agenda presentations this year. Members were acquainted with the roles of all committees (Faculty Concerns, Legislative Affairs, Educational Policy, Awards, Membership and Rules) and broke up into those groups. After that initial meeting, all representatives had the opportunity to choose which committees they would be joining, and to give feedback on the draft strategic plan. The committees can choose whether to take up these issues as well as others of their own choosing. We had committee meetings as break out sessions at the end of our meeting.

We had presentations from Sr. Vice Chancellor Dr Joann Broughman on the role of CUSF within the USM system, and from Assistant Vice Chancellor for Government Affairs, Andy Clark, on the legislative forecast for the year.

At the meeting on October 19, we had planned to discuss each item on the draft strategic plan in more detail, but the schedule was too full. The committees have started to take up these issues separately. As a whole group, we briefly discussed, and then decided to postpone so that it went through a committee process, the idea of formally designating a joint committee of the faculty, staff and student councils to make a recommendation about revising the law on collective bargaining.

We heard from Nancy Shapiro Associate Vice Chancellor for Education and Outreach, about the teacher shortage throughout Maryland, and discussed how the USM universities can play a more strategic role in encouraging and recruiting potential teachers. We discussed strategies via which CUSF members can help.

We also heard from Andrew Pace, USMAI Library Consortium about the crucial role of libraries within the system in facilitiating access to information and the role that the USM system plays, in particular. They run a consortium, that purchases electronic access to shared information, library systems and operations, and supports shared digital initiatives. They would like to expand such programs, as well as to better support member universities in purchasing access for themselves. There is also a USM Library Council, headed by Dean Adriene Lim, which provides guidance on USM library policy. We learned about disparities in access to resources among member libraries and also some of the challenges facing libraries, in terms of increasing costs of access to information.

We deliberated upon and unanimously passed the attached Election Day Resolution in response to concerns expressed by the Student Council.

The committees have started to meet and deliberate on many issues. One interesting issue that came up both in the general meeting and the Faculty Concerns Committee was the lack of a faculty member on the Board of Regents. That is something that we will pursue this year.

Finally, I want to mention that the Faculty, Staff, and Student Councils are having a joint meeting on November 16. We will hear from the Chancellor, and have break out sessions on Maryland's collective Bargaining policy, the connections between the USM system and the prison system, and on mental health, as well as a strategy session for Annapolis Day on February 15. This meeting will be in addition to our next upcoming meeting on November 22. We have scheduled a faculty senate chairs meetings for December 2.

Respectfully submitted,

Professor Holly Brewer

Chair, Council of University System Faculty

Resolution in support of Election Day

As the Council of University System Faculty (CUSF) is responsible for considering and making recommendations on matters of systemwide professional and educational concern to the faculty, its Education Policy Committee urges Council adoption of the following resolution:

Whereas the Council of University System Faculty (CUSF) recognizes the importance of fair and free elections with high participation as part of the democratic process; and

Whereas Tuesday, Nov. 8, 2022, is both Election Day and a scheduled class day on the Fall 2022 academic calendar; therefore, be it

Resolved: CUSF encourages instructors to help faculty and students perform their civic duty as voters and polls workers by taking one or more of the following actions as is reasonable for their course(s):

- *Excuse students from class so that they may cast their ballots in person and/or work at the polls on Nov. 8, 2022;*
- *Arrange alternative learning opportunities to a scheduled class meeting on Nov. 8, 2022;*
- *Hold class meetings virtually instead of in person on Nov. 8, 2022;*
- *Avoid scheduling major assignments, exams, presentations, lectures, etc., on Nov. 8, 2022.*
- *Avoid penalizing late submissions of assignments due on Nov. 8, 2022;*
- *Be flexible with students regarding class attendance and assignment due dates on Nov. 8, 2022.*
- *Arrange their own schedules so that they may cast their ballots in person and/or work at the polls on Nov. 8, 2022.*

Approved Unanimously by Council of University System Faculty
University System of Maryland
October 19, 2022

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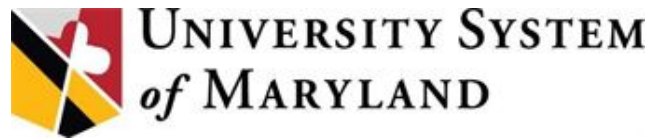
University System of Maryland Board of Regents
University of Maryland Eastern Shore
September 16, 2022 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 9:00 a.m. on Friday September 16, 2022 at the University of Maryland, College Park. Those in attendance were: Chair Gooden; Regents Attman, Breslin, Fish, Gonella, Gourdine, Helal, Hur, Leggett, McDonald, Neuberger, Oberg, Oludayo, Peters, Pope, Rauch, Smarick, Wallace, and Wood; Presidents Anderson, Ashby, Provost Goodman for Breaux, Fowler, Mr. Nemazie for Goodwin, Jarrell, Jenkins, Lepre, Provost Taylor for Nowaczyk, Pines, Schatzel, and Schmoke; Vice Chancellors Boughman, Herbst, Hogan, Masucci, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden opened the meeting by welcoming new Regents Ed McDonald, Julie Oberg, Yehuda Neuberger, and Farah Helal. She also noted that Regent Attman was elected Vice Chair and Regent Pope was elected Treasurer at a special meeting last month.

Chair Gooden congratulated the Board of Regent Staff Award winners:
- Exceptional Contribution: Felicity Knox, TU
- Exceptional Contribution: Donna Carey, SU
- Outstanding Service: Maureen "Sister" Schrimpe, UMCP
- Extraordinary Public Service: Tanya Jones, BSU
- Effectiveness and Efficiency: Jackie Gabrielian, TU
- Effectiveness and Efficiency: Haley Cristea, SU
- Inclusion, Multiculturalism and Social Justice: Kathryn Atchison, UMCP

She then turned it over to President Pines.

Welcome from University of Maryland, College Park. President Darryll Pines welcomed everyone to the University of Maryland, College Park. He spoke about the role and vision of UMCP as the flagship, including indicators of excellence and of inclusion. He then provided some examples of the university's impact and short synopsis of the strategic plan, Fearlessly Forward.

Educational Forum: *The Power of Systems.* Dr. Nancy Zimpher, Senior Fellow at the National Association of System Heads, presented an educational forum on the power of systems to advance prosperity of the nation. She spoke about the goals of the initiative, as well

Page 1 of 4

as the five imperatives for success. She discussed how the USM can be involved and the metrics for the program's advancement.

Chancellor's Report. Chancellor Perman presented his report. He congratulated Regent Attman for being elected Vice Chair. He then took time to highlight some of UMCP's recent successes. He offered more congratulations to the new Elkins Professors:

- Dr. Paz Galup – TU
- Dr. Heather Congdon – UMB
- Dr. Karen Cook-Bell – BSU
- Dr. Barbara Resnick – UMB

Chancellor Perman welcomed several new leaders across the USM including Michele Masucci, USM Vice Chancellor for Research and Economic Development, Dave Mosca, who is now the Vice Chancellor for Accountability, Valerie Sheares Ashby, President of UMBC, Carolyn Ringer Lepre, President of SU, Larry Weill, Interim Executive Director of USMH, and Anupam Joshi, ACE Fellow.

The Chancellor then shared achievements across the USM. He discussed growth across the System – both academically and physically, as well as recent gifts, grants, and partnerships. He also highlighted some individual successes of our people.

Chancellor Perman closed his remarks with an overview of outreach, inclusion, and justice efforts across the USM.

1. Council Reports

   a. Council of University System Presidents (CUSP). President Schmoke presented the report, covering the August and September meetings. The August meeting was the first meeting for Presidents Ashby and Lepre. Topics for that meeting included a panel on student activism, the USM strategic plan, the FY 24 budget, Title IX issues, and recent SCOTUS rulings. Topics at the September meeting included a report from Regent Wood on a potential prison education program and a crisis management item.

   b. University System of Maryland Student Council (USMSC). Mr. Siddiqui presented the USMSC report. He noted that he and the executive team have been meeting with the SGA and GSA presidents across the USM. He laid out the USMSC's goals for the year which include: a financial wellness orientation program, an election day holiday, USMSC awards, and a mental health awareness campaign.

   c. Council of University System Faculty (CUSF). Dr. Brewer presented the report. She noted that the executive committee met twice but the general body had not met yet. She shared a rough strategic plan for the year which included questions of what type of support CUSF needs and how to increase faculty governance.

   d. Council of University System Staff (CUSS). Dr. Patricio presented the report. CUSS held its first meeting in August where two at-large positions were elected, rounding

Page 2 of 4

out the executive council. UMB was the virtual host of the meeting and the Council was welcomed by Provost Roger Ward. CUSS hopes to finalize its complete roster at the September meeting.

2. Public Comment. Chair Gooden opened the meeting for public comment. TU Professor Gorman addressed the Board regarding the TU Mission Statement. AFSCME Representative Dionne Williams spoke about AFSCME's collective bargaining efforts with the system.

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

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

4. Review of Items Removed from Consent Agenda

5. Committee Reports

   a. Committee of the Whole

      i. TU Revised Mission Statement. Regent Gourdine and TU Provost Perreault presented the revised mission statement from Towson University. The updated mission statement, with a greater focus on research, is a step in allowing TU to propose research doctoral programs in pursuit of eventual R2 classification. Regent Gourdine moved and Regent Fish seconded approval

Page 3 of 4

of the expanded mission statement of Towson University, acknowledging the greater emphasis on research and providing the authority to grant research doctoral degrees. The motion was unanimously approved.

ii. Progress Report on Potential Prison Education Program. Regent Wood presented an initial progress report on the strengths and weaknesses of a potential USM prison education program, USM current participants in similar programs, and progress to date.

i. Naming Request from the University of Maryland, College Park. Regent Attman moved and Regent Gonella seconded approval of the request from UMCP to name the football stadium SECU Stadium. The motion was unanimously approved.

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 Wallace; unanimously approved.)

Meeting adjourned at 11:26 a.m.

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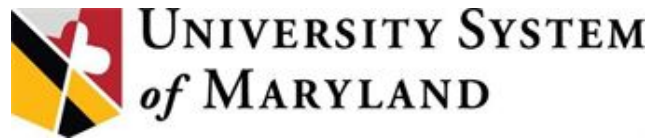
University System of Maryland Board of Regents
University of Maryland, College Park
September 16, 2022 Closed Minutes

Closed Session Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 11:54 a.m. on Friday September 16, 2022 at the University of Maryland, College Park. Those in attendance were: Chair Gooden; Regents Attman, Breslin, Fish, Gonella, Gourdine, Helal, Hur, Leggett, McDonald, Neuberger, Oberg, Oludayo, Peters, Pope, Rauch, Smarick, Wallace, and Wood; Vice Chancellors Boughman, Herbst, Hogan, Masucci, McDonough, and Raley; Ms. Wilkerson, and AAGs Bainbridge and Langrill. Presidents Ashby, Jenkins, and Pines and Ms. Skolnik and Ms. Roxas were present for a portion of the meeting.

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

   a. Committee on Finance
      i. Towson University: Real Property Acquisition of 307 Washington Avenue (§3-305(b)(3))
   b. Committee on Governance and Compensation
      i. President Hrabowski Emeritus Status (§3-305(b)(1)(i))
   c. Committee on Advancement
      i. Honorific naming request from the University of Maryland Eastern Shore (§3-305(b)(1)(i) and (2))
      ii. Naming request from Salisbury University (§3-305(b)(1)(i) and (2))
      iii. Honorific naming request from the University of Maryland, Baltimore (§3-305(b)(1)(i) and (2))
      iv. Naming request from the University of Maryland, College Park (§3-305(b)(1)(i) and (2))

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

3. **Towson University Ratification of MOU with FOP covering Police.** The Regents voted to approve ratification of the MOU between Towson University and the FOP covering police. (Regent Wallace moved, Regent Pope seconded; unanimously approved). (§3-305(b)(9)).

4. **University of Maryland, College Park Ratification of MOU with FOP covering Police.** The Regents voted to approve ratification of the MOU between the University of Maryland, College Park and the FOP covering police. (Regent Wallace moved, Regent Pope seconded; unanimously approved). (§3-305(b)(9)).

5. **Chancellor Perman Clinic Approval Letter.** The Regents discussed Chancellor Perman's clinic privileges. (§3-305(b)(1)).

6. **University System of Maryland: FY 2024 Operating Budget Update.** Regent Attman provided the FY 2024 operating budget update to the Regents. (§3-305(b)(13)).

7. **Discussion Regarding Misconduct by a Former Employee.** The Regents discussed a personnel matter regarding misconduct a former employee and related litigation. (§3-305(b)(1)(i), (2), (7) and (8)).

8. **Discussion on Scheduling of Board Events**. The Regents discussed an administrative matter regarding scheduling of board events. (§3-103(a)(1)(i)).

The meeting adjourned at 3:31 p.m.
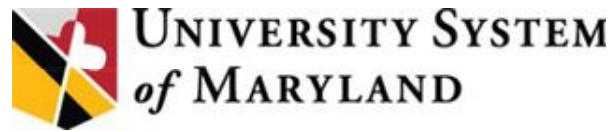
UNIVERSITY SYSTEM
of MARYLAND

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

October 13, 2022

Minutes of the Public Session

Call to Order. Chair Gooden called the meeting of the University System of Maryland Board of Regents to order in public session at 8:30 a.m. on Thursday, October 13, 2022 at the Hotel at the University of Maryland in College Park, MD. Those in attendance were: Chair Gooden; Regents Attman, Breslin, Fish, Gill, Gonella, Gourdine, Helal, Hur, Leggett, McDonald, Neuberger, Oberg, Oludayo, Pope, Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Presidents Anderson, Ashby, Breaux, Fowler, Goodwin, Jarrell, Jenkins, Lepre, Nowaczyk, Pines, Schatzel, and Schmoke; Vice Chancellors Boughman, Herbst, Hogan, Masucci, McDonough, and Raley; Ms. Mulqueen, Ms. Wilkerson, AAG Bainbridge.

1. **Welcome and Introductions.** Chair Gooden provided opening remarks. She noted that the retreat is a way for all regents – new and experienced – to further their development as a Board. She highlighted the poster session and dinner panel held the night before that focused on K12 pipeline programs from around the USM. She explained that the retreat will focus on different aspects of the strategic plan.

2. **Strategic Plan.** Chancellor Perman spent a few minutes discussing the strategic plan as a framework for the day.

3. **Governance: "I Do!" Accreditation and Governance, Marriage of Autonomy and Accountability.** Dr. Roger Ward, UMB Provost, provided a presentation about the accreditation process and the additional Middle States standards. There was a discussion about the role of the Board in these processes.

4. **Governance: NCHEMS Report.** Regent Smarick, Senior Vice Chancellor Boughman, and AAG Bainbridge presented information on the NCHEMS report. AAG discussed the history and settlement of the HBCU coalition case and Senior Vice Chancellor Boughman outlined the recommendations of the NCHEMS report.

5. **Research: Powering the USM Research Enterprise for Growth and Economic Impact.** Vice Chancellor Masucci provided an update on the USM's research enterprise and

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how to promote growth by leveraging the power of the System.

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

The Regents moved to closed session at 12:20pm. The Regents reconvened in public session at 1:15pm.

7. **Governance: Legislative Preview with the Budget Chairs of the Maryland General Assembly**. Vice Chancellor Hogan led a discussion with Senator Guzzone and Delegate Barnes about the upcoming legislative session and the budget priorities

8. **Closing Remarks.** Chair Gooden and Chancellor Perman provided closing remarks and noted how productive the day was.

The retreat adjourned at 3:25pm.
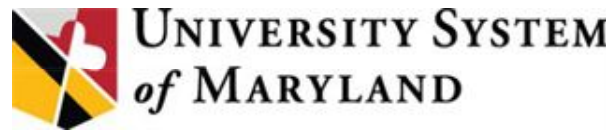
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Board of Regents Retreat
The Hotel at the University of Maryland
7777 Baltimore Avenue
College Park, MD

October 13, 2022

Minutes of the Closed Session

Call to Order. Chair Gooden called the meeting of the University System of Maryland Board of Regents to order in closed session at 1:20 p.m. on Thursday, October 13, 2022 at the Hotel at the University of Maryland in College Park, MD. Those in attendance were: Chair Gooden; Regents Attman, Breslin, Fish, Gill, Gonella, Gourdine, Helal, Hur, Leggett, McDonald, Neuberger, Oberg, Oludayo, Pope, Rauch, Smarick, Wallace, and Wood; Chancellor Perman; Presidents Anderson, Ashby, Breaux, Fowler, Goodwin, Jarrell, Jenkins, Lepre, Nowaczyk, Pines, Schatzel, and Schmoke; Vice Chancellors Boughman, Herbst, Hogan, Masucci, McDonough, and Raley; RHEC Directors Abel, Khademian, and Weill; Ms. Mulqueen, Ms. Wilkerson, AAG Bainbridge.

1. **Governance: Crisis Management.** Regent Pope and Senior Vice Chancellor Herbst, along with Grant Thornton and Margolis Healy, led a crisis management exercise that included the Regents, Presidents, and Regional Center Directors. (§3-305(b)(10)(ii)).

2. **Governance: Board Self-Assessment Results** Regent Rauch briefly spoke about the Board self-assessment results. (§3-103(a)(1)(i)).

Closed session adjourned at 2:30 p.m.

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of MARYLAND
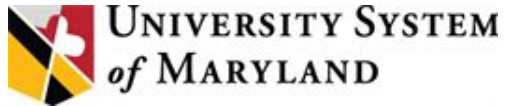
USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference and Teleconference
October 25, 2022, 11:00 am

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on October 25, 2022, at 11:00 am. In attendance were Regents Hugh Breslin, Louis Pope, Doug Peters, 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 Michele Masucci; Associate Vice Chancellors Marianne Horrigan and Carolyn Skolnik; Dr. Anupam Joshi, ACE Fellow; Mike Lurie, Media Relations and Web Manager; and Gina Hossick, Executive Assistant to Leonard Raley. From USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Greg Simmons (UMBC), Cathy Sweet (UMGC), Matthew Hodge (UMCP), John Short (FSU), Brian DeFilippis and Todd Langenberg (TU), John McKee (UMB), Joshua Humbert (CSU), Lois Colaprete (UMCES), David Balcom (UMES) and Brent Swinton (BSU).

Fundraising Updates (information)

The System's fundraising results for FY22 were excellent. Overall, our campuses exceeded its $323M goal by almost $100M.

The September FY23 fundraising goals are at 18% of a $383M goal. The number is rather consistent with past performances.

USM Quasi-Endowment Grant Requests for 2023 (action)

This program began in 2015 after legislation was passed to allow the System to invest some of its fund balance with the USM Foundation. Part of the income generated from those investments goes directly back to campuses, but a portion of it funds this grant program. The program is designed to encourage programs and activities that will build endowment. Funding has been used for staff positions, communications programs, data projects, and other activities that support endowment-building. This year, the amount of available funds was increased for the first time – to $475,000. Demand still exceeds available funds, but staff has reviewed and recommended the award amounts, as seen in the materials.

Regent Brelin moved recommendation, seconded by Regent Peters and Pope, and unanimously approved.

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USM BOR IX – 2.00 – Policy on Affiliated Fundraising Foundations (action)

Ellen Herbst, Senior Vice Chancellor for Administration and Finance joined us for this item and provided some background information. Recently, this policy was discussed at the October 21st Regents' Audit Committee meeting. Ms. Herbst highlighted a few changes that are outlined in the cover page of the materials. Some of them include adding a requirement for an affiliation agreement between affiliated fundraising foundations and the USM; requiring foundation board chairs to formally acknowledge that they have read and understand the USM policies; clarifying consequences for failure to comply with the policy; highlighting the acceptable scope of fundraising activities that can and cannot be performed; the acquisition of personal or real property; deleting the provisions enabling foundations to accept certain grants and contracts on behalf of the institution; and conflicts of interest plans used for State employees doing work on behalf of affiliated foundations.

This policy will also be considered by the Audit Committee in December; a parallel policy regarding business entities is in draft and will be considered in conjunction with this policy. The goal is to have the full board approve the policy at its December meeting.

Regent Breslin moved recommendation, seconded by Regent Pope and unanimously approved. This recommendation included a condition that minor changes may be made without additional approval from the Committee on Advancement.

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

The meeting was adjourned at 11:26 am.

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UNIVERSITY SYSTEM *of* **MARYLAND**

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Year-to-date Fundraising Report

COMMITTEE: Advancement Committee

DATE OF MEETING: October 25, 2022

SUMMARY: Two attached fundraising tables: 1) Final fundraising results for June FY22; and 2) Fundraising progress for September FY23 (as compared to FY22 and against the FY23 goal).

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information item   DATE: 10.25.22

BOARD ACTION: DATE:

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

UNIVERSITY SYSTEM of MARYLAND

FY22 FUNDRAISING

Institution	FY21 Results 30-Jun	FY22 Results 30-Jun	FY2022 Goal	Percentage to Goal FY22
Bowie State University	$29,762,543	$7,275,691	$6,000,000	121.26%
Coppin State University	$1,591,021	$4,708,450	$2,500,000	188.34%
Frostburg State University	$3,043,284	$3,771,815	$3,200,000	117.87%
Salisbury University	$8,809,060	$7,489,057	$11,000,000	68.08%
Towson University	$18,102,112	$14,859,674	$15,000,000	99.06%
University of Baltimore	$9,562,718	$5,389,432	$5,000,000	107.79%
University of Maryland, Baltimore	$78,134,071	$80,398,445	$85,000,000	94.59%
University of Maryland Baltimore County	$10,318,234	$43,445,882	$13,000,000	334.20%
University of Maryland Center for Environmental Sciences	$2,047,120	$1,402,445	$1,125,000	124.66%
University of Maryland College Park	$208,324,804	$249,457,969	$175,000,000	142.55%
University of Maryland Eastern Shore	$24,350,505	$9,211,360	$3,500,000	263.18%
University of Maryland Global Campus	$2,431,690	$2,790,573	$2,300,000	121.33%
University System of Maryland	$2,662,291	$1,259,299		
TOTAL	**$399,139,453**	**$431,460,092**	**$322,625,000**	**133.73%**

UNIVERSITY SYSTEM
of **MARYLAND**
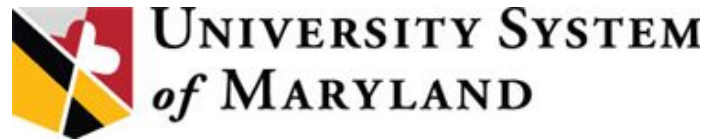
FY23 FUNDRAISING

Institution	FY22 Results 30-Sep	FY23 Results 30-Sep	FY2023 Goal	Percentage to Goal FY23
Bowie State University	$1,610,529	$964,592	$8,500,000	11.35%
Coppin State University	$722,120	$456,921	$3,000,000	15.23%
Frostburg State University	$1,130,402	$509,859	$3,500,000	14.57%
Salisbury University	$1,050,732	$485,048	$6,500,000	7.46%
Towson University	$3,069,721	$1,664,490	$15,000,000	11.10%
University of Baltimore	$2,767,312	$4,174,664	$6,500,000	64.23%
University of Maryland, Baltimore	$9,651,356	$9,634,970	$100,000,000	9.63%
University of Maryland Baltimore County	$3,253,233	$1,691,638	$12,000,000	14.10%
University of Maryland Center for Environmental Sciences	$267,522	$484,425	$1,125,000	43.06%
University of Maryland College Park	$34,650,689	$45,859,795	$220,000,000	20.85%
University of Maryland Eastern Shore	$999,147	$335,737	$4,500,000	7.46%
University of Maryland Global Campus	$586,163	$1,164,138	$2,500,000	46.57%
University System of Maryland	$567,749	$370,274		
TOTAL	**$60,326,675**	**$67,796,551**	**$383,125,000**	**17.70%**

UMCES FY23 goal is tentative

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: Quasi endowment grants

COMMITTEE: Advancement Committee

DATE OF MEETING: October 25, 2022

SUMMARY: The Quasi-Endowment Fund, initiated in FY15, was established with $50 million committed by USM institutions and the USM Office. Spendable income from this quasi-endowment funds two components: a competitive grant program administered through the USM Office of Advancement, and direct funding of institution fundraising programs. The USM Office has reviewed and recommended grants for CY 2023 as summarized in the chart titled 2023 USM Quasi Endowment Grant Requests and Recommendations.

ALTERNATIVE(S):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

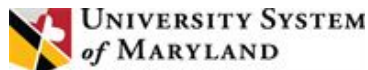COMMITTEE ACTION: DATE: 10.25.22

BOARD ACTION: DATE:

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

UNIVERSITY SYSTEM
of MARYLAND

USM Quasi-Endowment Grant Program
2023 Grant Requests

In FY15, the USM and its institutions established a $50 million quasi-endowment in support of endowment-building at each USM institution. The USM Office administers a grant program funded by its $10 million commitment to this quasi-endowment. Approximately $475,000 in funds are available through this competitive grant process. USM staff makes funding recommendations, which are reviewed and approved by the Board of Regents Advancement Committee.

INSTITUTION	DESCRIPTION	AMOUNT REQUESTED	STAFF RECOMMENDATION
Coppin State University	CSU seeks continued funds for the position of Development Associate for grants and annual giving. This position serves as a project manager in grants administrtion and oversees the annual fundraising efforts. This position was instrumental in Coppin's historic fundraisng year for FY22, raising over $4M.	$80,000	$55,000
Frostburg State University	FSU seeks funds for their Comprehensive Communications Plan. This plan focuses on support initiatives for 3 specific audiences: alumni and other friends of the University; women in philanthropy as a target audience for endowment and gift planning growth; and campus employees as they cultivate the next generation of major and planned gift donors.	$75,000	$55,000
Salisbury University	SU seeks funds for their Parent & Family Giving Program. This will generate significant fundraising revenue and support endowment building efforts through major and annual gifts supporting the Sea Gull Family Fund and the Legacy Scholarship Fund.	$75,000	$60,000
Towson University	TU seeks funds to create a Manager, Fundraising Events and Sponsorships position to create, implement and evaluate fundraising events associated with university endowents. Including, but not limited to, creating new donor/sponsor pipeline, launching new fundraising events, increasing levels of support for existing endowment fundraisers, developing and monitoring event timelines, develop strategy and financial targets for fundraising events, coordination with other departments to achieve goals and maximize benefits of all fundraising events, and overseeing the operations of fundraising events.	$69,000	$50,000
University of Baltimore	As planning continues for the 100th Anniversry of UBalt (2025), UB would like to continue their relationship with Stelter Co. to upgrade existing digital package in planned giving marketing, plan and execute two events related to planned giving, and steward all donors who have included UBalt in their estate planning.	$75,000	$65,000
University of Maryland, Baltimore	UMB seeks funds to start a 4-year subscription to GC Wealth, a real-time screeing of 30+ data points of individuals who give. To build engagement, UMB would also like to hire a full-time contract annual giving officer, with the goal of increasing repeat gifts and instilling long-term philanthropic commitment among annual fund donors.	$63,000	$54,000
University of Maryland Baltimore County	Continued funding for an Assistant Athletic Director for Advancement and External Relations. The goal will be to raise additional funds for UMBC Foundation for major gifts and endowment for athletics and recreational sports.	$75,000	$60,000
University of Maryland College Park	UMCP is seeking funds to implement CampusLogic's Scholarship Universe platform across campus. Once implemented, it will eliminate inefficiencies, ensure that a greater percentage of available funds is awarded to students on an annual basis, and add cutting-edge tolls to a scholarship administration.	$75,000	$36,000
USM Hagerstown	USM Hagerstown is seeking funds to attract new donors and jumpstart efforts to raise endowment funds from both current and new donors. This grant will be used to match gifts to endowment.	$30,000	$25,000
The Universities at Shady Grove	USG seeks funding for additional contracted services support to reach endowment goals aligned with its first Strategic Plan. This would include expanding Entrepreneurship Lab funding and leverage new contributions, support university partner endowment funding, and increase scholarships to eliminate student debt.	$36,000	$15,000
TOTAL REQUESTED		**$653,000**	
TOTAL AWARDED			**$475,000**

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Committee Charge

COMMITTEE: Advancement Committee

DATE OF MEETING: October 25, 2022

SUMMARY: The BOR Committee on Advancement will review and discuss the committee charge.

ALTERNATIVE(**S**):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: DATE: 10.25.2022

BOARD ACTION: DATE:

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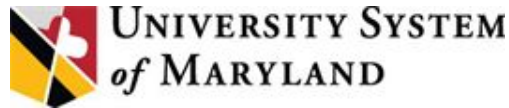
Committee on Advancement
Charge

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

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

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

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

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

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

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

October 2022

UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
October 21, 2022

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Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Ms. Fish (Chair), Mr. Pope (Vice Chair), Ms. Gooden, Mr. Hur, Mr. Neurberger, and Mr. Wood.   Also present were: USM Staff – Chancellor Perman, Mr. Brown, Mr. Acton, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Ms. Horrigan, Mr. Joshi, Mr. McDonough, Mr. Mosca, Ms. Skolnik, Ms. White, and Ms. Wilkerson; Towson University – Mr. Lowenthal; University of Maryland Eastern Shore – Dr. Anderson and Ms. Gonzalez; USF Foundation – Mr. Raley; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. FY 2022 Audit Committee Work Plan (Information & Discussion)

    The Committee reviewed its Work Plan FY 2023.

2. Review of Board of Regents Charge Policies (Information & Discussion)

    The Committee reviewed its charge. This included a review of the Audit Committee Charter and Board of Regents Bylaws, Article X, Section 3 (Committee on Audit). No modifications were proposed.

3. Proposed Modifications to Board of Regents Policy on Affiliated Foundations (Action, Information & Discussion)

    USM's Vice Chancellor of Administration and Finance presented a status update of progress made to revise the Board of Regents' policy on affiliated foundations.

4. FY 2022 - System Wide Draft Financials, Balance Sheet & Statement of Changes (affiliated foundations are not included) (Information & Discussion)

    USM's Controller presented FY 2022 draft financial statements, which reflect the preliminary financial position and the results of operations of the University System of Maryland for the year ended June 30, 2022. The draft statements also provided a comparison of performance to

the prior year's results. The Controller also presented a key financial ratio analysis used by rating agencies.

5. <u>USM's Year End 06/30/2021 A133 Single Audit Report (Information & Discussion)</u>

USM's independent auditor (CliftonLarsenAllen LLP) presented the results of its State of Maryland A133 Single Audit for the year ended June 30, 2021. This audit is a required compliance audit for federally funded student financial aid and institutional aid. There were no material weaknesses reported.

Also discussed were the scope of audit work and findings identified during the audit.

6. <u>Update on USM's Enterprise Risk and Crisis Management Programs (Information & Discussion)</u>

Mr. Pope presented an update on universities' implementation of USM's Enterprise Risk and Crisis Management programs.

7. <u>Completed Office of Legislative Audit Activity (Information & Discussion)</u>

USM's Vice Chancellor for Accountability summarized the Office of Legislative Audits' (OLA) report for University of Maryland, College Park. He also presented an OLA findings dashboard which showed changes in the number of findings including repeat findings for each USM institution. The dashboard also showed the nature and number of findings for each institution.

8. <u>Follow Up of Action Items from Prior Meetings (Information & Discussion)</u>

Ms. Fish presented a status update of action items from prior audit committee meetings.

9. <u>Convene to Closed Session</u>

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

The closed session convened at approximately 11:52 a.m.

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Closed Session
October 21, 2022

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Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Hur, seconded by Ms. Gooden; unanimously approved.] The closed session commenced at approximately 11:52 a.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Ms. Fish (Chair), Mr. Pope (Vice Chair), Ms. Gooden, Mr. Hur, Mr. Neurberger, and Mr. Wood.   Also present were: USM Staff – Chancellor Perman, Mr. Brown, Mr. Acton, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, Mr. Mosca, Ms. White, and Ms. Wilkerson; University of Maryland Eastern Shore (UMES) – Dr. Anderson and Ms. Gonzalez; Office of the Attorney General -- Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. UMES's President provided an update on actions taken in response to the pending Office of Legislative Audits report. (§3-305(b)(13)).

2. USM's Vice Chancellor for Accountability presented an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

3. Ms. Fish presented a summary of Office of Legislative Audits 2022 findings related to USM institutions' information technology environments. (§3-305(b)(15)).

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

5. USM's Vice Chancellor for Accountability discussed a reported criminal allegation received by the Office of Internal Audit. (§3-305(b)(12)).

6. Ms. Fish provided the results of a Board of Regents Self-Assessment survey. (§3-103(a)(1)(i)).

7. The Committee members met separately with the Independent Auditors and the Vice Chancellor for Accountability. (§3-103(a)(1)(i)).

Closed session adjourned at 12:18 p.m.
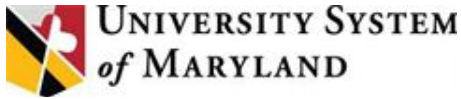
The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session for October 26, 2022

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on 12:30 pm on October 26, 2022, virtually. Regent Leggett called the meeting to order at 12:34 pm.

Regents present were Regents Leggett, Attman, Fish, Gill, Hur, Oberg, and Rauch. USM representatives present were Chancellor Perman; Vice Chancellors Masucci, Hogan, Herbst; Lindsay Ryan, Anupaum Joshi, and Denise Wilkerson. Others present were Elena Langrill. Presenters and guests present were Mike Ravenscroft and Sarah Sheppard.

USM Office of the Vice Chancellor for Research and Economic Development Update (Information Item)

Regent Leggett welcomed the group, invited the Chancellor to share a few words, and welcomed new Regent Oberg. Regent Leggett thanked Ms. Herbst and Ms. Ryan for their work in the interim before Vice Chancellor Masucci's arrival.

Dr. Massucci spoke about her background, including time at Temple University and her training as an economic geographer. She shared that she is a graduate of Salisbury University and is excited to be back working in Maryland. Dr. Massucci spoke about the goals and focus areas for the office. She explained that basic and applied research are the seed corn for additional activities related to economic development.

Ultimate goals and metrics were discussed among attendees, with jobs highlighted as one primary outcome. It was commented that advancing the knowledge economy involves strong ties between workforce development, student and faculty attraction, success, and retention, and a strong research and development and academic profile that aligns with the focus of each institution. In this way, research is a platform for economic growth. Partnership with the business community and local governments toward these goals are key. Students are also those involved in retraining and graduate education, not just undergraduates.

Ms. Ryan shared information about the Venture Development Report, explaining that USM supports a diversity of ventures in a diversity of ways across the state. Many are "spinouts", founded by students or faculty, with some based on intellectual property. And many are "spin ins", coming to USM for resources. A need for widespread geographic support for ventures was emphasized, part of which has driven the USM Early Capital Pilot, an earlier-stage funding initiative. It is on track to begin deployment at the end of this calendar year or early next year.

Mr. Ravenscroft introduced himself and the Fund, the investment thesis, goals, and future plans. He also reviewed success to date. Increased student involvement in the fund was discussed as a way to build

career pipelines and potential co-investor relationships. The importance of the sustainability of the Fund and its future path was mentioned, along with interaction and support for research-based startups.

Dr. Massucci shared that the National Science Foundation established a new Directorate for Technology, Innovation, and Partnerships, focused on the connection between research and impacts. She shared that Maryland is well positioned to participate in programs coming out of that directorate and other federal initiatives. She commented on one opportunity, called NSF Engines, for which several proposals in the state were submitted, including in which the USM OVCRED directly participated. It is a multi-phase program, with the final phase seeing opportunities of up to $160M in funding.

The meeting was called to a close at 1:57pm.

 Respectfully submitted,
 Isiah Leggett, Chair
 Committee on Economic Development and Technology Commercialization

Board of Regents
Committee on Education Policy and Student Life

Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, September 20, 2022. The meeting was convened at 9:35 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Helal (*non-voting*), Leggett, Peters, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Joann Boughman were also present.

The following were also in attendance on Zoom:
Dr. Alvarez, Dr. Amoussou, Dr. Andersen, Ms. Bainbridge, Dr. Beise, Dr. Brewer, Dr. Clark, Dr. Clemmons, Ms. Esters, Dr. Foust, Dr. Goodman, Dr. Henry, Dr. Hurte, Ms. Jenkins, Dr. Jennings, Dr. Joshi, Dr. Kelley, Dr. Lee, Dr. Leisey, Mr. McDonough, Ms. Marano, Dr. Moore, Dr. Olmstead, Dr. Patricio, Dr. Perreault, Dr. Richardson Wilks, Dr. Rous, Dr. Sanford, Dr. Shapiro, Dr. Smith, Dr. Spencer, Dr. Taylor, Dr. Ward, Dr. Weill, Ms. Wilkerson, and Dr. Young.

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

Chair Gourdine extended a special welcome to Regent Farah Helal, non-voting student regent, from the University of Maryland, Baltimore County. Regent Helal thanked Regent Gourdine for the welcome and further introduced herself.

Prior to beginning the action items, Chair Gourdine asked Dr. Boughman, Senior Vice Chancellor for Academic and Student Affairs, to explain the steps of the academic program proposal process from campus submission through final MHEC approval. Dr. Boughman briefly described the development of academic program proposals at the campus level; reviews by the USM Office of Academic and Student Affairs, institutions within the state, and the Maryland Higher Education Commission; presentation to and decisions by the Board of Regents; and the possibility of objections to the creation of a new degree program. Dr. Boughman noted that prior to a proposal coming before the Committee, the USM Office of Academic and Student Affairs team does a thorough review to decrease the possibility of concerns about program duplication and objections from non-USM universities. When issues do arise, the USM staff engages the Chancellor and the Chair of the Committee and, ultimately, shares updates with the Committee on Education Policy and Student Life.

This description and subsequent discussion laid the foundation for and gave context to this critical part of EPSL's work.

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Action Items

New Academic Program Proposal

Salisbury University: Bachelor of Science in Elementary Education with Dual Certification in Early Childhood Education (PreK-6)

Dr. Karen Olmstead, Provost & Senior VP for Academic Affairs; Dr. Laurie Henry, Dean, Seidel School of Education; and Dr. Shanetia Clark, Associate Professor and Chair, Department of Early and Elementary Education, presented the proposal for Salisbury University to establish a Bachelor of Science (B.S.) in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). This program will provide graduates with teacher licensure from pre-kindergarten (age 3) through grade 6 offering additional flexibility for job placement and broader workforce options.

The proposed Dual Certification program provides students, faculty, and staff the opportunity to immerse themselves in a more broadly defined Early Childhood and Elementary experience, drawing from a wider range of perspectives, including Pre-Kindergarten to Grade 6 curriculum, and developmentally appropriate pedagogical practices, with foundations in language development, communication, play and creative expression, physical health and motor development, instructional practices, academic interventions, and assessment of learning. The proposed Dual Certification program combines existing courses in the current Elementary and Early Childhood programs into the new major. Across the courses with varied content emphasizing Early Childhood and Elementary Education enhanced by clinical practice in partner schools, the teacher candidates and graduates will obtain and continue to engage with learning outcomes guided by Specialized Professional Associations. The proposed Dual Certification program follows a student-centered learning approach that is the hallmark of SU's approach to postsecondary education (SU Mission and Values, 2019).

With the MSDE-identified teacher shortage, *Blueprint for the Future of Maryland's Schools* legislation's focus on early childhood education, and the 2017-2021 Maryland State Plan for Higher Education, the critical and compelling workforce demand is clear. Regent Leggett reiterated the significant need for more teachers, as the *Blueprint* seeks to transform education. Regent Helal asked if the program's history offerings were too narrow. Dr. Clark shared course options and opportunities for increased exposure students will have. This proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). The motion was moved by Regent Wood, seconded by Regent Peters, and passed unanimously.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Regent Smarick asked Dr. Boughman to remind the regents of next steps after the committee approves an academic program proposal. Dr. Boughman shared that while the proposal makes its

way through the USM BOR process (EPSL then the full Board in November), it is also going through a process at the Maryland Higher Education Commission (MHEC). MHEC circulates the proposal to all higher education institutions in the state. There *could* still be challenges from non-USM institutions of higher education. Challenges and objections go to MHEC, and they will engage the institutions in negotiations. If an agreement is not reached, there would be a formal hearing after which the Secretary of Higher Education would make a recommendation to the Commission, which makes the final decision about whether the program can be established or not.

Proposed Amendments to Committee Bylaws and Committee Charge
Dr. Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs, presented this report. The Committee on Governance and Compensation asks for an annual review of the Committee's section of the bylaws and the Committee's Committee Charge, Role, and Responsibilities. This is the regents' opportunity to review these documents and to consider affirming them or making suggestions for amendments. Dr. Lee noted that these documents were reviewed twice in FY 2022 - in September 2021 and January 2022. In January, the committee approved amendments to reflect the establishment of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, which took intercollegiate athletics functions out of Ed Policy's major responsibilities.

In summary, both the EPSL section of the bylaws and the Charge, Role, and Responsibilities document note that this committee shall perform all necessary business and provide guidance to the Board of Regents on academic affairs and student affairs functions at USM's institutions. In general, work pertains to the overall intellectual, social, and emotional climate of the university, and includes, but is not limited to, academic program development; student services; faculty matters and policies; admissions, recruitment, retention, transfer, and articulation; campus safety and security; student health and wellness; student organizations; many aspects of diversity and inclusion; P-20/pipeline issues; and more. Although the Board now has a standing committee on Intercollegiate Athletics and Student-Athlete Health and Welfare and an Enrollment Workgroup, EPSL can expect to or request to receive reports on those issues as they pertain to EPSL's focus on health and wellness, academics, and enrollment.

When Chair Gourdine, Dr. Boughman, and the Academic and Student Affairs team reviewed these documents in July 2022, they determined that amendments are not needed.

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

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Regent Gooden asked how the USM monitors the functions listed on the guiding documents. Dr. Lee and Senior Vice Chancellor Boughman noted that several items are tied to regular reports that come to the USM or through the USM to the General Assembly or Maryland Higher Education Commission. In other instances, USM staff monitors issues via regular convenings with university leadership including, but not limited to, provosts, vice presidents for student affairs, enrollment management executives, counseling center directors, and health center directors. Regent Gooden requested more details on what issues are connected to reports. She noted that some issues are more sensitive than others and may need more constant and documentable reporting and

Page 3 of 6

accountability structures. Chancellor Perman agreed and shared his hope that the USM team will be thoughtful about what topics can be monitored less frequently if, in fact, issues that need more attention will require new reports. Senior Vice Chancellor Boughman will share a recently compiled list of reports with Regents Gourdine and Gooden to inform further discussion.

Finally, Dr. Boughman and Dr. Nancy Shapiro, Associate Vice Chancellor and Special Assistant to the Chancellor for Education and Outreach, shared updates key issues that will be at the forefront of the work the Office of Academic and Student Affairs addresses this year:
-   Transfer – Transfer with Success Act; revamping of the transfer articulation system (ARTSYS)
-   Enrollment
-   Workforce development – health services; teacher education
-   *Blueprint for the Future of Maryland's Schools*

Regarding the *Blueprint,* Regent Wood asked about salary increases for teachers. Dr. Shapiro noted that minimum salary requirements are part of the Blueprint as well as bonuses for teachers in schools in challenging settings and for teachers who have National Board Certification. Regent Leggett, as chair of the Accountability and Implementation Board (AIB), shared that the *Blueprint* is a good plan, but that the focus must turn to implementation. Chair of the Council of University System Faculty offered that student loan forgiveness may be an enticing incentive to get people in the profession. Regent Leggett noted that the AIB would explore additional suggestions, which can be sent to him.

Information Items
Report on Academic Program Actions Delegated to the Chancellor, AY 2021-2022
Chair Gourdine noted the retirement of Dr. Antoinette Coleman over the summer. Regent Gourdine thanked Toni for her years of service to Maryland and the USM. Regent Gourdine introduced Dr. Darlene Smith, Interim Associate Vice Chancellor for Academic Affairs, who has stepped in to manage critical functions Dr. Coleman previously handled. Dr. Smith presented the annual report on academic program actions delegated to the chancellor. In accordance with Board Resolution III-7.03, this annual report is submitted to the Board of Regents to account for all academic program actions delegated to the Chancellor. Between September 2021 and August 2022, the Chancellor approved 119 actions, including:
-   suspension or discontinuation of 17 programs (including eight degree programs, seven certificates, and two areas of concentration within an existing degree);
-   20 title changes; and
-   82 new certificates, areas of concentrates and modified degree programs. The 82 actions included the approval of 38 new certificates, 7 modified certificates, 19 modified degrees, 7 new areas of concentration within existing degree programs, 4 off-site offerings of existing degrees at USM regional higher education centers and 4 off-site offerings at closed sites, a revised general education program, and the reactivation of 2 degree programs.

In addition, the Board of Regents approved 16 new degree programs. The total of 135 approvals is up 41% from last year, with most of the difference at the Chancellor's level of review.

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Notification of Awards: Regents Scholarships and Elkins Professorships

Annually, the University System of Maryland Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of faculty. Dr. Darlene Smith, Interim Associate Vice Chancellor for Academic Affairs, shared information about the USM Regents Scholars Program and Dr. Zakiya Lee, Assistant Vice Chancellor, shared information about the Elkins Professorship.

The prestigious Regents Scholars Program was created to provide outstanding students with the financial freedom to pursue academic studies at one of the nation's finest university systems. Substantial endowments have been established by individuals and corporations in order to cover the estimated cost of attendance for tuition and fees, living expenses, and academic materials. Some Regents Scholarships have no qualifying factor other than merit while others have additional criteria relating to a student's discipline (i.e., field of study) or to demonstrated financial need. It is interesting to note that the new USM Test Optional policy allowed for greater flexibility in defining the academic credentials required for award consideration. This contributed to an increase in the number of USM institutions submitting names of first-year students for this year's Regent's Scholarship awarding process (seven for 2022-23 compared to four in 2021-22).

A typical full scholarship for a first-year student or transfer student for AY 2022-2023 is approximately $25,605 (average) per year. Partial scholarships were also awarded. For academic year 2022-2023, 18 new and 15 continuing students were awarded a total of $ 436,500. Dr. Smith indicated how transformational these scholarships are by sharing the story of a current recipients.

The Wilson H. Elkins Professorship began in 1978 at the University of Maryland, College Park as an honor for and to perpetuate the name and contributions of Wilson H. Elkins who became the institution's president in 1954 and served for 24 years. When the new University System of Maryland was formed in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Wilson H. Elkins Professorship is supported by endowed funds and designated to supplement an existing faculty line and/or to support faculty research. Special effort is made to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of the institution and the entire University System of Maryland. The Professorship is an opportunity for the faculty member and institution to build on their strengths to be of greater service to its students and to society. Hallmarks of Elkins Professors also include work with students and outreach or partnerships with other institutions within the System. This year, six institutions submitted a total of nine nominations. Four faculty members received awards:

1. Towson's – Dr. Paz Galupo will use her award to continue her project to understand the unique legal and cultural factors that impact the health care experiences of and lead to health disparities for transgender and nonbinary Marylanders. (Part 2 of her award, which was initiated last year; $30,000)

2. UMB's – Dr. Heather Congdon – Using funds to collaborate with the Kirwan Center to scale up targeted IPE (interprofessional education) recommendations from the 2018 USM report "Strengthening Maryland's Health Care Workforce" through a digital badging initiative. ($40,000)

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3. BSU's – Dr. Karen Cook-Bell – Using funds to establish the W.E.B. DuBois Center for the Study of the Black Experience, which will be integrated with BSU's Thurgood Marshall Library and designed to encourage and disseminate research that is innovative in scope and methods in the fields of African, African American, and African diaspora studies. ($75,000)

4. UMB's – Dr. Barbara Resnick – Using funds to advance the development of a replicable model for successfully implementing national guidelines on pain management in older individuals in long-term care facilities to improve the assessment, diagnosis, and management of pain among residents. ($68,000)

Tentative Annual Agenda, 2022-2023
The Tentative Agenda for 2022-2023 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents. Chair Gourdine opened the floor for suggestions.

Regent Peters noted the frequency with which he has always gotten questions about scholarships to USM institutions. Based on work he did as a senator, he offered to assist USM in becoming a a one-stop shop for scholarship information.

Chair Gourdine noted that regents and school officials can share additional topics with Regent Gourdine, Dr. Boughman, or Dr. Lee.

Motion to Adjourn
Regent Gourdine thanked all for a productive first meeting. She adjourned the meeting at 10:31 a.m.

Respectfully Submitted,
Regent Michelle Gourdine
Chair

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Salisbury University: Bachelor of Science in Elementary Education with Dual Certification in Early Childhood Education (PreK-6)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 20, 2022

SUMMARY: Salisbury University is pleased to submit a proposed for a Bachelor of Science (B.S.) in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). This program will provide graduates with teacher licensure from pre-kindergarten (age 3) through grade 6 offering additional flexibility for job placement and broader workforce options.

The proposed Dual Certification program provides students, faculty, and staff the opportunity to immerse themselves in a more broadly defined Early Childhood and Elementary experience, drawing from a wider range of perspectives, including Pre-Kindergarten to Grade 6 curriculum, and developmentally appropriate pedagogical practices, with foundations in language development, communication, play and creative expression, physical health and motor development, instructional practices, academic interventions, and assessment of learning. The proposed Dual Certification program combines existing courses in the current Elementary and Early Childhood programs into the new major. Across the courses with varied content emphasizing Early Childhood and Elementary Education enhanced by clinical practice in partner schools, the teacher candidates and graduates will obtain and continue to engage with learning outcomes guided by Specialized Professional Associations (SPAs).

The proposed Dual Certification program follows a student-centered learning approach that is the hallmark of Salisbury University's approach to postsecondary education (SU Mission and Values, 2019). The educational objectives and student learning outcomes are informed by the content and pedagogy of accrediting organizations.

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

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

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to offer the Bachelor of Science (B.S.) in Elementary Education with Dual Certification in Early Childhood Education (PreK-6).

COMMITTEE RECOMMENDATION: Aproval	DATE: September 20, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

July 25, 2022

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

Dear Chancellor Perman:

On behalf of President Charles A. Wight, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new instructional program at SU. Our institution is seeking permission to offer a Bachelor of Science degree in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). The complete proposal for a new instructional program is attached for your review.

If you have any questions, please contact me at 410-548-3374.

Sincerely,

Karen L. Olmstead, Ph.D.
Provost and Senior Vice President for Academic Affairs

Enclosure

je

cc   Dr. Darlene Smith, Interim Associate Vice Chancellor for Academic Affairs, USM

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Salisbury University
_____
Institution Submitting Proposal

Elementary Education with Dual Certification in Early Childhood Education (PreK-6)
Title of Proposed Program

Bachelor of Science Degree	Fall 2022
Award to be Offered	Projected Implementation Date

0802.01	13.1206
Proposed HEGIS Code	Proposed CIP Code
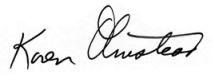
Department of Early and Elementary Education	Shanetia Clark, Ph.D
Department in which program will be located	Chair Department Contact

410-677-0251	SPCLARK@salisbury.edu
Contact Phone Number	Contact E-Mail Address

Karen Olmstead	7/25/22
Signature of President or Designee	Date

A. Centrality to Institutional Mission and Strategic Priorities

1. <u>Program Description</u>: The Seidel School of Education at Salisbury University (SU) is pleased to submit a proposal for a new Bachelor of Science degree in Elementary Education with Dual Certification in Early Childhood Education (PreK-6). Currently, the Department of Early and Elementary Education offers an Early Childhood Education Program (ECED) leading to teacher licensure in pre-K through grade 3 and an Elementary Education Program (ELED) leading to teacher licensure in grades 1-6 in the state of Maryland. The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program will provide graduates with teacher licensure from pre-kindergarten (age 3) through grade 6 offering additional flexibility for job placement and broader workforce options. The B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program provides students, faculty, and staff the opportunity to immerse themselves in a more broadly defined Early Childhood and Elementary experience, drawing from a wider range of perspectives, including Pre-Kindergarten to Grade 6 curriculum, and developmentally appropriate pedagogical practices, with foundations in language development, communication, play and creative expression, physical health and motor development, instructional practices, academic interventions, and assessment of learning.

2. <u>Alignment to Institutional Mission</u>: Salisbury University (SU) is grounded in a tradition of teacher preparation that began in 1925 as the Maryland State Normal School at Salisbury. The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program continues that tradition and supports SU's mission to "empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world" and to "actively contribute to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation" (SU's Mission and Values, 2019). The state of Maryland (and nation) is experiencing the most severe teacher shortage in its history. With the passage of the *Blueprint for Maryland's Future* legislation in 2021, implementation of universal pre-kindergarten will require an additional 8,800 childcare providers be added to the current workforce. With the combination of the teacher shortage and increase to the education workforce, providing this Dual Certification program will help to meet this need in our state and nation.

3. <u>Alignment to Strategic Priorities</u>: The proposed B.S. in Elementary Education with Dual Certification in Early Childhood Education (PreK-6) program includes the voices of home-based preschool providers, practicing teachers, elementary school supervisors, and principals (empowering

caregivers and pedagogical practitioners) with a key emphasis on student-focused learning. This approach enhances our local and regional partnerships which addresses SU's Strategic Plan as follows: "Objective 4.3 – Enhance and expand local and regional partnerships and strategic alliances with private, public, and nonprofit organizations" (SU's Strategic Plan Goal 4, 2019). Recent grant awards to expand the Eastern Shore Child Care Resource Center service area, our expanding Professional Development (and partner) School (PDS) network (39 schools across 7 counties), and collaborative grants from the Maryland State Department of Education with local education agencies provides ample opportunities for us to enhance our partnerships in the region and the state. The Seidel School of Education fulfills its mission through several goals, including a focus on "offering high quality, innovative professional programs which are characterized by active learning, and which meet or exceed national standards for excellence" which directly aligns to SU's Strategic Plan: "Objective 3.3 – Develop and articulate an identity that distinguishes SU as an outstanding public regional comprehensive University committed to academic excellence and student success" (SU's Strategic Plan Goal 3, 2019). As a result of our emphasis on excellence, our Elementary Education Program recently received National Recognition from the International Literacy Association, one of only 12 programs in the nation receiving this designation. All our educator preparation programs are nationally accredited by the Association for Advancing Quality in Educator Preparation (2022-2028).

4. <u>Institutional Commitment</u>: The proposed Dual Certification program combines existing courses in the current Elementary and Early Childhood programs into the new major. As such, no additional resources are required to support the new program. SU's existing faculty offer the courses as part of their regular teaching load; therefore, it will not require additional administrative support or increased staffing. Future program growth may necessitate additional faculty. Advising support will be critical to the success of the program but the capacity for advising is available through SU's Academic Advising Center. If enrollments were to grow significantly, more advising support may be necessary. SU is committed to providing additional administrative, financial, and technical support to match increases in program demand and student enrollments. We also pledge to provide the appropriate support to enable all students officially enrolled in academic programs to complete their degree, even in the unlikely event we phase out approved degrees and stop admitting new students. However, the proposed program is expected to attract students who are interested in expanding teacher licensure and job flexibility across the age continuum of youth from early childhood (PreK) through upper elementary levels (grade 6).

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

The 2017-2021 Maryland State Plan for Higher Education outlines a variety of strategies that are addressed by the proposed Dual Certification program. In particular, *Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students,* is identified as a critical area addressed by the proposed program. Research from the Early Childhood Longitudinal Study (2010-2011) clearly illustrates the importance of school readiness among first-time kindergarten age children as it lays the foundation for future school success, especially skills related to mathematics and literacy. Improving children's school readiness through early childhood education is also seen as critical in reducing the racial achievement gap in later years (Heckman, 2006; Duncan, et al., 2007) especially for children who come from socioeconomically disadvantaged backgrounds, which addresses Strategy 4 of the State Plan: *Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.*

C. Quantifiable and Reliable Evidence of Market Supply and Demand

During the current academic year (2021-2022), Maryland has nearly 2,000 teacher vacancies including 80 vacancies in Early Childhood and 148 in Elementary Education (MSDE, 2021). On the Eastern Shore, Elementary Education (#2) and Early Childhood (#3) are among the top 5 teacher vacancies in the region. Additionally, there are over 3,600 Maryland teachers with conditional certification, including 314 in Early Childhood and 580 in Elementary Education (MSDE, 2021). As previously mentioned, with the recent passing of the *Blueprint for the Future of Maryland's Schools* legislation, an additional 8,800 early childhood educators will need to be added to the Maryland teacher workforce to implement universal pre-kindergarten for all 3- and 4-year-olds by 2025. At the national level, there is currently an annual teacher shortage of over 110,000 teachers with a projection of 136,000 vacancies by the year 2030 (Economic Policy Institute, 2019). The proposed Dual Certification program will provide more flexibility to meet the demand to fill the state's teacher pipeline.

D. Reasonableness of Program Duplication

SU is one of only two USM institutions that serve the residents of the Eastern Shore. We have a strong partnership with our sister institution, University of Maryland Eastern Shore (UMES), with a joint Master's in Teaching (M.A.T.) program leading to secondary education certification in multiple areas and a collaboration to offer Special Education certification from UMES for students at SU. UMES does not offer undergraduate or graduate programs in Early Childhood or Elementary Education. There are no similar programs offered in our geographic region.

E. Relevance to High-demand Programs at HBIs

No HBIs in Maryland offer an undergraduate degree leading to dual certification in elementary and early childhood education.

F. Relevance to the identity of HBIs

No HBIs in Maryland offer an undergraduate degree leading to dual certification in elementary and early childhood education.

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

1. <u>How Program was Established and Faculty Oversight</u>: A full course listing with course titles and descriptions is provided in Appendix A. The courses were selected to ensure cohesion of content providing comprehensive pedagogical and development of foundational knowledge and skills across the continuum from early childhood (age 3) through upper elementary levels (grade 6) while limiting content overlap at the early elementary levels (grades 1-3). The proposed Dual Certification program will be housed in the Department of Early and Elementary Education and will be co-managed by the Elementary Education Program Director (Dr. Jeni Davis) and Early Childhood Program Director (Dr. Konstantine Kyriacopoulos) in consultation with the Department Chair (Dr. Shanetia Clark).

2. <u>Educational Objectives and Learning Outcomes</u>: The proposed Dual Certification program follows a student-centered learning approach that is the hallmark of Salisbury University's approach to postsecondary education (SU Mission and Values, 2019). The educational objectives and student learning outcomes are informed by the content and pedagogy accrediting organizations. For example, the International Literacy Association awarded the Elementary Education program with National Recognition, and the Association for Advancing Quality in Educator Preparation (AAQEP) accredited the education programs. In its final report, the AAQEP review team noted,

> The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. Completers of the program are prepared to work effectively as professional educators who are able to adapt to different contexts and to grow professionally. The Seidel School of Education has the capacity to consistently deliver and continuously improve program quality, and it engages with stakeholders and partners to strengthen the P-20 education system throughout the region.

Across the courses with varied content emphasizing Early Childhood and Elementary Education enhanced by clinical practice in partner schools, the teacher candidates and graduates will obtain and continue to engage with the learning outcomes guided by Specialized Professional Associations (SPAs) and the institution as follows:

Elementary Education: Student Learning Outcomes
- Teacher candidate constructs learning opportunities that support individual students' development, acquisition of knowledge and motivation.
- Teacher candidate demonstrates a high level of competence in use of subject matter to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- Teacher candidate integrates and applies knowledge of instruction and adaptation to develop critical thinking and active engagement in learning.
- Teacher candidate knows, understands, and uses formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- Teacher candidate knows the importance of establishing and maintaining positive, professional, collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Early Childhood Education: Student Learning Outcomes
- Teacher candidate works to build positive relationships in the atmosphere of a learning community.
- Teacher candidate implements a curriculum that promotes learning and development.
- Teacher candidate uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development.
- Teacher candidate uses ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development.
- Teacher candidate promotes the nutrition and health of children.
- Teacher candidate demonstrates competencies and preparation necessary to promote children's learning and development and to support families' diverse needs and interests.
- Teacher candidate establishes and maintains collaborative relationships with each child's family to foster children's development.

- Teacher candidate establishes relationships with and uses the resources of the children's communities to support learning and development.

- Teacher candidate establishes a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments.

- Teacher candidate demonstrates effective leadership and management skills and practices.

2. <u>Assessment of Student Achievement of Learning Outcomes</u>: The Seidel School of Education utilizes a centralized assessment system, Watermark Student Learning & Licensure, that supports rigorous assessment of student learning outcomes and signature assessments over the course of the program. Data reports show student progress across the program and help identify areas for program improvement. Additionally, the Seidel School of Education provides annual data reports to the Maryland State Department of Education that includes certification licensure exam pass rates for all program completers, including a robust performance-based assessment that is scored nationally (i.e., edTPA by Pearson).

3. <u>List of Courses with Credit Hours and Course Descriptions</u>: Below is a consolidated list of courses and credit hour requirements. See Appendix A for expanded list of courses with full descriptions.

General Education & Pre-program Requirements	59-60 credits
Professional Program Requirements	74 credits
Total	133-134 credits

Pre-professional Program Requirements:

MATH 130: Fundamental Concepts I	3
ELED 201: Introduction to Teaching	1
ELED 202: Technology in Education	4
ECED 251: Collaboration and Cooperation in Early Childhood Communities	3

After meeting general education and pre-professional program requirements, students are admitted to the Professional Teacher Education Program where they will enroll in courses to develop knowledge of working with families, engage children in play and creativity in education, enhance their understanding of diversity in education, explore teaching diverse learners, and study literacy, science, social studies, and mathematics pedagogy in a clinically rich experience. This program will offer clinical experiences in an assigned Professional Development (or partner) School (PDS) as required by the Maryland State Department of Education (MSDE) for teacher licensure.

Professional Program Requirements:

ECED 352: Integrated Reading and Language Arts Birth-Age 4	4
ELED 305: Learning and Assessment for Diverse Classrooms	4
ELED 317: Integrating Aesthetic Experiences into Teaching and Learning	4
ELED 301: Diversity in Education	4
ELED 302: Integrated Reading and Language Arts Grades K-3	4
ELED 320: Teaching Diverse Learners	4
ELED 340: Building Classroom Community	4
ELED 350: Literature for Children	4
ECED 356: Play and Creativity in Early Childhood Education	4
ECED 366: Integrating Early Childhood Curriculum	4
ELED 330: Integrated Reading and Language Arts 3-6	4
ELED 403: Teaching Science in Elementary Classrooms	4
ELED 405: Teaching Social Studies in Elementary Classrooms	4
ELED 406: Teaching Mathematics in Elementary Classrooms	4
ELED 410: Literacy Assessment and Intervention	4
ECED 455: Early Childhood Education Clinical Practice I	5
ELED 411: Clinical Practice Seminar	4
ELED 422: Elementary Education Clinical Practice II	5

4. <u>General Education Requirements</u>

General Education requirements:
- Group III: Humanities and Social Sciences – select from ART, COMM, DANC, THEA, MDFL, MUSC, PPHIL, HONR 211(4 credits)
- Group V: Health Fitness: FTWL 106 (3 credits)

General Education requirements that are fulfilled by the major:
- Group I: English Composition and Literature (2 courses)
    o ENGL 103 (4 credits)
    o General Education IB Literature course (from either ENGL or MDFL Depts.) (4 credits)
- Group II: History (2 courses)
    o HIST 101, 102, or 103 (4 credits)
    o HIST course above 103 (4 credits)
- Group III: Humanities and Social Sciences (3 courses)
    o ANTH, CADR, ECON, or FINA, ENVR, Human GEOG, POSC, SOCI or HONR 112 (3/4 credits)
    o PSYC 250 (4 credits)
- Group IV: Natural Science, Math and Computer Science (4 courses)
    o BIOL 101 (4 credits)
    o PHYS/CHEM 101 (4 credits)
    o GEOG 104 (4 credits)
    o MATH 130 (3 credits)
    o MATH 150 (3 credits)
    o MATH 230 (3 credits)

5. <u>Specialized Accreditation or Graduate Certification Requirements</u>: Official scores on all certification examinations required by the Maryland State Department of Education for teacher licensure must be sent from the testing company to Salisbury University as a requirement for

graduation. All educator preparation programs are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP, 2022-2028).

6. <u>Contracting with Another Institution or Non-Collegiate Organizations</u>

Not applicable to this program.

7. <u>Assurance that Program Materials are Clear and Accurate</u>: All publications, including marketing, catalog and website admissions pages are vetted by the Marketing and Communications Department at SU, which fact-checks all submissions and regularly reviews materials for accuracy.

H. Adequacy of Articulation

1. Teacher Academy of Maryland (TAM) high school CTE program: The TAM Program requires the completion of four TAM courses (Human Growth & Development, Teaching as a Profession, Foundations of Curriculum & Instruction, the Education Academy Internship) and for students to maintain a cumulative GPA of at least 3.0 with no grade of less than 2.0 in any TAM course. Upon matriculation to SU, students meeting these requirements receive transfer credit for ELED 201: Introduction to Teaching.

2. Associate Degrees: All students transferring to SU with an Associate of Arts (A.A.), Associate of Arts in Teaching (A.A.T.) or an Associate of Science (A.S.) degree from a Maryland community college will fully satisfy SU's General Education requirements. Those transfer students having earned the A.A.T. are automatically admitted into the professional teacher education program.

I. Adequacy of Faculty Resources

1. The proposed Dual Certification program courses will be taught by SU's faculty from the Seidel School of Education. Collectively, these faculty have decades of experience in teacher preparation.

Faculty Member	Academic Rank	Terminal Degree	Degree Granting Institution	Area of Expertise	Status	Courses Taught
Browne, Niya	Adjunct Faculty	M.Ed.	Salisbury University	Educational Leadership; Elementary Education	PT	ELED 201
Burgess, Claudia	Professor	Ph.D., Curriculum	University of Illinois – Urbana Champaign	Mathematics Education	FTTT	ECED 451 ELED 340 ELED 390 ELED 406
Carroll, Karen	Adjunct Faculty	M.Ed.	Grand Canyon University	Education Specialist	PT	ELED 301
Chen, Chin-Hsiu	Associate Professor	Ph.D., Early Childhood Education	University of Victoria, Canada	Early Childhood Education	FTTT	ECED 251 ECED 356
Clark, Shanetia	Associate Professor	Ph.D., Curriculum and Instruction	Pennsylvania State University	Curriculum & Instruction; Language &	FTTT	ELED 317 ELED 302 ELED 330 ELED 350

				Literacy Education		ELED 411
Connery, Cathrene	Associate Professor	Ph.D., Philosophy in Educational Thought and Sociocultural Studies	University of New Mexico	Language, Literacy & Sociocultural Studies; Bilingual & TESOL Education	FTTT	ELED 302 ELED 317 ELED 330 ELED 350
Davis, Jeni	Associate Professor	Ph.D., Curriculum and Instruction	University of Missouri at Columbia	Curriculum & Instruction; Elementary Science Education	FTTT	ECED 452 ELED 403
Dean, Patricia	Associate Professor	Ph.D., Curriculum and Instruction	Pennsylvania State University	Curriculum & Instruction; Language & Literacy; Early Childhood Education	FTTT	ELED 302 ELED 350 ELED 366
Elburn, Sara	Adjunct Faculty	M.Ed.	Johns Hopkins University	Technology for Educators	PT	ELED 201
Ennis, Bonnie	Adjunct Faculty	Ed.D.	Wilmington University	Innovation & Leadership	PT	ELED 406
Ferraro, Elaine	Adjunct Faculty	M.Ed.	University of South Florida	Reading Education K12	PT	ELED 410
Finneran, Mary Louise	Assistant Clinical Professor	M.Ed.	Salisbury University	Early Childhood Education	FTNTT	ECED 352 ECED 356 ELED 302
Flores, Brian	Assistant Professor	Ph.D., Literacy Studies	University of South Florida	Literacy Studies	FTTT	ELED 302 ELED 330 ELED 410
Gasior, Paul	Adjunct Faculty	M.Ed.	Salisbury University	Teaching & Learning with Technology	PT	ELED 201
Genareo, Vincent	Associate Professor	Ph.D., Philosophy	University of North Dakota at Grand Forks	Teacher Education; Teaching & Learning	FTTT	ELED 305
King, Patricia	Assistant Clinical Professor	M.Ed.	McDaniel College	Education & Deaf Education	FTNTT	ELED 320 ELED 340 ELED 411
Kyriacopoulos, Konstantine	Assistant Professor	Ph.D., Curriculum and Instruction	University of Washington	Curriculum & Instruction	FTTT	ECED 453 ELED 301 ELED 340 ELED 405
O'Neal, Elaine	Assistant Clinical Professor	Ed.D.	Wilmington University	Innovation & Leadership	FTNTT	ELED 302 ELED 330 ELED 340 ELED 410
Pennerman, Althea	Associate Professor	Ph.D., Instructional Design Development	University of South Alabama	Instructional Design & Development	FTTT	ELED 301 ELED 320 ELED 411
Sessoms, Diallo	Associate Professor	Ph.D., Instructional Technology	University of Virginia at Charlottesville	Instructional Technology	FTTT	ELED 202
Sinclair, Leslie	Adjunct Faculty	N	College of Charleston	Early Childhood Education	PT	ECED 251

2. <u>Demonstrate On-going Pedagogical Training for Faculty</u>: SU's Office of Instructional Design & Delivery (ID&D) provides professional development in pedagogy and instructional technologies. They provide ongoing online and face-to-face workshops on the Canvas learning management system, plagiarism detection service, lecture capture software, and more. ID&D distributes a weekly newsletter during the academic year that shares evidence-based best practices for traditional, hybrid, and online learning environments. ID&D offers a multi-week "Soaring with Online Learning" faculty development program focused on the design, development, and instructional delivery of hybrid or fully online courses. SU has an institutional membership to the National Center for Faculty Development & Diversity (NCFDD) that allows all faculty to participate in programs intended to provide mentoring and support for success in the Academy. SU also has an institutional membership for content delivered through LinkedIn Learning that provides content in a variety of supportive technology tools. Additional professional development opportunities are provided through the Faculty Development Committee and Faculty Learning Communities (FLCs), such as the Distance Education FLC and Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August to kick off the beginning of the academic year and a Teaching & Learning conference in the Spring where faculty present on evidence-based best practices they have used in their courses.

J. Adequacy of Library Resources

SU's libraries have existing resources to completely support the proposed Dual Certification program. The holdings include several relevant academic journals available through electronic access via online database subscriptions, including (but not limited to) Academic Search Complete, JSTOR, and ProQuest. Sample titles include *Early Childhood Education Journal, Early Childhood Research Quarterly, The Elementary School Journal,* and *The Reading Teacher* to name a few. In addition to the main library, The Ernie Bond Curriculum Resource Center (CRC) is housed in Conway Hall where the Seidel School of Education is located. The CRC supports the teaching, research, educational, and professional needs of faculty, staff and students by maintaining a quality collection of children's literature and other relevant, program-based materials, program support provided by a dedicated education librarian, and a repository of special collections including Environmental Literacy (emphasizing the Green Earth Book Award winners), History of American Literacy, Caldecott and Newbery award winners, Holocaust Education and Human Rights, Big Books and a large menagerie of 100+ puppets (for PreK and early elementary classroom instruction). Both library locations provide

workspace for students, access to computers, a scan and print station, laminators, and other useful technologies. In summary, no new library resources are required to support this proposed program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

1. Physical Facilities and Infrastructure: Delivery of the proposed program will be in existing physical space and is not contingent on additional resources. There are six dedicated instructional methods laboratories in Conway Hall for the exclusive use by the Seidel School of Education, including labs for early childhood, mathematics, science, English language arts, social studies, and educational technology. Storage rooms are attached to each instructional lab with adequate supplies and manipulatives available to support instruction. Faculty offices and administrative staff are also located in Conway Hall, which centralizes student support within one building.

2. Access to Distance Education: Conway Hall has six Windows-based computer labs and two Mac labs that are available to students, and faculty may reserve each lab for classroom instruction. The math and science instructional labs each have ten iPads and ten Chromebooks for student use. All students and faculty utilize SU's email and cloud computing services through Office 365 and all faculty in the Seidel School of Education use the *MyClasses* (Canvas LMS platform) to support distance education. Conway Hall is also outfitted with three state of the art distance learning classrooms with installed sound systems, microphones, and off-site camera access.

L. Adequacy of Financial Resources

1. Financial Resources: The proposed program does not require reallocated funds. As previously stated, current faculty will provide instruction as part of their existing faculty loads; therefore, it will not require any additional instructional or administrative support or increased funding at this time. Future program growth may necessitate additional clinical faculty that would be covered by revenue generated from the program (see Table 2).

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue[2] (c+g below)	$132,024	$166,476	$206,028	$254,260	$296,996
a. #F.T. Students	12	15	18	22	25
b. Annual Tuition/Fee Rate (FY21 Resident Rate) *	$10,396	$10,604	$10,816	$11,032	$11,252
c. Annual Full Time Revenue (a x b)	$124,752	$159,060	$194,688	$242,704	$281,300
d. # Part Time Students	2	2	3	3	4
e. Credit Hour Rate *	$303	$309	$315	$321	$327
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$7,272	$7,416	$11,340	$11,556	$15,696
3. Grants, Contracts, & Other External Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$132,024	$166,476	$206,028	$254,260	$296,996

*Calculated with a 2% annual increase

8. <u>Program Expenditures</u>: Additional clinical faculty will be required to facilitate the clinical field experiences and supervision of teacher candidates in their field placements. This would begin with a part-time adjunct faculty to support the proposed Dual Certification program with an increase from 0.25 FTE to 1.0 FTE as the program grows to establish a full cohort of majors. No additional administrative or support staff would be necessary for program implementation.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$14,062	$15,262	$31,134	$47,634	$64,783
a. # FTE (Clinical Faculty)	0.25	0.25	0.50	0.75	1.0
b. Total Salary ($45,000 base +2% annual increase)	$11,250	$11,475	$23,409	$35,815	$48,709
c. Total Benefits	$2,812	$3,787	$7,725	$11,819	$16,074
2. Total Administrative Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 – 7)	$14,062	$15,262	$31,134	$47,634	$64,783

M. Adequacy of Provisions for Evaluation of Program

1. <u>Evaluation of Courses, Faculty, and Outcomes</u>: The Seidel School of Education has a long tradition of assessment, accreditation, and continuous improvement. All faculty members are evaluated every year by their department chairs and all programs undergo a comprehensive academic program review process every 7 years with guidance from SU's Office of University Analysis, Reporting, and Assessment. Recently, the Elementary Education and Early Childhood programs received full

accreditation by the Association for Advancing Quality in Educator Preparation (2022-2028) and the Elementary Education program received national recognition by the International Literacy Association (2022-2027).

2. <u>Educational Effectiveness, Student Retention, Student/Faculty Satisfaction</u>: SU provides the opportunity for all students to participate in course evaluations anonymously at the end of each semester, which provides feedback used by academic departments in the improvement of the curriculum and in the promotion and tenure process of faculty. Course evaluations evaluate the instructor and course content. The Seidel School of Education also has a schoolwide Unit Assessment Committee that ensures all courses are reviewed on a regular basis for alignment with stated student learning outcomes. The Seidel School of Education leadership team regularly reviews student enrollment and retention data to identify any potential barriers to student success.

N. Consistency with State's Minority Student Achievement Goals

Any student who meets the SU admissions requirements can choose to pursue the proposed Dual Certification program. SU has been a "test-optional" institution for more than a decade. Studies show that ending SAT and ACT requirements can result in a more diverse applicant pool without reducing graduation rates (Inside HigherEd, 2018). SU's Strategic Plan (Goal 2) emphasizes a "campus culture of inclusive excellence, support, and collaboration" and (Goal 3) to "support access, affordability and academic excellence" as core values. More specifically, *Objective 3.1 - Improve access and reassess enrollment goals utilizing strategies developed in the Strategic Enrollment Plan*, and *Strategy 3.1.7 - Increase access to teacher education programs to address critical teacher shortage areas in Maryland and the region while improving the quality of PreK12 instruction for collegiate success* provide the backdrop for ensuring success for minority students. Additionally, the Seidel School of Education has established several collaborative programs aimed at meeting local educator workforce needs and diversifying the teaching pool. For example, the *Women Who R.I.S.E (Reach and Inspire Students through Education) program* is a collaboration with Pocomoke High School in Worcester County. This is a dual enrollment "Grow Your Own" model for developing a pipeline of female teachers of color while still in high school in which they receive mentorship, coursework, and educational experiences on SU's campus. Additional wraparound supports help ensure success with high school to college transitions in the form of a College & Career Readiness Bootcamp offered online during the academic year and face-to-face on campus during the summer months.

O. Relationship to Low Productivity Programs

The proposed program is not related to an identified low productivity program.

P. Adequacy of Distance Education Programs

No distance learning is proposed at this time.

Appendix A

Course Title	Semester Credit Hours	Course Description
General Education Requirements Fulfilled by Major		
IA (Composition), IB (Literature), IIA (World History), IIB (History), IIIB (Social Science), IVA (Lab Science), IVB (Non-Lab Science), IVC (Mathematics)		
Pre-Professional Program Requirements		
• Complete a minimum of 49 hours in the early childhood /elementary education program with an overall GPA 2.50 or higher (including transfer courses). Any courses older than seven years are subject to review for acceptance toward fulfilling degree requirements. • Maintain a 2.75 GPA or greater in the required pre-professional courses. The Praxis Core is no longer required by the State of Maryland for admittance in the teacher education program. However, the Maryland State Department of Education requires teacher candidates who graduate with an overall GPA of 3.0 or greater to take the Praxis Core or submit other qualifying scores. • Exhibit appropriate professional program candidate dispositions. Professional dispositions are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. • Submit a Professional Teacher Education Program application to the education advisor by the established deadline set by Early and Elementary Education Department. The online application must be submitted prior to the semester the candidate wishes to enroll in professional education courses.		
Earn a GPA of 2.75 or Higher with Grades of C or Better in the Following:		
BIOL 101 – Fundamentals of Biology	4	Introduces students to the principles inherent to life, with a broad overview of the cell, the organism and the community in which living things exist. This Web-enhanced course requires significant online work. Does not satisfy biology major requirements. One hour lecture, two hours online and two hours laboratory per week. Meets General Education IVA or IVB.
CHEM 101 – Physical Science OR PHYS 101 – Physical Science	4	Introduces students to the fundamental concepts of the physical sciences. The course will emphasize practical applications, especially those which integrate all of the natural sciences. The course assumes an understanding of college algebra and is recommended for elementary education majors who have not successfully completed PHYS 101. Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB. Recommended Prerequisites MATH 130 is recommended for elementary education majors. May Not Receive Credit for Both Credit may not be received for both CHEM 101 and PHYS 101.
ECED 251 – Collaboration and Cooperation in Early Childhood Communities	3	Emphasizes family-school-community partnerships that promote children's ability to develop and learn. Examines family systems and their roles in the development of young children. Explores many of the challenges faced by today's diverse families and identifies collaboration and involvement practices to meet their needs. Focuses on ethical behavior and professional responsibilities as they relate to young children, their families and communities. Includes clinical experiences.

		Three hours per week. Prerequisites Declared early childhood education or dual certification major. Must be taken the semester prior to applying to the Professional Teacher Education Program. Corequisites ELED 202.
ELED 201 – Introduction to Teaching	1	Provides a comprehensive orientation to the teaching profession. The theoretical content and field-based experience help candidates gain an informed overview of the dimensions of public education in the United States. Examine and critique historical, philosophical and intellectual foundations of the American education system that includes school organization and governance, ethical and legal matters, social roles, curriculum, major trends, and current educational issues. Develop a broad understanding of teaching certification and licensure and reflect on personal interests in a teaching career. One hour per week.
ELED 202 – Technology in Education	4	Emphasizes the role of technology for teaching and learning in pre-K-6 classrooms. Provides experiences with computer-based and mobile applications. Explores traditional and emerging technologies that enhance the learning experience for students, including digital images, video, Internet and interactive technologies as a means of developing meaningful learning experiences. Addresses Maryland state technology standards for teachers as well as national technology standards for teachers and students. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Declared elementary education, early childhood or dual certification major. Must be taken during semester prior to applying to the Professional Teacher Education Program. Corequisites Early Childhood and Dual Certification Major: ECED 251.
ENGL 103 – Composition and Research	4	A course in college-level academic writing. Focus on argument, critical reading and writing, and information literacy. Three hours per week with enhancement. Meets General Education IA (required c or better).
General Education IB Literature course (from either ENGL or MDFL Depts.)	4	
GEOG 104 – Earth and Space Science	4	An introductory course in earth and space science for prospective elementary school teachers. An examination of the physical character of the Earth and its place in the solar system. This course is intended for elementary education majors. Three hours lecture, two hours laboratory per week. Meets General Education IVA or IVB. May Not Receive Credit for Both GEOG 104 and GEOG 105
HIST 101 – World Civilizations OR HIST 102 – World Civilizations OR HIST 103 – First-Year Seminar in World History	4	HIST 101: Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. Three hours per week with enhancement. Meets General Education IIA or IIB. Note: HIST 101 and HIST 102 do not have to be taken in sequential order. HIST 102: Examination of global progress in major civilizations from prehistoric times to the present emphasizing the economic, social, cultural, intellectual and political trends motivating human beings. Three hours per week with enhancement. Meets General Education IIA or IIB. Note: HIST 101 and HIST 102 do not have to be taken in sequential order.

		HIST 103: Topics change each semester. Requires extensive reading, writing and class discussion on a topic in world history. Four hours per week. Meets General Education IIA or IIB. May be taken twice under different course title.
HIST 104 or above	4	
MATH 130 – Fundamental Concepts	3	Provides a thorough understanding of the MAThematical concepts covered in grades one through eight. Moves through the mathematical content into the ability to explain the mathematical ideas and relationships. Emphasizes the ability to explain the concepts in everyday language appropriate for the listener, using correct vocabulary, and the ability to demonstrate these ideas using physical models and/or activities. Use of technology is required. Includes non-routine problem solving. Three hours per week. Does not meet General Education requirements. Prerequisites Declared elementary education or early childhood education major. May Not Receive Credit for Both MATH 103 and MATH 130
MATH 150 – Data and Probability Connections	3	Provides prospective teachers with a conceptual understanding of statistics and probability. Includes concepts for which elementary curricula lay a foundation, bivariate data analysis, conditional probability, formal inference, relevant educational software and guidelines for teaching statistics as set forth by the American Statistical Association and the National Council of Teachers of Mathematics. Three hours per week. Meets General Education IVB or IVC. Pre or Corequisites C or better or concurrent enrollment in MATH 130. May Not Receive Credit for Both MATH 150, MATH 155, MATH 213 or MATH 216 (may only receive credit for one)
MATH 230 – Fundamental Concepts II	3	Continuation of the process begun in MATH 130 of preparing prospective elementary school teachers to teach mathematics. Like MATH 130, it fosters a thorough understanding of fundamental mathematics and emphasizes the ability to communicate this. Three hours per week. Meets General Education IVB or IVC. Prerequisites C or better in MATH 130. May Not Receive Credit for Both MATH 104 and MATH 230
PSYC 250 – Psychology of Infancy and Childhood	4	In-depth study of the implications of and issues surrounding the physical, intellectual, social and emotional development of children from conception to adolescence. Three hours per week with enhancement. Meets General education IIIB or IIIC. Prerequisites PSYC 101 or 30 credit hours. May Not Receive Credit for Both PSYC 250 and PSYC 320
General Education IIIB (ANTH, CADR, ECON/FINA, Human GEOG, POSC, SOCI course)	3-4	

Professional Program Requirements

In order to be accepted and remain in good standing in the PTEP, candidates must:

- Complete all required coursework or receive a formal waiver for a math or science course issued by the department.
- Earn an overall grade point average of 2.50 or higher including transfer courses that fulfill General Education program requirements.

- Earn a pre-professional grade point average of 2.75 or higher with no grade below a C for all required pre-professional program courses.
- Successfully complete all professional education courses within 2 attempts (only 1 retake is permitted for professional education coursework).
- Demonstrate professional dispositions in keeping with the Seidel School of Education Professional Dispositions Policy.

Earn a GPA of 2.75 or Higher with Grades of C or Better in the Following:

ECED 352 – Integrated Reading and Language Arts Birth-Age 4	4	Introduces nurturing, teaching and engaging of children in language acquisition and literacy processes in homes and early childhood settings. Designed for early childhood education candidates. Content deals with language development, reading, writing, speaking, listening, visualizing and visually representing for infants, toddlers and young children. Theoretical frameworks focus on brain development and early literacy research. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 301 – Diversity in Education	4	Reviews theories and aspects of cultural competence most relevant to teaching in diverse classrooms. Explores the ideas of freedom, democracy, justice, equality, equity, and human dignity from the perspective of the self, family, and community. Provides experiences that heighten candidates' diversity awareness and sensitivity. Examines beliefs, attitudes, values, and practices that foster cultural and linguistic competence. Includes clinical experiences. Prerequisites: Admission to Professional Teacher Education Program. Three hours per week with enhancement.
ELED 305 – Learning and Assessment for Diverse Classrooms	4	Examines concepts, principles, theories and research related to the teaching and learning of children in grades Pre-K-6. Focuses on research as it relates to learning theories, cognitive processes, motivation and learner differences. Explores formative and summative assessment strategies to support, verify and document student learning and improve teacher performance. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ECED 356 – Play and Creativity in Early Childhood Education	4	Emphasizes the value of play and creativity in young children ages birth through 8. Provides a means of experiencing how and why play is essential to children's social, cognitive, physical and emotional development. Explores the development of children's creativity and its relationship to play. Addresses the importance of high-quality and meaningful play and creative experience that are integral to developmentally appropriate practice in the early childhood classroom. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ECED 366 – Integrating Early Childhood Curriculum	4	Explores the goals and methods for integrating an early childhood curriculum to include social studies, mathematics, science and creative arts that focus on the needs of children birth through age 5. Develops skills related to understanding, planning, implementing and evaluating developmentally appropriate, evidence-based curriculum for young children. Emphasis is on understanding young children's developmental stages and developing appropriate learning opportunities, interactions and environments that support each child. Includes clinical experiences. Three hours per week with enhancement. Major Prerequisites Dual Certification Major: Admission to Professional Teacher Education Program,
ELED 302 – Integrated Reading and Language Arts Grades K-3	4	Introduces the teaching of language acquisition and literacy processes for education candidates. Includes language development, word recognition, vocabulary and comprehension through the integrated language arts of reading, writing, speaking, listening, visualizing and visually representing. Includes clinical experiences.

		Three hours per week with enhancement. Major Prerequisites Dual Certification Major: Admission to Professional Teacher Education Program,
ELED 317 – Integrating Aesthetic Experiences into Teaching and Learning	4	Introduces aesthetic educational theory as it relates to the aims, curriculum, organization and teaching/learning of the arts (music, drama, dance and visual arts). Presents a basic working knowledge of the arts and the pedagogical strategies used to implement and integrate the arts into and through the pre-K-6 curriculum. Emphasis is placed on state and national standards and curricular integration. A focus is placed on theories that ground creative arts instruction, research-based benefits that are shown to improve academic achievement, and pedagogical strategies that focus on hands-on learning and creativity development. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 320 – Teaching Diverse Learners	4	Introduces core concepts and contemporary perspectives in the field of special education. Explores important topics that include the history of special education, current legislation, personnel and procedures, collaboration with parents/guardians and service providers, and needs of diverse learners, including English Language Learners and those who are gifted and talented. Identifies, applies and critiques effective research-based instructional approaches to teaching learners who have different needs. Incorporates realities of inclusive practices and provides opportunities for candidates to triangulate and reflectively apply course content through clinical experiences. Emphasizes the development of a professional disposition that values human differences. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 330 – Integrated Reading and Language Arts Grades 3-6	4	Introduces the teaching of language and literacy processes for grades 3-6. Designed for elementary teacher education candidates. Covers content related to continued development of language and vocabulary, and comprehension though the integrated language arts of reading, writing, speaking, listening, visualizing and visually representing. Apply knowledge of reading and writing strategies, as well as oral language development, to design and implement lessons and teaching activities. Analyze and respond to classroom situations considering different aspects of diversity and how it is framed within the schooling system. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 340 – Building Classroom Community	4	Examines philosophical, theoretical and practical models of classroom management to develop positive learning communities and manage student behavior. Includes assessing stages of group development, analyzing use of classroom space, establishing rules and procedures, communicating effectively with stakeholders, monitoring dimensions of wellness and resiliency, and applying best strategies to create a classroom management plan. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 350 – Literature for Children	4	Emphasizes knowledge necessary for an appreciation and understanding of children's literature, its historical development, major genres in the field, contemporary issues, debates about children and literature written for them, and the literacy terms relevant to the study of literature written for children. In addition to reading critically acclaimed works of both fiction and nonfiction, examine poetry, folklore and digital stories and the relationship between graphic narrative and text. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.

ELED 403 – Teaching Science in Elementary Classrooms	4	Introduces dimensions of science instruction that facilitate student learning in elementary schools. Attention is given to the skills necessary for placing learners in the position of investigator, planning and teaching inquiry-based lessons, and conducting formative and summative assessment. Emphasis is on aligning to state and national science education standards and initiatives, such as STEM education and environmental literacy. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 405 – Teaching Social Studies in Elementary Classrooms	4	Introduces discipline-based inquiry for promoting democratic citizenship through the social studies. Focuses on building content knowledge and instructional strategies in history, geography, political science, cultural studies and economics. Course objectives and activities are based on the College, Career and Civic Life four-stage model of inquiry from the National Council for the Social Studies and align with Maryland state standards for elementary social studies. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 406 – Teaching Mathematics in Elementary Classrooms	4	Emphasizes the teaching of mathematics to students in grades 1-6. Focuses on developmentally appropriate instructional strategies that align to national standards and promote conceptual understandings. Attention is placed on the teaching and learning of mathematics as it relates to research, theory, pedagogy, content, diversity, assessment, technology, literacy and integration. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.
ELED 410 – Literacy Assessment and Intervention	4	Introduces and applies formal and informal literacy assessment tools that can be used to make appropriate instructional decisions for learner differences. Includes information and practices in administering research-based intervention strategies for early literacy, phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program.

Clinical Practice Requirements
- Complete a 115-day clinical experience in an assigned Professional Development School (PDS) field placement. Follow the school district and the University calendars to complete requirements.
- Requirements to education programs may change due to accreditation requirements. Information about program changes can be verified with the assigned academic advisor.
- Complete the following professional education courses with grades of Pass in the Clinical Practice and C or better in the seminar (internship courses may be repeated only once):

ECED 455 – Early Childhood Education Clinical Practice I	5	Engages in full-time clinical experience with designated mentors in Professional Development School (PDS) sites, progressively assuming the lead-teacher role in the classroom while planning and co-teaching with the mentor. Direct supervision under the direction of a mentor teacher and University supervisor. One, eight-week, full-time, supervised clinical experience in a school. Clinical practice in pre-primary (pre-K or K) or primary (grades 1-3) grade levels. early childhood Minimum of 30 hours per week for eight weeks. Corequisites ELED 411. Major Prerequisites Early Childhood: ELED 410, ELED 301, ECED 451, ECED 452, ECED 453, admission to Clinical Practice. Dual Certification: ELED 403, ELED 405, ELED 406, ELED 410, admission to Clinical Practice. (P/F)

ELED 411 – Clinical Practice Seminar	4	Complements student teaching internship for elementary/early childhood/dual certification education majors. Integrates theory and practice, facilitates the process of learning to reflect upon one's teaching, and provides support for candidates making the transition from teacher candidate to professional educator. Meets at school sites on a schedule to be announced as part of SU's Professional Development School partnership. Includes clinical experiences. Three hours per week with enhancement. Prerequisites Admission to Professional Teacher Education Program. Corequisites Early Childhood: ECED 455, ECED 456. Elementary: ELED 421, ELED 422. Dual Certification: ECED 455, ELED 422.
ELED 422 – Elementary Education Clinical Practice II	5	Engages in full-time clinical experience with designated mentors in Professional Development School (PDS) sites, progressively assuming the lead-teacher role in the classroom while planning and co-teaching with the mentor. Direct supervision under the direction of a mentor teacher and University supervisor. One, eight-week, full-time, supervised clinical experience in a school. Clinical Practice in lower (grades 1-3) or upper elementary (grades 4-6) grade levels. Minimum of 30 hours per week for eight weeks. Prerequisites ELED 403, ELED 405, ELED 406, ELED 410, admission to Clinical Practice. Corequisites ELED 411. (P/F)

Graduation Requirements
- Official scores on all certification examinations required by the State of Maryland must be sent from the testing company to Salisbury University as a requirement for graduation.
- Complete a minimum of 133 credits.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Annual Review: EPSL Committee Bylaws and Charge and Role and Responsibilities

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 20, 2022

SUMMARY: In January 2022, the committee considered and approved revisions to the Education Policy and Student Life (EPSL) section of the Board of Regents Bylaws as well as the EPSL Charge, Role, and Responsibilities. Those revisions updated EPSL's connection to intercollegiate athletics after the establishment of the Board of Regents standing Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

Today's review will put this process back on schedule for a beginning-of-the-year annual review of these documents, as requested by the Committee on Governance and Compensation.

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

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents reaffirm (1) the EPSL section of the Board of Regent Bylaws and (2) the EPSL Committee Charge, Role, and Responsibilities guidance.

COMMITTEE RECOMMENDATION: Approval	DATE: September 20, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM
of MARYLAND

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

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

Article X
Section 4. Committee on Education Policy and Student Life.

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

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

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

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

Last Reviewed/Amended by EPSL – January 11, 2022

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

Last Reviewed/Amended by EPSL – January 11, 2022

UNIVERSITY SYSTEM
of **MARYLAND**

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

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

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

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

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

Amended and Approved by EPSL on January 11, 2022

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

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

Amended and Approved by EPSL on January 11, 2022

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2021-2022

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 20, 2022

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2021 and August 2022, the Chancellor approved 119 actions, including:

- suspension or discontinuation of 17 programs (including eight degree programs, seven certificates, and two areas of concentration within an existing degree);

- 20 title changes; and

- 82 new certificates, areas of concentrates and modified degree programs.

Specifically, these 82 actions included the approval of 38 new certificates, 7 modified certificates, 19 modified degrees, 7 new areas of concentration within existing degree programs, 4 off-site offerings of existing degrees at USM regional higher education centers and 4 off-site offerings at closed sites, a revised general education program, and the reactivation of two (2) degree programs.

In addition, the Board of Regents approved 16 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board for a total of 135 approvals for this report is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 20, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

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Academic Program
Actions AY 2021 – 2022

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates, Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
Bowie State University		U.D.C. in Cloud Applications Solutions within existing B.S. in Computer Science – New (5-17-2022) U.D.C. in Cybersecurity within existing B.S. in Computer Science – New (5-17-2022) U.D.C. in internet of Thing Component Security Certificate within existing B.S. in Computer Science – New (5-17-2022) U.D.C. in Entrepreneurship -- Substantial modification to offer at USMUSG (6-17-2022)		B.S. Cyber Operations Engineering (05-10-2022) B.S. Data Science (05-10-2022) B.S. Philosophy, Politics and Economics (05-10-2022) B.S. Software Engineering (05-10-2022) M.S. Applied Biotechnology and Molecular Biology (05-10-2022) M.S. Internet of Things and Internet Technologies (05-10-2022)
Coppin State University		U.D.C. in Esports Management – New standalone certificate (12-6-2021) B.S. in Early Childhood Education – Substantial Modification and Online Modality (3-24-2022) B.S. in Entertainment Management – Reactivate (3-24-2022) B.S. in Health Information Management – Online Modality (5-17-2022)		Master of Education (M.Ed.) Teacher Leadership (05-10-2022)

AOC:	Area of Concentration	CAS:	Certificate of Advanced Studies	LDC:	Lower-Division Certificate
BA:	Bachelor of Arts	DNP:	Doctor of Nursing Practice	PBC:	Post-Baccalaureate Certificate
BFA:	Bachelor of Fine Arts	MA:	Master of Arts	PMC:	Post-Master's Certificate
BS:	Bachelor of Science	MFA:	Master of Fine Arts	UDC:	Upper-Division Certificate
BTS:	Bachelor of Technical Studies	MPS:	Master of Professional Studies		
BPS:	Bachelor of Professional Studies	MS:	Master of Science		

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| Institution | Chancellor's Actions | | | Board Actions |
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Frostburg State University	B.S. in Adventure Sports Management – Suspend (4-27-2022) B.S. Urban and Regional Planning – Discontinue (8-5-2022)	M.Ed. in AOC in Educational Leadership – Substantial Modification (1-1-2022) M.Ed. – Online Modality (1-10-2022) P.M.C. in Education Leadership – Substantial Modification (1-10-2022) U.D.C. in Human Resources and Telework Management – New standalone (4-27-2022) U.D.C. in Strategic Communication within existing B.S. in Communication Studies – New, Online Modality (5-17-2022) Pupil Personnel Worker (PPW) P.M.C. within existing M.Ed – New (8-05-2022) U.D.C. in Crisis Leadership – New standalone (8-05-2022) U.D.C. in Diversity Leadership – New standalone (8-05-2022) U.D.C. in Social Entrepreneurship – New, standalone (8-05-2022) A.O.C. in Business Economics within the Bachelor of Business Administration – Substantial modification to add new AOC (8-19-2022)		B.S. Multidisciplinary Studies (5-10-2022) B.S. Nursing (5-10-2022) Licensed Practical Nurse to Bachelor of Science in Nursing (5-10-2022)

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BPS:	Bachelor of Professional Studies	MS:	Master of Science	

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| Institution | Chancellor's Actions | | | Board Actions |
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University	B.S. in Dual Degree Chemical Engineering Transfer Track – Suspend (2-7-22) P.B.C. in Advanced Technology for Enterprise Systems – Suspend (2-7-22) P.M.C. in Literacy Educator – Suspend (2-7-2022)	Master of Business Administration (M.B.A.) – Online Modality (2-7-22) B.A. in Social Work – Online Modality (3/24/2022) A.O.C. in Interdisciplinary Studies within B.A. in Africana Studies – Substantial modification to add new AOC (5-17-2022) B.S. in Urban and Regional Planning – Substantial Modification (5-17-2022) U.D.C. in Pre-Medical – New standalone certificate (5-17-2022) C.A.S. in Advanced Study in Family Nurse Practitioner – New (7-08-2022) A.O.C. in Clinical Social Work within Master of Social Work – Substantial modification to add new AOC (8-19-2022) A.O.C. in Social Change and Leadership within Master of Social Work – Substantial modification to add new AOC (8-19-2022)		B.S. Health Science (05-10-2022)

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BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Art
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
Towson University	B.S. Athletic Training – Suspend (12-6-2021) B.S. in Occupation and Well-Being – Suspend (1-10-2022)	M.Ed. in Elementary Education – Substantial Modification (12-6-2021) M.S. Nursing – Reactivate (2-7-2022) P.B.C. in School Library Media – Online Modality (3-24.2022) M.Ed. in Early Childhood Education – Online Modality (4-27-2022) M.Ed. in Elementary Education – Online Modality (4-27-2022) P.B.C. in Global Citizenship in Education – Online Modality (4-27-2022) P.B.C. in Project, Program and Portfolio Management – Online Modality (4-27-2022) B.S. in Business Administration; M.S. in Integrated Homeland Security Management; and P.B.C. in Project and Portfolio Management – Substantial modification to offer closed site program for Baltimore County Government (6-17-2022) M.Ed. in Reading Education and P.B.C. in Teaching English Learners – Substantial modification to offer closed site program at Children's Guild at Monarch Academy (6-17-2022). M.S. in Physician Assistant Studies – Substantial modification (6-17-2022)	B.S. in Health Education and Promotion retitled to B.S. in Public Health (1-10-2022)	B.S. in Computer and Mathematical Sciences (10-12-2021) B.S. Fitness and Wellness Leadership (05-10-2022)

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BPS:	Bachelor of Professional Studies	MS:	Master of Science		

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Baltimore	P.B.C. in Digital Media Production – Discontinue (1-10-2022) P.B.C. in Library Technologies – Discontinue (1-10-2022) L.L.M. in Laws of the United States – Suspend (7-08-2022) P.M.C. in Family Law – Suspend (7-08-2022)	B.A. in Interdisciplinary Studies – Substantial Modification to offer at USMUSG (5-17-2022) General Education and Student Learning Outcomes – Notification of Revisions (7-08-2022) A.O.C. in Nonprofit Management within the M.S. in Human Services Administration (a joint program with Coppin)– Substantial modification to add new AOC (8-19-2022)	B.A. in Integrated Arts retitled to B.A. in Arts Production and Management (3-24-2022) B.S. in Forensic Studies AOC in Police Science retitled to AOC in Forensic Investigations (7-08-22) M.S. in Forensic Science-Cyber Investigations retitled to M.S. in Cyber Forensics (7-08-2022)	
University of Maryland Baltimore (UMB)		P.B.C. in Health Professions Education Leadership within M.S. and Ph.D. in Health Professions Education – New (2-7-2022) P.B.C. in Health Professions Education Teaching within existing M.S. and Ph.D. in Health Professions Education – New (2-7-2022) M.S. in Health Social Innovation – Substantial Modification to add AOC in Intercultural Leadership (3-24-2022) P.B.C. in Clinical Informatics within existing M.S. in Clinical Informatics – New (5-17-2022) B.S. Nursing – Substantial modification (6-17-2022) M. Social Work – Online Modality (7-08-22) M. in Social Work. existing AOC in Clinical Program – Online (7-08-2022)		Master of Science in Clinical Informatics (9-14-2021)

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UDC: Upper-Division Certificate

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland Baltimore County (UMBC)		Joint M.S. in Gerontology with University of Maryland Baltimore – Substantial Modification (10-5-2021) B.S. in Mechanical Engineering – Substantial modification to offer offsite at USMUSG (10-5-2021) B.F.A. in Design – Substantial Modification with New A.O.C. in Graphic Design (7-08-2022) U.D.C. in Critical Sexuality Studies – New standalone (7-08-2022)		
University of Maryland College Park (UMD / UMCP)	M.P.S. in Geospatial Information Sciences – Discontinue (4-27-2022) U.D.C. in Science, Technology and Society – Discontinue (4-27-2022) M.P.S. in Geospatial Intelligence – Discontinue (6-17-2022)	B.S. in Fermentation Science Program – Substantial modification to offer offsite at USMUSG (11-17-2021) P.B.C. in Remote Sensing – New (11-17-2021) M.P.S. – New iteration in Bioinformatics and Computation Biology (12-6-2021) P.B.C. in Professional Studies – New Iteration in Applied Epidemiology (12-6-2021) P.B.C. in Public Management – Online Modality (2-7-2022) Ed.D. in Special Education – Substantial Modification to offer off-site (3-24-2022) P.B.C. in Science, Technology, and Innovation Policy – New, Online (4-27-2022) P.B.C. in Non-Profit Management and Leadership – Online Modality (5-17-2022) P.B.C. in Public Sector Financial and Acquisition – Online Modality (5-17-2022) P.B.C. of Professional Studies in Quantum Computing – New iteration (5-17-2022)	M.A. in Women's Studies retitled to M.A. in Women, Gender and Sexuality Studies (2-7-2022) Ph.D. in Women's Studies retitled to Ph.D. in Women, Gender and Sexuality Studies (2-7-2022) P.B.C. in Women's Studies retitled to P.B.C. in Women, Gender and Sexuality Studies (2-7-2022) P.B.C. in Public Management retitled to PBC in Public Leadership and Management (4-27-2022) M.P.S. in Technology Entrepreneurship retitled to M.P.S. in Technology Entrepreneurship and Corporate Innovation (5-17-2022) C.A.S. in curriculum and Instruction retitled to C.A.S. in Teaching and Learning, Policy and Leadership (8-05-2022)	B.A. in Technology and Information Design (09-14-2021) Doctor of Business Administration (DBA) (12-10-2021)

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BPS:	Bachelor of Professional Studies	MS:	Master of Science		

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland, Eastern Shore		B.S. in Technology and Engineering Education – Substantial Modification to offer off-site at Baltimore Museum of Industry (6-17-2022)		
University of Maryland Global Campus	A.O.C. in Acquisition and Supply Chain Management within the Masters in Management – Discontinue (6-17-2022) A.O.C. in Telecommunications within existing Master's in Information and Technology – Discontinue (6-17-2022) P.B.C. in Acquisition and Supply Chain Management – Discontinue (6-17-2022)	M.Ed. in Instructional Technology – Substantial Modification (1-10-2022) P.B.C. in Instructional Technology Integration within existing M.Ed. in Instructional Technology – Substantial Modification (1-10-2022) P.B.C. in Information Security within existing M.S. in CyberAccounting – New, Online (2-7-2022) P.B.C. in Long-Term Care Administration within existing MS in Healthcare Administration – New, Online (2-7-2022) P.B.C. in Multicultural Marketing within existing M.S. in Management with AOC in Marketing – New, Online (2-7-2022) U.D.C. in American Government within existing B.S. in Political Science – New, Online (2-7-2022) U.D.C. in Applied Social Sciences within existing B.S. in Social Science – New, Online (2-7-2022)	B.S. in Computer Networks and Cybersecurity retitled to B.S. in Cybersecurity Technology (1-10-2022) B.S. in Digital Media and Web Technology retitled to B.S. in Web and Digital Design (1-10-2022) B.S. in Information Systems Management retitled to B.S. Management Information Systems (1-10-2022) M.S. in Cloud Computing Architecture retitled to M.S. in Cloud Computing Systems (1-10-2022) M.S. in Health Informatics Administration retitled to M.S. in Health Information Management and Technology (3-24-2022) B.S. in Environmental Management retitled to B.S. in Environmental Health and Safety (4-27-2022)	

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Global Campus (continuation)		U.D.C. in Clinical Mental Health Care within existing B.S. Psychology – New, Online (2-7-2022) U.D.C. in Decision Support for Business within existing B.S. Business Administration – New, Online (2-7-2022) U.D.C. in Health Information and Data Analytics within existing B.S. in Health Services Management – New, Online (2-7-2022) U.D.C. in HR People Analytics within existing B.S. in Human Resource Management – New, Online (2-7-2022) U.D.C. in Leadership and Ethics within the U.D.C. in Leadership and Ethics within the existing B.S. in Business Administration – New, Online (2-7-2022) U.D.C. in Urban Watershed Management within existing BS in Environmental Management – New, Online (2-7-2022) U.D.C. in Augmented Virtual Reality Design within existing B.S. in Digital Media and Web Technology – New, Online (3-24-2022) U.D.C. in Cyber Threat Hunting within the existing B.S. in Computer Networks and Cybersecurity – New, Online (3-24-2022) U.D.C. in Digital Design within existing B.S. in Digital Media and Web Technology – New, Online (3-24-2022)	P.B.C. in Foundations of Human Resource Management retitled to P.B.C. in Strategic Human Resource Management (4-27-2022) U.D.C. in Facebook Digital Marketing retitled to U.D.C. in Digital Marketing (4-27-2022) U.D.C. in Management Foundations retitled to U.D.C. in Advanced Management (4-27-2022) U.D.C. in Women's Studies retitled to U.D.C. in Women, Gender and Sexuality Studies (4-27-2022)	

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	Chancellor's Actions			Board Actions
Institution	**Discontinued or Suspended Concentrations and Programs**	**New Certificates and Concentrations/Modified Programs and Degree Changes**	**Title Changes**	
University of Maryland Global Campus (continuation)		U.D.C. in Machine Learning within existing B.S. in Data Science – New, Online (3-24-2022) U.D.C. in Management Information Systems with existing B.S. in Information Systems Management – New, Online (3-24-2022) U.D.C. in Vulnerability Assessment within B.S. in Software Development and Security – New, Online (3-24-2022) U.D.C. in Web Design within existing B.S. in Digital Media and Web Technology – New, Online (3-24-2022) B.S. in Environmental Management – Substantial Modification (4-27-2022)		

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BTS: Bachelor of Technical Studies	MPS: Master of Professional Studies	
BPS: Bachelor of Professional Studies	MS: Master of Science	

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UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Notification of Awards:
USM Regents Scholars Program, AY 2022-2023 and the Wilson H. Elkins Professorships, FY23

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 20, 2022

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

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

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

The following report on the *Regents Scholars Program* delineates the two types of scholarships and the projected spending for AY 2022-2023. The *Elkins Professorship* summary reveals the names, institutions, and project descriptions of the FY23 awardees.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 20, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

University System of Maryland Regents Scholars Program

AY 2022-2023

The prestigious Regents Scholars Program was created to provide outstanding students with the financial freedom to pursue academic studies at one of the nation's finest university systems. The awards are funded in part by endowments established by University System of Maryland benefactors committed to academic excellence. Individuals and corporations have established substantial endowments to cover the estimated cost of attendance for tuition and fees, living expenses, and academic materials.

Consideration is given to exceptional students, both first year and transfer students, applying for admission to undergraduate programs at one or more of the University System of Maryland institutions. Two types of scholarships are available:

- full scholarships - cover the entire estimated costs of in-state tuition, fees, room, board, books, and academic materials
- partial scholarships - range from $1,500 - $7764 per year for educational expenses, such as tuition, books, room, and board

A typical full scholarship for a first-year student or transfer student for AY 2022-2023 is approximately $25,605 (average) per year.

Some Regents Scholarships have no qualifying factor other than merit while others have additional criteria relating to a student's discipline (i.e., field of study) or to demonstrated financial need. It is interesting to note that the new USM Test Optional policy allowed for greater flexibility in defining the academic credentials required for award consideration. This contributed to an increase in the number of USM institutions submitting names of first-year students for this year's Regent's Scholarship awarding process (seven for 2022-23 compared to four in 2021-22)

A quote from one faculty letter of recommendation demonstrates the importance of these scholarships in recognizing and rewarding incredibly talented students:

> "*Student* is ready to learn and ready to contribute to the academic conversation. They are incredibly talented and capable, but I recognize many other applicants for the Regents Awards are those things, too. What separates *Student* from other students is their clear and altruistic vision for their future. *Student* expresses their commitment to that vision—to the vision of helping those without agency—through their academic work, their outside activities, their demeanor, and their drive. It is what they live; it is how they live; and I think that they would not only use this opportunity to advance the causes of those in positions of less power, but to create a similar spark and passion in everyone they meet."

Projected Spending for the University System of Maryland Regents Scholarships

AY 2022-2023

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount	Note
Regents – full	2 First-year students	6 Students originally awarded as first-year students	$25,719	$205,790	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
	4 Transfer students	2 Students originally awarded as transfer students	$25,490	$152,942	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
Regents – partial	6 First-year students	2 Students originally awarded as first-year students	$2,688	$21,500	
	6 Transfer students	5 Student originally awarded as transfer students	$5,115	$56,268	
Total	18 New students	15 Continuing students	Approximately $3,902 (Partial) or $25,605 (Full)	Approximately $436,500	

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Wilson H. Elkins Professorship

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

FY23 Elkins Professorship Awardees
Elkins Traditional Professorships

Award to Bowie State University to support the work of Dr. Karen Cook-Bell, Associate Professor of History and Chair of the Department of History and Government, who will use funds to establish the W.E.B. DuBois Center for the Study of the Black Experience. The Center will be integrated with BSU's Thurgood Marshall Library and will be designed to encourage and disseminate research that is innovative in scope and methods in the fields of African, African American, and African diaspora studies. ($75,000)

Award to Towson University to support the work of Dr. Paz Galupo, Professor of Psychology, who will receive part two of her award, which will be used to continue understanding the unique legal and cultural factors that impact the health care experiences of and lead to health disparities for transgender and nonbinary Marylanders. ($30,000)

Award to the University of Maryland, Baltimore to support the work of Dr. Barbara Resnick, Professor and Sonya Ziporkin Gershowitz Chair in Gerontology at the School of Nursing, who will use funds to advance the development of a replicable model for successfully implementing national guidelines on pain management in older individuals in long-term care facilities to improve the assessment, diagnosis, and management of pain among residents. ($68,000)

Elkins Academic Transformation Professorships

Award to the University of Maryland, Baltimore to support the work of Dr. Heather Congdon, School of Pharmacy Professor, who will use funds to collaborate with the Kirwan Center for Academic Innovation to scale up targeted IPE (interprofessional education) recommendations from the 2018 USM report "Strengthening Maryland's Health Care Workforce" through a digital badging initiative. ($40,000)

Presentation to the Committee on Education Policy and Student Life
9.20.22

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Education Policy and Student Life Tentative Annual Agenda, 2022-2023

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 20, 2022

SUMMARY: The Tentative Agenda for 2022-2023 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 20, 2022
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Draft – September 13, 2022

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2022-2023

Tuesday, September 20, 2022 (9:00am; Virtual)
1. New Academic Program Proposals (Action)
2. EPSL Overview:
   a. Annual EPSL Bylaws and Charge Review (Action)
3. Report on Academic Program Actions Delegated to the Chancellor, AY 2021-2022 (Information)
4. Notification of Awards: Regents Scholarships and Elkins Professorships (Information)
5. Tentative Annual Agenda, 2022-2023 (Information)

Tuesday, November 15, 2022 (9:00am; Virtual)
1. New Academic Program Proposals (Action)
2. Proposed Policy Amendments: Academic Integrity (Action)
3. Maryland Center for Computing Education (Information)
4. Preliminary Headcount and FTE (Information)
5. Transfer with Success (Information)

Tuesday, January 10, 2023 (9:30am; Virtual)
1. New Academic Program Proposals (Action)
2. Report on Extramural Funding – FY 2022 (Information)
3. Report: Workload of the USM Faculty – Academic Year 2021-2022 (Information)
4. Updates: Civic Engagement and Civic Education; Langenberg Legacy (Information)
5. Report from Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare (Information)
~~~~~~~~~~~Closed Session~~~~~~~~~~~
6. Board of Regents Faculty Awards Recommendations (Action)
7. Honorary Degree Nominations (Action)

Tuesday, March 14, 2023 (9:30am; Virtual)
1. New Academic Program Proposals (Action)
2. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
3. Campus Crime Reports (Information)
4. New Program 5-Year Enrollment Review (Information)

Friday, May 5, 2023 (9:30am; Virtual)
1. New Academic Program Proposals (Action)
2. Diversity, Equity, and Inclusion - 2023 Cultural Diversity Reports and Beyond (Action)
3. Student Pipeline or Financial Aid Report (Information)
4. Update: P-20 Initiatives (Information)
5. 2023-2024 EPSL Agenda Brainstorming (Information)

To Be Slated and/or Monitored:
-Mission Statement Updates
-Possible Policy Amendments: TBD
-Enrollment-Related Updates (Workgroup Activity; Projections; Other*)*
-Update: William E. Kirwan Center for Academic Innovation
-Test Optional Admissions: Status and Lessons (Panel)
-Intercollegiate Athletics Academic Report

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
October 26, 2022
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Attman welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:31 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. Boughman, Dr. Masucci, Mr. Raley, Assistant Attorney General Bainbridge, Assistant Attorney General Salsbury, Dr. Abel, Mr. Atkins, Ms. Aughenbaugh, Mr. Colella, Mr. Danik, Ms. Dettloff, Mr. Lockett, Mr. Lowenthal, Mr. Oler, Ms. Rehn, Dr. Rhodes, Mr. Sergi, Ms. Michel, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Muntz, Ms. Norris, Ms. Skolnik, Mr. Acton, Ms. Walker, Mr. Dahl, Ms. Bucko, Mr. Brown, Mr. Lurie, Mr. Thomas, Mr. Patterson, Ms. Johnson, Mr. Jones, Mr. Baldwin, Mr. Steen, Ms. McMann, and other members of the USM community and the public.

1.   Coppin State University: Facilities Master Plan (action)

At the previous meeting, President Jenkins and his colleagues from Coppin State University presented the institution's Facilities Master Plan. Regent Attman stated that Dr. Jenkins laid out a strong, comprehensive Plan based on a process of inclusion, data gathering, and stakeholder engagement. The Committee heard that Coppin's unique location and mission enhance the Plan's groundbreaking strategies and recommendations. As an anchor institution in West Baltimore, Coppin works hard to foster connections within and outside of its campus community, to the neighborhoods surrounding the institution. Regent Attman reminded everyone of the Board's two-part approval process for master plans and that the approval of the plan does not imply approval of capital projects or funding. He added that the master plan helps guide capital decisions by underscoring the intended priority of a proposed project for a particular campus. Regent Fish indicated that she would like to see more analysis of the proposed residence halls and student enrollment.

The Finance Committee recommended that the Board of Regents approve the Coppin State University Facilities Master Plan 2022, as presented at the Committee's previous meeting, for approval to the 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.

(Regent Attman moved recommendation, seconded by Regent Pope; approved)
Vote Count =   YEAs: 7   NAYs: 0   Abstentions: 0

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2.   University System of Maryland: Proposed Amendment to USM Policy VIII-10.10—Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets (action)

Regent Attman summarized the item. The Committee is asked to recommend an amendment of an existing Board policy. This request is based on legislative capital budget analysis, during the 2022 session, which suggested the policy be updated to reflect current practices. Senior Vice Chancellor Herbst and her team led the charge to build consensus among campus leaders to amend and improve the policy. The changes address three primary issues: first, the policy needed more emphasis on outputs, or the outcome of campus spending on maintenance and how effective that spending was in helping curb the deferred maintenance problem. Second, the spending target as currently stated in the policy does not capture all of the funds directed toward the reduction of the deferred maintenance backlog every year. Lastly, it is unclear in the existing policy how it relates to the non-State or auxiliary facilities on each campus. The revised policy will require the calculation and reporting of a Facility Condition Index (FCI) for each institution that can be tracked over time. Further, the amended policy will allow the reporting of all appropriate related capital (e.g., renovation, replacement) and operating maintenance expenditures as part of the 2% of replacement value annual spending goal, while the current policy focused primarily on operating maintenance. In response to a question, Mr. Beck pointed out that for consistency with the current method of allocating capital renewal funding, the revised policy will also include, in the definition of "replacement value" in the calculation, only those buildings older than ten years. The revised policy will require two separate annual reports—one for spending on State-funded facilities and one for auxiliary facilities. Regent Attman acknowledged and thanked Regent Wood as an author of the existing policy and for his contributions to the effort.

Regent Attman communicated revisions to the language in Section 5 of the policy as follows:

> After approval of the OPERATING budget request by the Board, the request for State operating funds to the Governor shall INCLUDE not less than the average of the previous three fiscal years OF RENEWAL EXPENDITURES, unless there are System-wide funding constraints. The Chancellor may recommend to the Board an institution's one-time only exception from THIS policy or may recommend amendments to an institution's budget request to meet the facilities renewal policy, following recommendations by the President.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM Policy VIII-10.10—Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets, with modified language in Section 5, as presented.

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

3.   University System of Maryland at Southern Maryland: Lease of Building 1 to Kennedy Krieger Institute (action)

Regent Attman welcomed Dr. Abel, executive director of USMSM, and described the exciting proposal. USMSM is seeking approval of a lease of Building 1 to the Kennedy Krieger Institute (KKI). KKI is a non-profit organization located in Baltimore that supports the developmental needs of children with severe neurological or rehabilitative conditions through day and outpatient programs, research, and education. The addition of a location in Southern Maryland will help countless families. The term of the lease is fifteen years with two 5-year renewal options. The lease cost is $14 per assignable square foot, considered fair market value for the Southern Maryland region and for a not-for-profit agency. KKI will be responsible for the capital improvements to the building to facilitate its use. They will also be

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responsible for utilities, information technology and phone service. Regent Attman indicated that USMSM will be responsible for the roof replacement that is estimated at $500,000 and will provide security and janitorial services as part of the lease. Chancellor Perman enthusiastically shared his firsthand experience with KKI. He said that what KKI will bring to the children and families of Southern Maryland is so worthy of the resources of the USM. He added that the missions of the USM and KKI are consistent with each other and there will be opportunities for training and collaborative offerings. Dr. Abel expressed her appreciation to Chancellor Perman for his support and praised Senior Vice Chancellor Herbst's team and Ms. Salsbury for being so instrumental in this transaction.

The Finance Committee recommended that the Board of Regents approve for USMSM the lease as described in the item, consistent with the University System of Maryland Policy on Acquisition, Disposition, and Leasing of Real Property.

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

4.   Fall 2022 Enrollment Update and FY 2023 Estimated FTE Report (presentation and information)

Regent Attman introduced the enrollment report, recognized Senior Vice Chancellor Boughman, and invited Regent Fish, chair of the Board's Enrollment Workgroup, to make a few remarks. Regent Fish indicated that the group has transitioned to EWG 2.0 and shifted to a student-centered focus. The Workgroup is scheduled to meet on November 9. Regent Attman then turned to Assistant Vice Chancellor Muntz, who provided a brief presentation of enrollment trend information. While the total enrollment for the University System decreased for the fourth straight year, this year's enrollment was the smallest decline. On a positive note, there was an increase in the number of first-time, full-time new undergraduates at several institutions with most of that increase attributed to new student enrollment at the HBCUs. While the total number of graduate students decreased, there was a notable improvement in full-time graduate students. Mr. Muntz explained that USM enrollment is following the national trends, and with sustained enrollment improvements in the years to come, USM total enrollment would rebound to pre-pandemic enrollment levels. Regent Attman thanked Mr. Muntz for his highly informative presentation.

The Finance Committee accepted the report for information purposes.

5.   University System of Maryland: Report on FY 2022 Procurement Contracts (information)

Regent Attman provided a summary of the report. The USM Policy on Approval of Procurement Contracts requires that a report on procurement contracts between $1 and $5 million—and emergency and expedited procurements—be submitted annually to the Finance Committee. During fiscal year 2022 there were 44 contracts that met these terms. There were no reports of emergency or expedited contracts. Fifteen percent of the contracts were awarded to Maryland firms and the Minority Business Enterprise (MBE) participation on these contracts was 7%. Mr. Hickey, director of procurement and real property initiatives, added that there were 3 institutions that did not have any data to report. In response to a question regarding the MBE goals, he indicated that there is a statewide aspirational goal of 29% MBE participation; however, most of the MBE contracted work occurs on the capital side which is not covered in this report.

The Finance Committee accepted the report for information purposes.

6.   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 11:24 a.m.

                                            Respectfully submitted,

                                            Gary L. Attman
                                            Chair, Committee on Finance

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UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
COMMITTEE ON FINANCE
October 26, 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 11:26 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, Dr. Masucci, Assistant Attorney General Bainbridge, Ms. Denson, Mr. Hickey, Mr. Acton, and Ms. McMann. Mr. Raley, Mr. Steen, Mr. Lowenthal, Ms. Johnson, Mr. Jones, and Mr. Baldwin also participated in part of the session.

1. The committee discussed the awarding of a contract for marketing and advertising services (§3-305(b)(14)).   (Regent Attman moved recommendation, seconded by Regent Gooden; approved)
   Vote Count =   YEAs: 8   NAYs: 0   Abstentions: 0

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

The session was adjourned at 12:14 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

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UNIVERSITY SYSTEM of MARYLAND

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

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 7, 2022 (information)
October 26, 2022 (action)

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.

CSU FMP

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 recommend the Coppin State University Facilities Master Plan 2022, as presented at the Committee's previous meeting, for 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: RECOMMEND APPROVAL   DATE: 10/26/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

CSU FMP

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed Amendment to USM Policy VIII-10.10—Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 26, 2022

SUMMARY: The proposed amendment to the facilities renewal policy will provide improvements in capturing what the institutions are accomplishing—including a greater focus on outcomes—and more consistency in reporting the progress toward meeting the Board's goal of 2% of replacement value. The amended policy will also be more closely aligned with the new methodology for allocating facilities renewal funding as required by the April 2019 Joint Chairmen's Report.

During the 2022 session, the Department of Legislative Services suggested in their analysis that "the USM BOR update its facilities renewal policy to reflect current practices and specifically those practices related to State facilities." In his testimony, the Chancellor agreed to present an amended policy to the Board for its consideration.

A System-wide work group comprised of vice presidents for administration and finance, and institutional representatives, discussed the existing policy and identified changes that would help make it more effective in improving the System's collective approach to facilities renewal. A consensus position was reached and subsequently reviewed with the vice presidents and the presidents during their recent standing meetings.

The proposed changes include:

1. **More focus on outcomes and impact**. The current policy measures primarily "inputs" to the program (e.g., how much spending is reported annually toward maintenance) and does not effectively measure "outcomes," or the effectiveness of those inputs over time. There was strong interest in adding a metric that illustrates how well institutions are doing year-to-year. A reporting requirement for a Facility Condition Index for each institution will help underscore the intent of the policy as "outcome-based," ensuring more focus on reporting a holistic picture of progress toward protecting the campus' physical assets.

2. **Reporting the full scope of maintenance expenditure**. Campus spending to reduce the deferred maintenance backlog includes several other budgetary components—both capital and operating—that are <u>not</u> currently captured in the policy's 2% of replacement value annual spending goal. In some cases, decisions made at the institutions are directing significant operating and capital resources (both State and non-State/auxiliary funds) to renovate and replace older facilities. Yet, none of these expenditures are currently captured and counted toward the goal. The amended policy language amasses all appropriate related capital (renovation, replacement) and operating maintenance expenditures as part of the 2% calculation.

For example, operating funds could include not only current maintenance expenditures, but those made from plant fund for renovation and replacement. State PAYGO and other special operating budget allocations could be counted. Capital funds would include not only the pro-rata allocations for each institution from the USM capital facilities renewal program, but also the portion of funded projects approved in the Capital Improvement Program and System Funded Construction Program that can be attributed to renovation or replacement of existing space.

Calculation of "replacement value" would likewise be modified to include only facilities greater than 10 years old. <u>This is consistent with the current practice adopted in 2019 for allocating capital facilities renewal appropriations to institutions</u>. An administrative process will determine the accounting details of these calculations (e.g., what is counted and when). As stated in the policy, the Chancellor will issue a memo of guidance that will provide specifics in terms of data, calculations, and reporting. The operating budget and capital/facilities groups from all of the institutions will be engaged to develop the parameters of those metrics.

3. **State and non-state/auxiliary facilities**. While the existing policy mentions non-state or auxiliary facilities, there was an interest in re-emphasizing a separate reporting process for auxiliary progress toward reducing the facilities renewal backlog. Going forward, two separate reports will be prepared annually—one for State-funded facilities and one for auxiliary facilities.

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

FISCAL IMPACT: None is anticipated.

CHANCELLOR'S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents approve the proposed amendment to USM Policy VIII-10.10—Policy on Facilities Renewal for Auxiliary and Non-Auxiliary Capital Assets, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL WITH REVISED LANGUAGE IN SECTION 5 AS INDICATED.   DATE: 10/26/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

POLICY VIII-10.10 FAC RENEWAL - TO BOR

VIII-10.10 - POLICY ON FACILITIES RENEWAL FOR AUXILIARY AND NON-AUXILIARY CAPITAL ASSETS

(Approved by the Board of Regents, May 1, 1992; Amended on December 9, 2005; Amended on _____)

==REVISIONS TO SECTION 5 READ OUT DURING THE FINANCE COMMITTEE MEETING ARE HIGHLIGHTED==

1. Subject to limitations established by law, the Board of Regents is empowered to maintain the capital assets under its jurisdiction, including land, structures, and infrastructure, for auxiliary and non-auxiliary programs.

2. Facilities renewal is the planned renovation, adaptation, replacement, or upgrade of the systems of a capital asset during its life span such that it meets assigned functions in a reliable manner.

3. Total ~~I~~institutional spending for facilities renewal, renovation, and replacement from operating and capital sources shall be targeted annually at 2% of the current replacement value (RV) of all ~~institutional~~ capital assets greater than 10 years old. Institutions should report spending separately for State (non-auxiliary) and auxiliary facilities. The allocation of funds and the selection of projects shall be approved through the operating and capital budget process~~es~~. ~~with the support of $15 million per year in Academic Revenue Bonds (for State buildings only) appropriated among institutions based on their pro-rata share of replacement value. Operating funds shall be enhanced as follows at each institution until the 2% of replacement value spending level is reached:~~

    a. ~~Institutions will increase operating expenditures (from all sources) at an (annual 5-year average) increment of 2/10th of 1% of replacement value. Where tuition represents less than 25% of the State-supported budget, the increment for FR will be implemented at 50% of the aforementioned goal.~~

    b. ~~To close the gap further, the Regents may require ½ of 1% of the replacement value (RV) of any new building be allocated annually from the institutional operating budget as part of the cost of building start-up.~~

4. Institutions shall provide information on the amount of funds and their use to the operating and capital budget departments in the USM Office, to enable the Chancellor to monitor and report on the progress of the facilities renewal program on an annual basis to the Regents. Current replacement values and renovation backlog figures from annual SGAP reports will also be used to report a Facility Condition Index (FCI) ratio for each institution. The Chancellor's Office will provide guidance for institutions regarding data, calculations, and reporting.

5. After approval of the ==OPERATING== budget request by the Board, the request for State operating funds to the Governor shall ==INCLUDE== not ~~be~~ less than the average of the previous three fiscal years ==OF RENEWAL EXPENDITURES,== unless there are System-wide funding constraints. The Chancellor may recommend to the Board an institution's one-time only exception from ==THIS== policy or may recommend amendments to an institution's budget request to meet the facilities renewal policy, following recommendations by the President.

6. ~~Furthermore, the Regents will approve an annual Capital Budget request to the State that includes, at a minimum, the FY2006 level of funding for building renovation and replacement ($70 million) adjusted for inflation.~~

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Replacement for:

Policies of the former University of Maryland, included in a report titled Critical Capital Needs, fall 1985, which highlights facilities renewal requirements for non-auxiliary facilities.

The Campus Funds Construction Program for non-auxiliary facilities and policy for the University Funded Construction Program for auxiliary facilities.

Policy of the former Board of Trustees of State Universities and Colleges, included in a report titled Facilities Management: A Comprehensive Plan, as approved by the Finance and Management Committee.

VIII-10.10 - POLICY ON FACILITIES RENEWAL FOR AUXILIARY AND NON-AUXILIARY CAPITAL ASSETS

(Approved by the Board of Regents, May 1, 1992; Amended on December 9, 2005; Amended on
_____)

1. Subject to limitations established by law, the Board of Regents is empowered to maintain the capital assets under its jurisdiction, including land, structures, and infrastructure, for auxiliary and non-auxiliary programs.

2. Facilities renewal is the planned renovation, adaptation, replacement, or upgrade of the systems of a capital asset during its life span such that it meets assigned functions in a reliable manner.

3. Total institutional spending for facilities renewal, renovation, and replacement from operating and capital sources shall be targeted annually at 2% of the current replacement value (RV) of all capital assets greater than 10 years old. Institutions should report spending separately for State (non-auxiliary) and auxiliary facilities. The allocation of funds and the selection of projects shall be approved through the operating and capital budget processes.

4. Institutions shall provide information on the amount of funds and their use to the operating and capital budget departments in the USM Office, to enable the Chancellor to monitor and report on the progress of the facilities renewal program on an annual basis to the Regents. Current replacement values and renovation backlog figures from annual SGAP reports will also be used to report a Facility Condition Index (FCI) ratio for each institution. The Chancellor's Office will provide guidance for institutions regarding data, calculations, and reporting.

5. After approval of the operating budget request by the Board, the request for State operating funds to the Governor shall include not less than the average of the previous three fiscal years of renewal expenditures unless there are System-wide funding constraints. The Chancellor may recommend to the Board an institution's one-time only exception from this policy or may recommend amendments to an institution's budget request to meet the facilities renewal policy, following recommendations by the President.

Replacement for:

Policies of the former University of Maryland, included in a report titled Critical Capital Needs, fall 1985, which highlights facilities renewal requirements for non-auxiliary facilities.

The Campus Funds Construction Program for non-auxiliary facilities and policy for the University Funded Construction Program for auxiliary facilities.

Policy of the former Board of Trustees of State Universities and Colleges, included in a report titled Facilities Management: A Comprehensive Plan, as approved by the Finance and Management Committee.

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: University System of Maryland: Report on FY 2022 Procurement Contracts

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 26, 2022

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

Attached is the report of the procurement contracts awarded during Fiscal Year 2022 (July 1, 2021 - June 30, 2022). As provided in the policy, the report does not include construction contracts for capital projects approved by the Board of Regents, sponsored research/education contracts and grants, and contracts pertaining to interests in real property.

Forty-four contracts have been awarded that meet the reporting requirements totaling $89.7 million. There were no emergency or expedited procurement contracts. Of the total dollars awarded, 15% of the contracts were awarded to Maryland firms. The MBE participation on these contract awards was 7%.

ALTERNATIVES: This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION   DATE: 10/26/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

$1-$5M ANNUAL REPORT - FY 2022

USM Procurements Between $1 million and $5 million
For Fiscal Year 2022

Inst.	Description of Procurement	Category	Method	Award	Amount	Fund Source	In-State	% MBE
CSU	Housekeeping Services	Maintenance	Competitive Sealed Proposals	WFF Facilities Services	$1,703,577	Current Unrestricted	No	20%
CSU	Food Services	Services	Competitive Sealed Proposals	Thompson Hospitality	$3,300,000	Auxiliary Funds	No	10%
CSU	HVAC Services	Maintenance	Cooperative Agreement	Johnson Controls. Inc.	$1,025,115	Current Unrestricted	No	25%
CSU	Enrollment Management & Recruitment Services	Services	Competitive Sealed Proposals	EAB Global	$3,979,150	Current Unrestricted	No	0%
UMB	Journal Subscriptions PO1000008616	Services	UMCP Contract	Ebsco Information Services	$2,230,082	State Operating	No	0%
UMB	PM of Campus Chillers PO1000009030	Maintenance	Cooperative Contract	Boland Trane Services	$1,145,220	Building Maintenance	Yes	0%
UMB	Journal Subscriptions PO1000011034	Services	UMCP Contract	Ebsco Information Services	$1,500,000	State Operating	No	0%
UMB	Microsoft Licenses P01000011121	Information Technology	Cooperative Contract	Bell Techlogix, Inc.	$1,007,150	State Operating	No	0%
UMB	School of Pharmacy Window Replacement	Maintenance	Task Order - UMB On Call GC Contract	Emjay Engineering &Construction	$1,075,000	ARB	Yes	15%
UMB	BRB Electrical Substation 4-7 Renewal	Maintenance	RFP	Cynergy Electric Company	$3,758,768	Deficiency and PAYGO	Yes	10%
UMB	UMB/UMBC Window Washing	Maintenance	RFP	VIP Special Service, LLC	$1,059,695	State Operating	No	0%
UMBC	Repaving of Hilltop Circle	Maintenance	Cooperative Contract	Espina Paving	$2,100,884	Operating	No	7%
UMBC	Exterior Site Maintenance at Hillside & Terrace	Maintenance	Cooperative Contract	Brawner Builders	$2,882,227	Operating	Yes	10%
UMCP	Cisco Core and Edge Routers for the Mid-Atlantic Crossroads	Information Technology	Cooperative Purchase	Dysis Solutions	$1,474,535	Self-Support	No	0%
UMCP	On Call contractor for replacement of air handling units	Maintenance	Competitive Sealed Proposal	M&M Welding Fabricators	$2,960,100	Plant Funds	No	20%
UMCP	UMES Natural gas conversion	Maintenance	Competitive Sealed Proposal	Paige Industrial Services	$3,249,159	Plant Funds	No	15%
UMCP	On Call contractor to modernize 3 elevator cars at Denton Hall	Maintenance	Competitive Sealed Proposal	Elevator Control Services	$1,470,439	Auxiliary	No	9%
UMCP	Facilities strategic plan for multiple departments	Architectural	Competitive Sealed Proposal	Sasaki Associates	$1,626,150	Plant Funds	No	0%
UMCP	Advertising and Enrollment Marketing for UMD Smith School	Services	Competitive Sealed Proposal	Furman Roth, Inc.	$2,967,720	State Operating	No	0%
UMCP	Core and edge DWDM replacement for Mid-Atlantic Crossroads	Information Technology	Cooperative Purchase	Graybar Electric	$3,376,833	Self-Support	No	0%
UMCP	Furniture for 2 floors in an academic building at SMHEC	Supplies & Equipment	Preference Purchase	Maryland Correctional Enterprises	$1,266,140	Plant Funds	No	0%
UMCP	Security guard services for USG	Building Maintenance	Competitive Sealed Bid	Bradley Technologies, Inc.	$3,274,898	Self-Support	No	12%
UMCP	Facilities Master Plan 2023	Engineering	A/E Act	Cooper Roberston Partners	$1,381,661	State Operating	No	29%
UMCP	Vehicle probe data for Tenn-DOT	Services	Competitive Sealed Proposal	Inrix, Inc.	$1,573,514	Self-Support	No	0%
UMCP	Mainframe support services	Information Technology	Competitive Sealed Proposal	Blue Hill Data Services	$1,628,860	State Operating	No	0%
UMCP	Microsoft licensing for UMCP faculty, staff, students	Information Technology	Cooperative Purchase	Bell Techlogix, Inc.	$1,492,800	State Operating	No	0%
UMCP	Trip data for Georgia DOT as part of ETC	Services	Competitive Sealed Proposal	Inrix, Inc.	$1,358,902	Current Restricted	No	0%
UMCP	Contractor to perform 2 underground utilities projects	Construction	Competitive Sealed Proposal	J. Vinton Schaefer and Sons, Inc.	$2,279,091	Plant, Capital Project	No	21%
UMCP	Xray photoelectron spectrometer	Supplies & Equipment	Competitive Sealed Bid	Kratos Analytical, Inc.	$1,229,034	Self-Support	No	0%
UMCP	On Call contractor to replace 2 chillers	Building Maintenance	Competitive Sealed Proposal	W. L. Gary Company	$1,336,000	Plant Funds	No	20%
UMCP	UMCES-Chesapeake Analytics Collaborative Building project	Construction	Competitive Sealed Proposal	Barton Malow Company	$1,448,000	Plant Funds	No	20%
UMCP	Furniture for School of Public Policy	Supplies & Equipment	Preference Purchase	Maryland Correctional Enterprises	$1,539,501	Plant, Capital Project	No	0%
UMES	Management of Food Dining Services	Service	Competitive/Contract Renewal	Thompson Hospitality	$4,500,000	Auxiliary Unrestricted	No	4%
UMES	Utilities/Electrical Energy	Utility	Co-op Purchase/Contract Renewal/State Contract	Washington Gas Energy Services	$3,000,000	State Unrestricted	No	0%
UMES	Purchase of Natural Gas Supply	Utility	Co-op Purchase/Contract Renewal/State Contract	Washington Gas Energy Services	$1,634,180	State Unrestricted	No	0%
UMES	Office Furniture Pharmacy Building	Furniture	Preferred Provider	Maryland Correctional Enterprises	$1,508,158	Plant, Capital Project	Yes	0%
UMES	Natural Gas Supply Transport & Delivery	Services	Intergovernmental	Maryland Environmental Services	$2,000,000	Facilities Unrestricted	Yes	0%
BSU	Classroom Equipment Upgrades	Information Technology	Cooperative Agreement	Lee Hartman & Sons	$2,246,289	Current Unrestricted	No	30%
BSU	Exterior Door Replacement	Maintenance	Competitive Sealed Proposal	Rich Moe Enterprises	$1,224,928	Current Restricted	Yes	25%

USM Procurements Between $1 million and $5 million
For Fiscal Year 2022

Inst.	Description of Procurement	Category	Method	Award	Amount	Fund Source	In-State	% MBE
BSU	Housekeeping Contract	Maintenance	BSU Contract	ABM Janitorial Services	$3,303,962	Current Unrestricted	No	20%
BSU	HVAC Maintenance	Maintenance	BSU Contract	Johnson Controls, Inc.	$1,291,790	Cares Act: HBCU Support	No	0%
BSU	Laptop Computers & Peripherals	Information Technology	Cooperative Agreement	CDW Government	$1,365,639	Cares Act: HBCU Support	No	0%
UBalt	Enrollment Management Recruitment and Marketing Services	Services	Sole Source	EAB Global, Inc.	$1,559,141	Institutional Funds	No	0%
TU	Oracle cloud based software renewal	Information Technology	Sole Source	Oracle America Inc.	$2,370,470	State Operating	No	0%

UNIVERSITY SYSTEM
of MARYLAND

USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
October 26, 2022
Zoom

Minutes of the Public Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. on Wednesday October 26, 2022 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Oberg, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik; and Ms. Wilkerson.

1. **Approval of minutes from September 7, 2022 meeting of Committee on Governance and Compensation.** The Regents approved the minutes from the September 7th meetings of the Committee on Governance and Compensation. (Moved by Regent Wood, seconded by Regent Gooden; unanimously approved).

2. **Revisions to VII-5.10 - Policy on Associates of the Chancellor and Presidents.** The Regents approved the proposed revisions to VII-5.10 - Policy on Associates of the Chancellor and Presidents. The revisions clarify that associate status is conditioned upon adherence to all applicable USM and institutional policies, adds "domestic partner" to the definition, and describes the role as one of "ambassador" for the USM. (Moved by Regent Wallace, seconded by Regent Gooden; unanimously approved).

3. **Convene to Closed Session.** Regent Rauch read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Wood, seconded by Regent Wallace; unanimously approved).

The public session meeting adjourned at 8:38 a.m.

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![University System of Maryland logo]

USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
October 26, 2022
Zoom

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:38 a.m. on Wednesday October 26, 2022 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Oberg, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAGs Bainbridge and Langrill; Associate Vice Chancellor Skolnik; Ms. Wilkerson, Ms. Roxas, and Ms. Beckett. Dr. Early from CSU was present for a portion of the meeting.

1. **CSU Pre-Negotiation Briefing re MOU with the Fraternal Order of Police**. Ms. Skolnik and Ms. Roxas provided a pre-negotiation briefing about regarding Coppin State University and the FOP. (§3-305(b)(9)).

2. **Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).

3. **Self-Assessment Results.** The Regents discussed the results of the Board and Committee self-assessments. (§3-103(a)(1)(i)).

4. **Presidents' Moving Expenses.** The Regents recommended approval of additional moving expenses for two USM presidents (Moved by Regent Gooden, seconded by Regent Attman; The motion was approved with three votes yea, two votes nay, and one abstention). (§3-305(b)(1)).

5. **Review of Certain Contracts and Employment Agreements.** The Regents reviewed personnel contracts from FSU, TU, and UMCP subject to review under Policy VII-10.0 (§3-305(b)(1)).

Meeting was adjourned at 9:36 a.m.

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UNIVERSITY SYSTEM *of* **MARYLAND**

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Revisions to VII.5.10 – Policy on Associates of the Chancellor and Presidents

COMMITTEE: Governance and Compensation

DATE OF MEETING: October 26, 2022

SUMMARY: The proposed revisions to the Policy on Associated of the Chancellor and Presidents clarify who is covered as an associate and that USM and institution policies and procedures apply to the associates.

ALTERNATIVE(S):   The Committee could choose not to discuss this policy..

FISCAL IMPACT: N/A

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Regents accept the proposed revisions to VII.5.10 – Policy on Associates of the Chancellor and Presidents.

COMMITTEE ACTION: DATE: October 26, 2022

BOARD ACTION: DATE:

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

USM Bylaws, Policies and Procedures of the Board of Regents

VII-5.10 – POLICY ON ASSOCIATES OF THE CHANCELLOR AND PRESIDENTS

(Approved by the Board of Regents, August 28, 1992; Amended on April 13, 2007; Amended on October 9, 2015; Amended on February 12, 2016; Amended on June 19, 2020; Amended on _____.)

I.   PURPOSE AND APPLICABILITY

The Board of Regents authorizes the creation of the positions of Associate of the Chancellor and Associate of the President (hereafter referred to as "Associate") in order to reflect and to recognize the contributions and services to the University System of Maryland (USM) of the Chancellor's and Presidents' spouses or domestic partners of the Chancellor and the spouses of the Presidents and their role as ambassadors for the USM and institutions. This appointment acknowledges the Associate's responsibility in acting as an official agent of the USM and/or the Chancellor/President when a bona fide business purpose exists for the Associate's presence at meetings, workshops, conferences, institutional and community activities, alumni and fund raisingfund-raising events, faculty/staff activities, when hosting institutional and/or USM events in an official capacity, and in the management of Institution or Foundation-owned residences.

II.   TERMS OF APPOINTMENT

A. Appointment as an Associate is without salary or benefits and conveys no rights associated with employment by the USM or the State of Maryland, except as specifically provided in this policy.

A.B.   Associate status is conditioned upon adherence to all applicable USM and institution policies and procedures, including, but not limited to, the standards of professional conduct set forth in USM BOR policy VII-8.05 – Policy on Professional Conduct and Workplace Bullying.

B.C.   The following will be provided to the Associate by the Institution, or, in the case of the Associate of the Chancellor, by the USM Office (USMO):

1.   An identification card which will provide access to USM libraries and other facilities in accordance with institutional procedures;

2.   A courtesy parking permit for use at Institution or USMO facilities; and

3.   Business cards with the Associate title.

C.D.   While traveling as an Associate for a bona fide business purpose of the Institution or the USMO, USM-related travel expenses incurred will be reimbursed according to the USM BOR policy VIII-11.00 – Policy on University System Travel. Incidental services on behalf of the Institution or the USMO, such as assisting in entertainment or preparing notes, do not constitute a bona fide business purpose. To be

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USM Bylaws, Policies and Procedures of the Board of Regents

reimbursable, the Associate's provision of bona fide business services to the Institution or the USMO must comprise the primary purpose for the Associate's travel.

D.E.   Associate travel expenditures which are reimbursable as set forth in Section II.C above must be approved by:

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USM Bylaws, Policies and Procedures of the Board of Regents

1. The Chancellor or an appropriate ~~senior~~ senior-level USM finance officer designated by the Chancellor for the Associate~~s~~ of ~~the~~ a President; or

2. The Chair of the Governance and Compensation (G & C) Committee of the Board of Regents or a member of the G & C Committee as designated by the G & C Chair for the Associate of the Chancellor.

~~E.~~F.   When performing services as an Associate, the Associate is formally recognized by the USM as a volunteer and, as such, is qualified as "State personnel" for purposes of coverage under the Maryland Tort Claims Act.

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UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Fall 2022 Enrollment Update and FY 2023 Estimated FTE Report

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 26, 2022

SUMMARY: This annual report provides a preliminary update about the fall undergraduate, graduate, and first-professional students for the University System and each institution.

In total, the preliminary Fall 2022 enrollment decreased (-1,651) for a preliminary total of 163,200 students. The FY 2023 estimated total of 124,855 full-time equivalent (FTE) students was -560 FTE lower than last fiscal year.   Although enrollment declined, it is the smallest decline since enrollment first decreased in fall FY 2020.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION   DATE: 10/26/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

ENROLLMENT FALL UPDATE

FALL 2022
ENROLLMENT UPDATE
AND
FY 2023 ESTIMATED FTE
REPORT

Office of Institutional Research, Data & Analytics
Administration and Finance
University System of Maryland Office
October 2022

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Fall 2022 Enrollment Update & FY 2023 FTE Estimate

Enrollment Report Background

Responsive to the Policy on Enrollment (III-4.10), the purpose of this annual report is to provide the Board of Regents with the updated preliminary fall headcount enrollment and full-time equivalent (FTE) enrollment estimate for the current fiscal year. The data are compiled from mandatory Maryland Higher Education Commission (MHEC) preliminary enrollment reports and the University System of Maryland (USM) credit hour collections. This is the first opportunity to compare campus' projected fiscal year FTE, as submitted in the budget request, to an updated estimated annualized fiscal year FTE based on the credit hours achieved in the fall semester. For additional information, please contact the Office of Institutional Research, Data & Analytics via e-mail at ir@usmd.edu.

Enrollment Highlights and Trends

The University System of Maryland total enrollment decreased for the fourth straight year. Over the past three years, COVID-19 interrupted enrollment as evidenced with fewer new students. National enrollment reports are mixed. Simultaneously, USM exceeded the state's degree production needs by graduating a record number of students. Enrollment numbers were impacted at both ends of the pipeline. However, this year's rebound in first-time, full-time enrollment offers hope that new student numbers will help replenish institutional enrollment.

- Preliminary Fall 2022 headcount enrollment stands at 163,200, down by -1,651 (-1%) students compared to Fall 2021. (See Table A, Appendix Tables 1 & 5).

- The estimated FY 2023 FTE of 124,855 is a decrease of -560 compared to FY 2022. Excluding UMGC, USM's FTE 89,051 estimate is a decrease of -1,042 FTE compared to FY 2022. (See Table B).

- There is an increase of +668 first-time, full-time students in Fall 2022 (14,773) compared to Fall 2021 (14,105). First-time enrollment increased at most institutions including BSU (+282), SU (+164), CSU (+159), UMES (+135), UMBC (+95), TU (+93), and UMGC (+57). (See Tables 3).

- Across the System, undergraduate enrollment is lower (-702) caused by the -1,245 drop in full-time students partially offset by an increase in part-time (+543) students. (See Table 2).

- Graduate enrollment is down -949 students, caused by the -1,329 drop in part-time students and partially offset by a gain of full-time (+380) students. UMBC (+679), UMCP (+90), TU (+27), FSU (+15), and CSU (+10) increased full-time graduate enrollment. (See Table 2 & 5).

- The combined enrollment of 10,800 at the USM's Historically Black Colleges and Universities (HBCUs) is an increase for the first time in over ten years (+7 or +0.1%). A combined increase of +576 new first-time students compared to Fall 2021 is a key factor with this positive enrollment change. (See Tables 3, 4 & 5).

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Fall 2022 Enrollment Update & FY 2023 FTE Estimate

Fall 2022 Enrollment Compared to the Spring 2022 Enrollment Projections

The Board of Regents approved a ten-year enrollment projection in Spring 2022. In accordance with the Board oversite as stated in the Policy on Enrollment (III-4.10), Fall enrollment attained compared to the approved enrollment projection will be provided. Table A compares the Fall 2021 actual enrollment with the Fall 2022 projections (completed in the spring) and the Fall 2022 actuals.

Table A. The University System of Maryland
Fall 2022 Enrollment Compared to Enrollment Projections

	Fall 2021 Actual	Fall 2022 Enrollment Projection	Fall 2022 Preliminary Enrollment	Change Over	
				Fall 2022 Projection	Fall 2022 Actual
				Fall 22 Actual - Fall 22 Projection	Fall 22 Actual - Fall 21 Actual
BSU	6,308	6,325	6,275	-50	-33
CSU	2,101	2,100	2,006	-94	-95
FSU	4,449	4,270	4,068	-202	-381
SU	7,568	7,684	7,123	-561	-445
TU	20,856	19,989	19,793	-196	-1,063
UBalt	3,709	3,461	3,325	-136	-384
UMB	7,244	7,272	6,931	-341	-313
UMBC	13,638	13,927	13,991	64	353
UMCP	41,271	41,100	40,792	-308	-479
UMES	2,384	2,330	2,519	189	135
UMGC	55,323	53,498	56,377	2,879	1,054
USM	164,851	161,956	163,200	1,244	-1,651

Source--USM Enrollment Projections; MHEC EIS and S-7 updated 10-10-22
Prepared by: USM Office of Institutional Research

The preliminary Fall 2022 enrollment was down -1,651 compared to Fall 2021. However, this is the smallest enrollment decrease in the last three years, when the enrollment decreases first occurred. Although enrollment is lower than last fall, the preliminary Fall 2022 enrollment exceeds the spring projections by +1,244. Three institutions, UMBC, UMES, and UMGC all exceeded enrollment projections.

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Fall 2022 Enrollment Update & FY 2023 FTE Estimate

FY 2023 Full-Time Equivalent (FTE) Student Estimate Compared to the Budget Submission

Full-time equivalent (FTE) students were calculated from the actual Fall 2022 credit hour enrollment. The table below provides an estimated FY 2023 FTE for each USM institution. This annualized FTE estimate used a conservative methodology that calculated the average proportion of spring to fall credit hours for each institution for the recent five fiscal years. The USM estimate was then compared with each institution's budget submission FTE estimate and the FY 2022 actuals.

Table B. The University System of Maryland
FY 2023 USM Annualized FTE Estimate

	FY 2022 Actual FTE	FY 2023 Budget Submission	FY 2023 Annualized ESTIMATED FTE	Change Over	
				FY 2023 Budget Submission	FY 2022 Actual
			Per Fall 2022 Credit Hour Enrollment	FY 23 Estimate - FY 23 Budget	FY 23 Estimate - FY 22 Actual
BSU	4,959	4,984	5,000	16	41
CSU	1,600	1,697	1,539	-158	-61
FSU	3,335	3,123	3,070	-53	-265
SU	6,611	6,709	6,343	-366	-268
TU	16,870	15,806	16,138	332	-732
UBalt	2,447	2,352	2,247	-105	-200
UMB	7,230	7,226	7,210	-16	-20
UMBC	10,910	11,243	11,296	53	386
UMCP	33,914	34,050	33,956	-94	42
UMES	2,217	2,376	2,252	-124	35
UMGC	35,322	35,804	35,804	0	482
USM	125,415	125,370	124,855	-515	-560

Source--USM Credit Hour Report and USM IR Offices Estimates updated 10-10-22

Prepared by: USM Office of Institutional Research

Similar to the headcount enrollment changes, the total credit hours reflect the smallest decrease in the past three years (-560). Generally, the FTE variance is minimal and aligns with the operating budget planning. Five institutions expect an increase in FTE in FY 2023 compared to FY 2022--BSU, UMBC, UMCP, UMES, and UMGC.

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TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
Fall 2021-2022

Fall 2021/2022 Headcount Change

	Fall 2022 Headcount	Δ N from 2021	% Change from 2021
Bowie State University	6,275	(33)	-0.5%
Coppin State University	2,006	(95)	-4.5%
Frostburg State University	4,068	(381)	-8.6%
Salisbury University	7,123	(445)	-5.9%
Towson University	19,793	(1,063)	-5.1%
University of Baltimore	3,325	(384)	-10.4%
University of Maryland, Baltimore	6,931	(313)	-4.3%
University of Maryland, Baltimore County	13,991	353	2.6%
University of Maryland, College Park	40,792	(479)	-1.2%
University of Maryland Eastern Shore	2,519	135	5.7%
University of Maryland Global Campus	56,377	1,054	1.9%
USM Total	**163,200**	**(1,651)**	**-1.0%**

Source: MHEC EIS (2013-2021) MHEC S-7 (2022)

TABLE 1b
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
EXCLUDING UMGC
Fall 2021-2022

Fall 2021/2022 Headcount Change

	Fall 2022 Headcount	Δ N from 2021	% Change from 2021
Bowie State University	6,275	(33)	-0.5%
Coppin State University	2,006	(95)	-4.5%
Frostburg State University	4,068	(381)	-8.6%
Salisbury University	7,123	(445)	-5.9%
Towson University	19,793	(1,063)	-5.1%
University of Baltimore	3,325	(384)	-10.4%
University of Maryland, Baltimore	6,931	(313)	-4.3%
University of Maryland, Baltimore County	13,991	353	2.6%
University of Maryland, College Park	40,792	(479)	-1.2%
University of Maryland Eastern Shore	2,519	135	5.7%
USM Total	**106,823**	**(2,705)**	**-4.3%**

Source: MHEC EIS (2013-2021) MHEC S-7 (2022)

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TABLE 2
ENROLLMENT BY STUDENT LEVEL AND STATUS
Fall 2013-2022

Student Level & Status	Fall									
	2013	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Undergraduates										
Full-Time: N	79,654	82,667	83,179	85,092	86,361	86,685	85,234	83,511	80,948	79,703
%	52.0%	51.0%	50.6%	49.5%	49.3%	49.1%	49.5%	49.1%	49.1%	48.8%
Part-Time: N	31,446	37,628	39,656	45,306	46,881	48,441	47,151	47,703	45,756	46,299
%	20.5%	23.2%	24.1%	26.3%	26.8%	27.5%	27.4%	28.0%	27.8%	28.4%
Total: N	111,100	120,295	122,835	130,398	133,242	135,126	132,385	131,214	126,704	126,002
%	72.5%	74.3%	74.7%	75.8%	76.1%	76.6%	76.9%	77.1%	76.9%	77.2%
Graduate/First-Professional										
Full-Time: N	17,678	17,739	17,734	17,731	17,653	17,653	17,337	16,944	17,725	18,105
%	11.5%	11.0%	10.8%	10.3%	10.1%	10.0%	10.1%	10.0%	10.8%	11.1%
Part-Time: N	24,540	23,966	23,930	23,867	24,281	23,644	22,492	22,022	20,422	19,093
%	16.0%	14.8%	14.5%	13.9%	13.9%	13.4%	13.1%	12.9%	12.4%	11.7%
Total: N	42,218	41,705	41,664	41,598	41,934	41,297	39,829	38,966	38,147	37,198
%	27.5%	25.7%	25.3%	24.2%	23.9%	23.4%	23.1%	22.9%	23.1%	22.8%
All Students										
Total	**153,318**	**162,000**	**164,499**	**171,996**	**175,176**	**176,423**	**172,214**	**170,180**	**164,851**	**163,200**

Source: MHEC EIS (2013-2021) MHEC S-7 (2022)

Note: Percentages are % of total headcount for each fall term.

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TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES
Fall 2013-2022

First-Time Full-Time Undergraduates

Institution	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	One-Year % Change	Five-Year % Change
BSU	625	594	559	958	1,075	898	801	957	888	1,170	31.8%	8.8%
CSU	353	267	242	383	383	389	429	291	172	331	92.4%	-13.6%
FSU	889	957	931	829	774	735	739	627	582	497	-14.6%	-35.8%
SU	1,241	1,144	1,186	1,328	1,326	1,285	1,467	1,214	1,214	1,378	13.5%	3.9%
TU	2,747	2,711	2,708	2,750	2,735	2,990	2,789	2,380	2,569	2,662	3.6%	-2.7%
UBalt	236	226	137	138	107	76	40	62	60	26	-56.7%	-75.7%
UMBC	1,653	1,616	1,543	1,518	1,759	1,777	1,692	1,652	2,035	2,130	4.7%	21.1%
UMCP	4,011	4,128	3,934	4,543	5,178	6,021	5,326	5,289	6,007	5,809	-3.3%	12.2%
UMES	604	756	1,011	698	560	501	508	466	443	578	30.5%	3.2%
UMGC	87	175	149	192	131	132	225	141	135	192	42.2%	46.6%
USM	**12,446**	**12,574**	**12,400**	**13,337**	**14,028**	**14,804**	**14,016**	**13,079**	**14,105**	**14,773**	4.7%	5.3%
MD H.S. Grads*	67,865	67,333	66,688	67,002	67,091	68,220	68,030	70,710	70,910	71,830		

Source: MHEC Preliminary Opening Fall Enrollment (2022) and EIS (2013-2021) Public and non-public high school graduates data -WICHE

*The 2013-2022 actual Maryland high school graduates is currently not available; WICHE estimates used.

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TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2013-2022

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2013	10,808	2,356	13,164	-2.4%
Fall 2014	10,710	2,397	13,107	-0.4%
Fall 2015	10,725	2,278	13,003	-0.8%
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%
Fall 2020	9,531	1,713	11,244	-8.2%
Fall 2021	9,037	1,756	10,793	-4.0%
Fall 2022	9,068	1,732	10,800	0.1%

Source: MHEC EIS (2013-2021) MHEC S-7 (2022)

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TABLE 5 ENROLLMENT TRENDS BY INSTITUTION Fall 2013-2022						
	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Bowie State University							
Fall 2013	3,521	837	453	750	5,561	2.6%	4%
Fall 2014	3,675	781	513	726	5,695	2.4%	4%
Fall 2015	3,533	782	474	641	5,430	-4.7%	3%
Fall 2016	3,939	772	412	546	5,669	4.4%	3%
Fall 2017	4,389	798	409	552	6,148	8.4%	4%
Fall 2018	4,421	887	463	549	6,320	2.8%	4%
Fall 2019	4,329	898	476	468	6,171	-2.4%	4%
Fall 2020	4,429	925	444	452	6,250	1.3%	4%
Fall 2021	4,344	1,037	471	456	6,308	0.9%	4%
Fall 2022	4,418	960	351	546	6,275	-0.5%	4%
Coppin State University							
Fall 2013	2,251	669	133	330	3,383	-6.3%	2%
Fall 2014	2,046	638	151	298	3,133	-7.4%	2%
Fall 2015	2,007	661	137	303	3,108	-0.8%	2%
Fall 2016	1,888	619	133	299	2,939	-5.4%	2%
Fall 2017	1,854	653	150	236	2,893	-1.6%	2%
Fall 2018	1,765	597	121	255	2,738	-5.4%	2%
Fall 2019	1,804	579	113	228	2,724	-0.5%	2%
Fall 2020	1,606	502	74	166	2,348	-13.8%	1%
Fall 2021	1,353	492	65	191	2,101	-10.5%	1%
Fall 2022	1,335	422	75	174	2,006	-4.5%	1%
Frostburg State University							
Fall 2013	4,192	511	216	554	5,473	1.0%	4%
Fall 2014	4,228	687	209	521	5,645	3.1%	3%
Fall 2015	4,176	785	238	557	5,756	2.0%	3%
Fall 2016	4,141	743	243	549	5,676	-1.4%	3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3%
Fall 2019	3,522	907	236	513	5,178	-2.2%	3%
Fall 2020	3,221	898	245	493	4,857	-6.2%	3%
Fall 2021	2,885	792	264	508	4,449	-8.4%	3%
Fall 2022	2,528	736	279	525	4,068	-8.6%	2%

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TABLE 5 ENROLLMENT TRENDS BY INSTITUTION Fall 2013-2022						
	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Salisbury University							
Fall 2013	7,374	630	291	348	8,643	-0.2%	6%
Fall 2014	7,350	647	354	419	8,770	1.5%	5%
Fall 2015	7,148	701	403	419	8,671	-1.1%	5%
Fall 2016	7,250	611	489	398	8,748	0.9%	5%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5%
Fall 2018	7,081	569	516	401	8,567	-1.7%	5%
Fall 2019	7,090	596	530	401	8,617	0.6%	5%
Fall 2020	6,621	529	540	434	8,124	-5.7%	5%
Fall 2021	6,106	587	513	362	7,568	-6.8%	5%
Fall 2022	5,853	525	433	312	7,123	-5.9%	4%
Towson University							
Fall 2013	16,588	2,191	1,198	2,522	22,499	2.5%	15%
Fall 2014	16,575	2,232	1,115	2,363	22,285	-1.0%	14%
Fall 2015	16,768	2,281	1,078	2,157	22,284	0.0%	14%
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13%
Fall 2020	16,238	2,492	1,058	2,129	21,917	-3.5%	13%
Fall 2021	15,526	2,381	993	1,956	20,856	-4.8%	13%
Fall 2022	14,805	2,056	1,025	1,907	19,793	-5.1%	12%
University of Baltimore							
Fall 2013	2,061	1,465	1,396	1,596	6,518	-0.6%	4%
Fall 2014	2,089	1,396	1,295	1,642	6,422	-1.5%	4%
Fall 2015	2,056	1,288	1,235	1,650	6,229	-3.0%	4%
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	3%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	3%
Fall 2020	1,050	849	1,049	1,221	4,169	-6.9%	2%
Fall 2021	868	736	990	1,115	3,709	-11.0%	2%
Fall 2022	756	650	983	936	3,325	-10.4%	2%

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TABLE 5 ENROLLMENT TRENDS BY INSTITUTION Fall 2013-2022						
	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland, Baltimore							
Fall 2013	549	197	4,479	1,059	6,284	-1.3%	4%
Fall 2014	571	221	4,392	1,092	6,276	-0.1%	4%
Fall 2015	620	246	4,325	1,138	6,329	0.8%	4%
Fall 2016	704	201	4,463	1,114	6,482	2.4%	4%
Fall 2017	718	211	4,514	1,260	6,703	3.4%	4%
Fall 2018	702	207	4,500	1,368	6,777	1.1%	4%
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4%
Fall 2020	707	191	4,372	1,867	7,137	4.5%	4%
Fall 2021	724	206	4,419	1,895	7,244	1.5%	4%
Fall 2022	732	231	4,193	1,775	6,931	-4.3%	4%
University of Maryland Baltimore County							
Fall 2013	9,508	1,628	1,191	1,581	13,908	2.0%	9%
Fall 2014	9,653	1,726	1,189	1,411	13,979	0.5%	9%
Fall 2015	9,592	1,651	1,160	1,436	13,839	-1.0%	8%
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	8%
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	8%
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	8%
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	8%
Fall 2020	9,220	1,712	1,216	1,349	13,497	-0.8%	8%
Fall 2021	9,147	1,688	1,536	1,267	13,638	1.0%	8%
Fall 2022	9,069	1,556	2,215	1,151	13,991	2.6%	9%
University of Maryland, College Park							
Fall 2013	24,522	2,136	7,677	2,937	37,272	0.1%	24%
Fall 2014	25,027	2,029	7,911	2,643	37,610	0.9%	23%
Fall 2015	25,410	2,033	8,091	2,606	38,140	1.4%	23%
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	23%
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23%
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23%
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	24%
Fall 2020	28,160	2,715	7,460	2,374	40,709	-0.1%	24%
Fall 2021	28,424	2,497	8,006	2,344	41,271	1.4%	25%
Fall 2022	28,069	2,284	8,096	2,343	40,792	-1.2%	25%

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TABLE 5 ENROLLMENT TRENDS BY INSTITUTION Fall 2013-2022						
	Undergraduates		Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
University of Maryland Eastern Shore							
Fall 2013	3,171	359	430	260	4,220	-5.3%	3%
Fall 2014	3,192	378	442	267	4,279	1.4%	3%
Fall 2015	3,291	451	485	238	4,465	4.3%	3%
Fall 2016	2,918	359	397	230	3,904	-12.6%	2%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2%
Fall 2018	2,360	237	370	226	3,193	-8.5%	2%
Fall 2019	2,095	238	345	208	2,886	-9.6%	2%
Fall 2020	1,834	235	350	227	2,646	-8.3%	2%
Fall 2021	1,619	192	348	225	2,384	-9.9%	1%
Fall 2022	1,749	184	346	240	2,519	5.7%	2%
University of Maryland Global Campus							
Fall 2013	5,917	20,823	214	12,603	39,557	-6.4%	26%
Fall 2014	8,261	26,893	168	12,584	47,906	21.1%	30%
Fall 2015	8,578	28,777	108	12,785	50,248	4.9%	31%
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	34%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34%
Fall 2019	9,472	36,690	90	12,029	58,281	-3.8%	34%
Fall 2020	10,425	36,655	136	11,310	58,526	0.4%	34%
Fall 2021	9,952	35,148	120	10,103	55,323	-5.5%	34%
Fall 2022	10,389	36,695	109	9,184	56,377	1.9%	35%
University System of Maryland - Totals							
Fall 2013	79,654	31,446	17,678	24,540	153,318	-1.5%	100%
Fall 2014	82,667	37,628	17,739	23,966	162,000	5.7%	100%
Fall 2015	83,179	39,656	17,734	23,930	164,499	1.5%	100%
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100%
Fall 2019	85,234	47,151	17,337	22,492	172,214	-2.4%	100%
Fall 2020	83,511	47,703	16,944	22,022	170,180	-1.2%	100%
Fall 2021	80,948	45,756	17,725	20,422	164,851	-3.1%	100%
Fall 2022	79,703	46,299	18,105	19,093	163,200	-1.0%	100%

Source: MHEC EIS (2013-2021) MHEC S-7 (2022)

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USM Fall 2022 Enrollment Update
&
FY 2023 Estimated Full-Time Equivalent (FTE)

Finance Committee
October 26th, 2022

UNIVERSITY SYSTEM
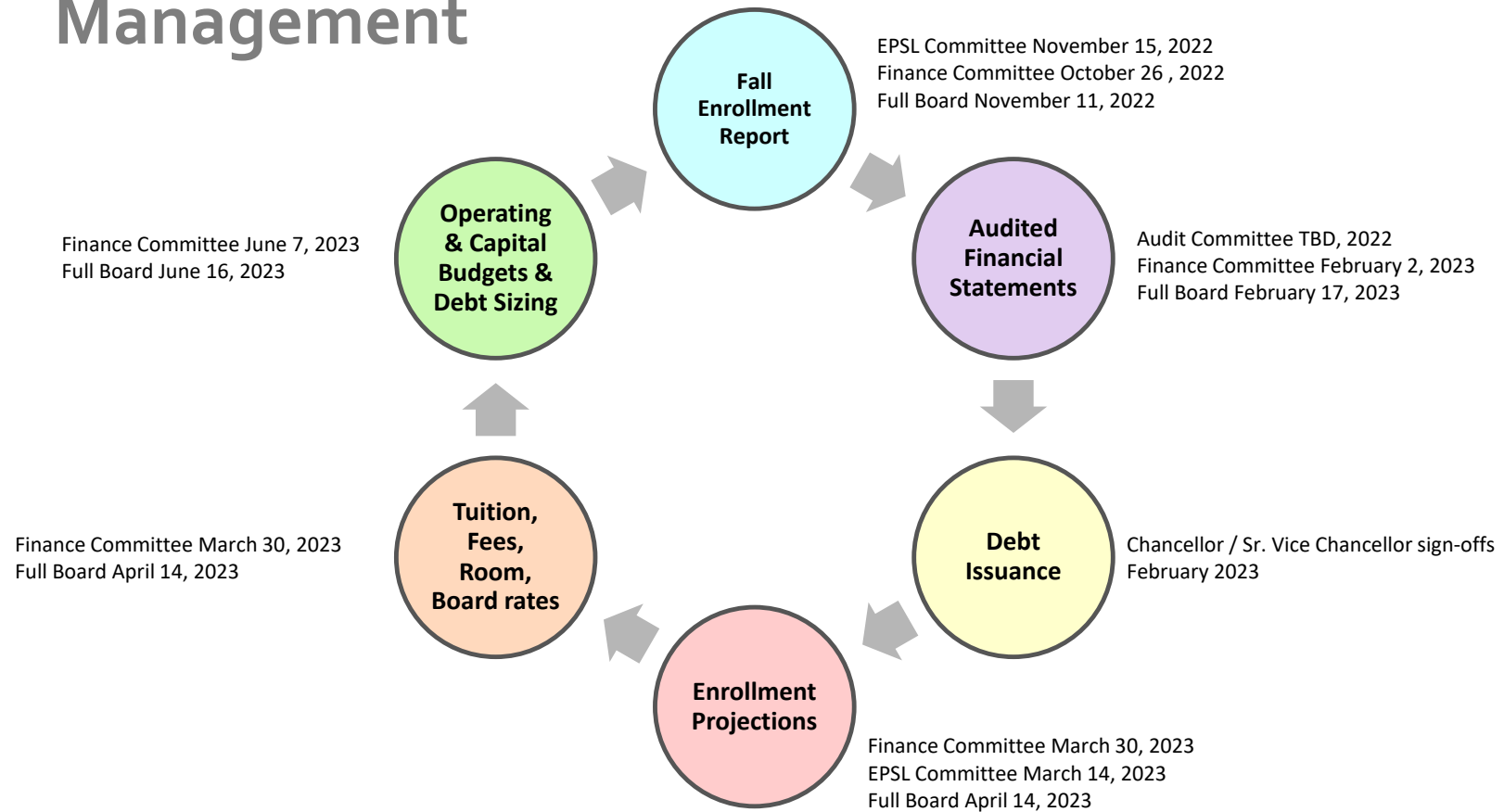*of* **MARYLAND**

Office of Institutional Research, Data & Analytics

Administration and Finance

Purpose of the Report

- Policy on Enrollment III - 4.10

- Attainment per campus enrollment plans

- Full-Time Equivalent (FTE) provides a fiscal outlook

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Annual Cycle for Inputs into Financial Management

UNIVERSITY SYSTEM
of MARYLAND

Fall Enrollment Report

EPSL Committee November 15, 2022
Finance Committee October 26 , 2022
Full Board November 11, 2022

Operating & Capital Budgets & Debt Sizing

Finance Committee June 7, 2023
Full Board June 16, 2023

Audited Financial Statements

Audit Committee TBD, 2022
Finance Committee February 2, 2023
Full Board February 17, 2023

Tuition, Fees, Room, Board rates

Finance Committee March 30, 2023
Full Board April 14, 2023

Debt Issuance

Chancellor / Sr. Vice Chancellor sign-offs
February 2023

Enrollment Projections

Finance Committee March 30, 2023
EPSL Committee March 14, 2023
Full Board April 14, 2023

USM Enrollment Update Overview

Fall 2022 USM enrollment is down -1.0% or 1,651 students compared to Fall 2021.

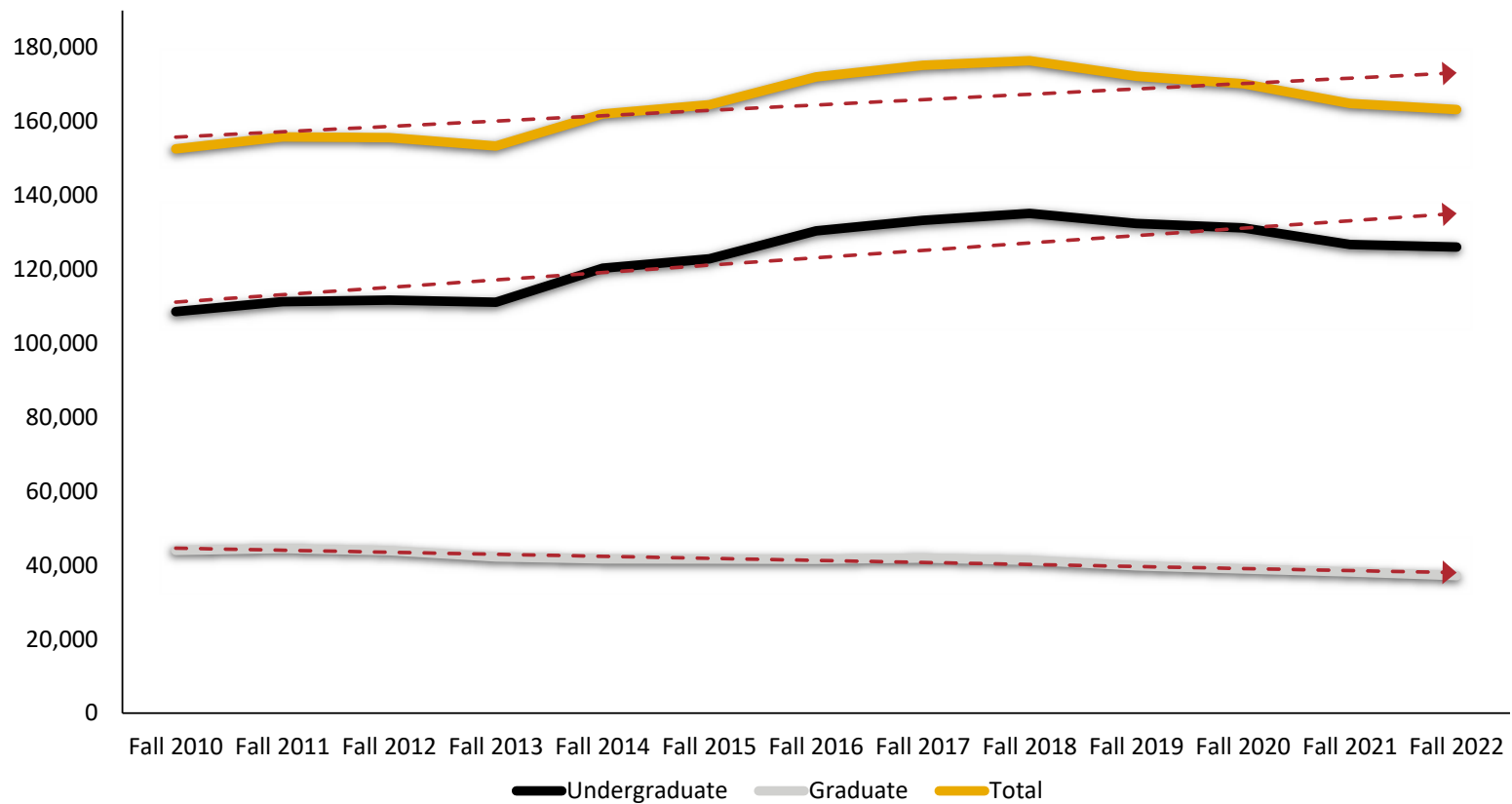This headcount decrease is the smallest decrease in four years.

Credit hour Full-Time Equivalent (FTE) Estimate is slightly lower (-0.4%)

The FTE estimate is within 600 FTE of both the enrollment projection and updated budget submission.

First-time students increased for second year.
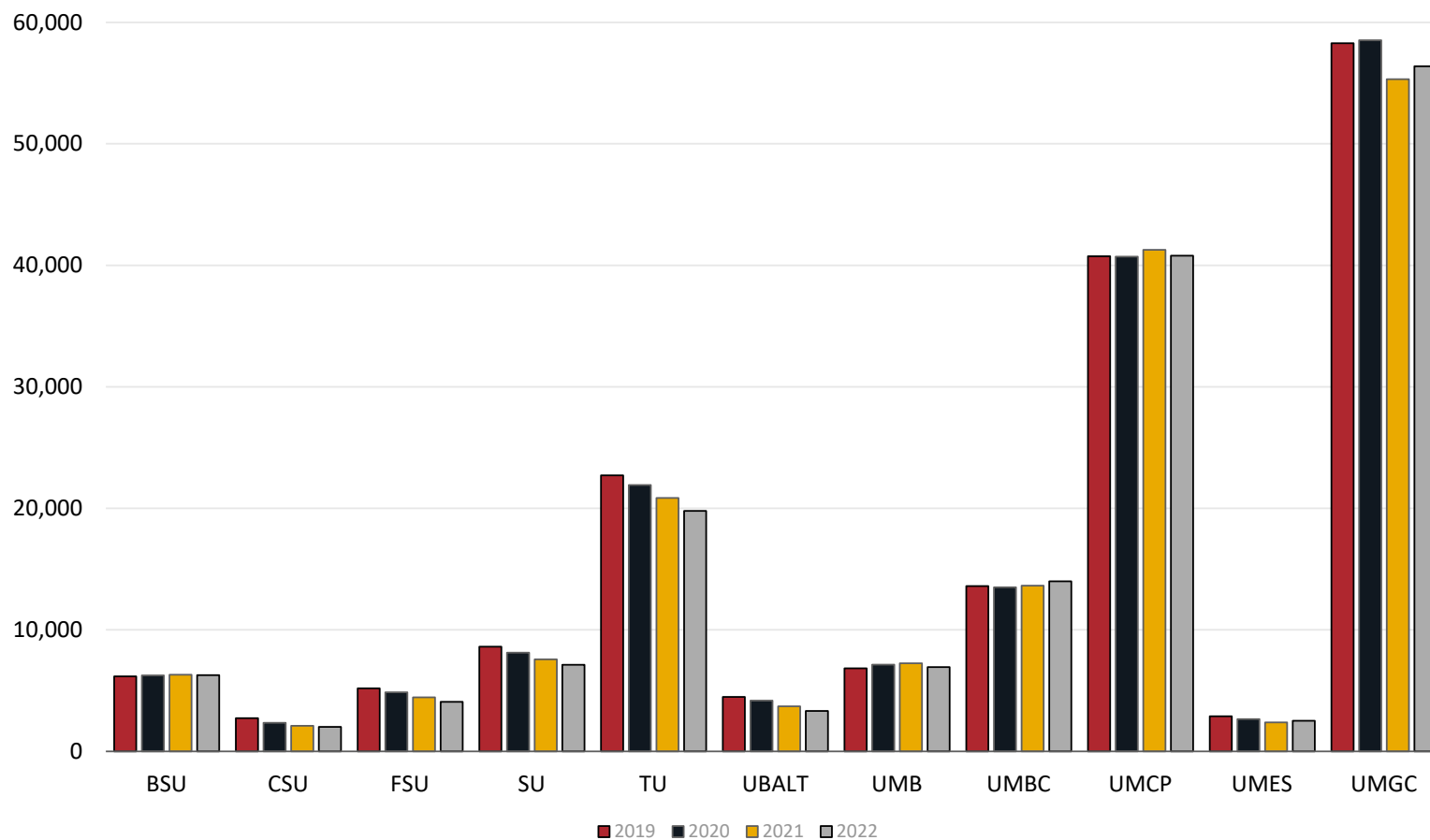
4

USM Enrollment Trajectory (Fall 2010-2022)

Enrollment Changes
Fall 2019-Fall 2022

UNIVERSITY SYSTEM
of MARYLAND

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

2019　2020　2021　2022

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UNIVERSITY SYSTEM
of MARYLAND

Fiscal Year Credit Hour Full-Time Equivalent by Institution
FY 2022 – FY 2022 Actual & FY 2023 Estimate

Legend: ■ 2020 ■ 2021 ■ 2022 ■ 2023

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National Context:
Positive Trends Across Higher Education

- Re-engagement or reestablishment of K-12 participation—growth in dual enrollment

- Freshmen cohorts increased at Community Colleges

- Undergraduate increases at HBCUs

- Highly selective institutions are seeing undergraduate enrollment rebound ahead of other institutions.

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UNIVERSITY SYSTEM
of **MARYLAND**

National Context:
Areas to Watch

- Female enrollment losses are greater than male

- White enrollment declined the most

- Shifts in enrollment to Primary Online Institutions (POI).
  - Specifically, 18–20-year-old students

- Unemployment remains low

- Overall, 2022 enrollment is higher than 2020, but lower than 2021.

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FY 2022 Summary

USM decreased enrollment and FTE from FY 2020 to FY 2023

USM enrollments compared to national reports

- Most of the highest selective institutions gained enrollment and recovered sooner
- First-time increases at USM

Enrollment recovery is slower than enrollment loss

- As the number of high school graduates decrease nationally, an increase in participation is required to maintain size
- Retention remains a key strategy for enrollment stability/growth

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Questions?

UNIVERSITY SYSTEM
of MARYLAND

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
cmuntz@usmd.edu

![University System of Maryland logo]

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University System of Maryland at Southern Maryland: Lease of Building 1 to Kennedy Krieger Institute

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 26, 2022

SUMMARY: The University System of Maryland at Southern Maryland (USMSM) requests approval to lease Building 1 on USMSM's campus to the Kennedy Krieger Institute (KKI). The facility comprises 15,500 assignable square feet, and with the opening of Building 3 is not essential for current programming needs. A site map is attached to this item for reference.

KKI, a non-profit organization located in Baltimore, supports the developmental needs of children with severe neurological or rehabilitative conditions through day and outpatient programs, research, and education. Families in the Southern Maryland region are disadvantaged by the distance required to travel to Baltimore, and KKI has long sought to provide services more regionally. Their education, research, and community service missions align closely with those of USMSM and USM.

KKI intends to use Building 1 as an ancillary center to offer clinical (e.g., speech and occupational therapy) and educational services to students and families in the Southern Maryland region. The building, once improved by KKI as set forth herein, is appropriate for these services. KKI will enlarge classrooms by combining adjacent spaces; add bathrooms next to each enlarged classroom; add a small, fenced playground; modify space as needed to accommodate specialty areas (e.g., art, music, and nursing rooms); and raise the roof of the current media room to meet the requirements of a gym. In addition, KKI will have regular use of the warming kitchen in Building 2, and full use of the parking lot, which is currently configured to make their very limited bus traffic convenient.

KKI has been allotted $5 million from the Maryland General Assembly to locate in Southern Maryland and will use some of these funds for the necessary improvements to the building. However, because the roof on Building 1 is twenty-eight years old (the original roof), USM will take partial responsibility for roof costs, estimated to be approximately $500,000.

The term of the lease is fifteen years with two 5-year renewal options that can be exercised by KKI with the approval of USMSM. Under the lease, KKI will cover the cost of the utilities in Building 1, which is estimated to be approximately $36,000 annually. Additionally, they will maintain their own network servers and phone system. USMSM will maintain the building, the parking lots, and sidewalks, including plowing, shoveling, and salting, as well as daily custodial and nighttime deep cleaning services.

The University System of Maryland granted a Right of Entry in October 2022 to allow KKI to begin preparations for the capital improvements to the building.

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

USMSM KKI LEASE

Tenant: Madison Street Properties, Inc., (Holding Company for Kennedy Krieger Institute, Inc.)
        Baltimore, MD: Bradley L. Schlaggar, MD, PhD, president and CEO

ALTERNATIVE(S): The alternative is to not enter into the lease. If the lease is not approved, USMSM would continue to operate and maintain the building.

FISCAL IMPACT: At fair market value for the Southern Maryland region and for a not-for-profit agency, this lease cost is $14 per assignable square foot (15,500), and payments will commence at substantial completion of the improvements. The lease will produce annual gross revenue of $217,000 in years one through three. A review of comparable properties in the area reveals leasing rates ranging from $9 to $23 (note: KKI will be paying the cost of utilities and funding capital improvements).

An annual increase of 2% will begin at the fourth year of the lease. The initial 15-year lease agreement will generate $3.6 million in revenue. The lease allows for two subsequent 5-year lease options. If these options are continued at 2% annualized increase, USMSM's total revenue for the 25-year lease would be $6.7 million.

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

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 10/26/22

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USMSM KKI LEASE

UNIVERSITY SYSTEM
of MARYLAND

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 11, 2022

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents 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

Revised

UNIVERSITY SYSTEM
of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: November 11, 2022
Time: Approximately 11:00 a.m.
Location: Grand Hall, SMART Building – Building III, University System of Maryland
at Southern Maryland

STATUTORY AUTHORITY TO CLOSE A SESSION

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

(1) To discuss:

 [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

 [ ] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [ ] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [X] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [ ] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

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)   [ ]   To comply with a specific constitutional, statutory, or judicially imposed
               requirement that prevents public disclosures about a particular
               proceeding or matter.

(14)   [X]   Before a contract is awarded or bids are opened, to discuss a matter
               directly related to a negotiation strategy or the contents of a bid or
               proposal, if public discussion or disclosure would adversely impact the
               ability of the public body to participate in the competitive bidding or
               proposal process.

(15)   [ ]   To discuss cybersecurity, if the public body determines that public
               discussion would constitute a risk to:

               (i)   security assessments or deployments relating to information
                       resources technology;

               (ii)   network security information, including information that is:

                       1. related to passwords, personal identification numbers, access
                       codes, encryption, or other components of the security system of
                       a governmental entity;

                       2. collected, assembled, or maintained by or for a governmental
                       entity to prevent, detect, or investigate criminal activity; or

                       3. related to an assessment, made by or for a governmental entity
                       or maintained by a governmental entity, of the vulnerability of a
                       network to criminal activity; or

               (iii) deployments or implementation of security personnel, critical
               infrastructure, or security devices.

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

        [X]   Administrative Matters

TOPICS TO BE DISCUSSED:

1. The awarding of a new contract for marketing and advertising services;
2. The investment of the USM Common Trust Fund;
3. Meetings with Presidents Fowler and Breaux as part of their performance reviews;
4. Discussion regarding reimbursement of two USM presidents' moving expenses;
5. Discussion of Board of Regents' self-assessment results; and
6. Update on pending litigation at a USM institution.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of a new contract (§3-305(b)(14));
2. To maintain the confidentiality of discussions of the investment of public funds (§3-305(b)(5));
3. To maintain confidentiality of personnel information regarding specific employees'performance evaluations, compensation, and employment agreements (§3-305(b)(1)(i));
4. To discuss an administrative matter concerning Board of Regents self-assessments (§3-103(a)(1)(i)); and
5. To maintain confidentiality and attorney client privilege in connection with a discussion with staff and legal counsel regarding pending litigation regarding a USM institution (§3-305(b)(1)(i)(8)).