UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
Coppin State University
Room 108
Physical Education Center

April 14, 2023

AGENDA FOR PUBLIC SESSION	9:00 A.M.

Call to Order	Chair Gooden
Recognition of BOR Faculty Awards Recipients	Chair Gooden

1. Mentoring: Dr. Michel Cukier (UMCP)
2. Mentoring: Dr. Min Deng (TU)
3. Mentoring: Dr. Eric Schott (UMCES)
4. Mentoring: Dr. Stella Tomasi (TU)
5. Teaching: Dr. Susan Bindon (UMB)
6. Teaching: Dr. Jeni Davis (SU)
7. Teaching: Dr. Mariana Lebrón (TU)
8. Teaching: Dr. Sumanth Reddy (BSU)
9. Public Service: Dr. Charles Adams (BSU)
10. Public Service: Dr. Dennis Klima (UMES)
11. Public Service: Dr. Tiffaney Parkman (UBalt)
12. Public Service: Dr. Corinne Pubill (SU)
13. Scholarship or Research: Dr. Charissa Cheah (UMBC)
14. Scholarship or Research: Dr. Paz Galupo (TU)
15. Scholarship or Research: Dr. Anupam Joshi (UMBC)
16. Scholarship or Research: Dr. Ting Zhang (UBalt)
17. Creative Activity: Dr. Shaochung Victor Hsia (UMES)
18. Creative Activity: Dr. Monifa Love (BSU)
19. Creative Activity: Dr. John Wesley Wright (SU)

Welcome from Coppin State University	President Anthony Jenkins
Educational Forum: *ARLIS: The UARC for the Intelligence and Security Enterprise*	*Dr. William Regli* *Executive Director of ARLIS and* *Professor of Computer Science*
Chancellor's Report	Chancellor Perman

1. Report of Councils

a.	Council of University System Presidents	President Breaux
b.	University System of Maryland Student Council	Mr. Siddiqui

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   c. Council of University System Faculty   Dr. Sahu
   d. Council of University System Staff   Dr. Patricio

## PUBLIC COMMENT

2. Consent Agenda   Chair Gooden

   a. Committee of the Whole
       i. Approval of meeting minutes from February 17, 2023 Public and Closed Sessions (action)
       ii. Approval of minutes from February 2, 2023 Committee on Governance and Compensation Meeting (action)

   b. Committee on Advancement
       i. Approval of the March 29, 2023 Public and Closed Session Minutes (action)

   c. Committee on Audit
       i. Approval of meeting minutes from March 27, 2023 Public and Closed Sessions (action)

   d. Committee on Economic Development and Technology Commercialization
       i. Approval of March 30, 2023 Meeting Minutes (action)

   e. Committee on Education Policy and Student Life
       i. Academic Program Proposals (action)
           1. Frostburg State University: B.S. Environmental Science
           2. Towson University: Ph.D. Autism Studies
           3. Towson University: Ph.D. Business Analytics
           4. University of Baltimore: M.S. Counseling Psychology
           5. University of Baltimore: M.S. Industrial and Organizational Psychology
       ii. Campus Safety and Security: Report and Panel (information)
       iii. Update: Civic Engagement and Civic Education (information)

   f. Committee on Finance
       i.   Approval of meeting minutes from March 30, 2023 Public and Closed Sessions (action)
       ii. USM Enrollment Projections: FY 2024-2033 (action)
       iii. University of Maryland, Baltimore: Facilities Master Plan Update (action)
       iv. University of Maryland, Baltimore: Health Sciences Facility III Fifth and Sixth Floor Fit-Out (action)
       v.   University of Maryland, Baltimore: Modifications to the Oracle Financial Systems Contract for Additional Software and an Additional Renewal Term (action)
       vi. University of Maryland, College Park: Contract Extension for Pouring Rights Agreement (action)
       vii. University of Maryland, College Park: Voluntary Separation Program for Tenured Faculty in Select Academic Areas (action)

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viii. University of Maryland, College Park: Modification to Student Health Insurance Program Contract (action)
ix. Frostburg State University: Facilities Master Plan 5-year Update (information)
x. Financial Condition and Financial Results of Intercollegiate Athletic Programs (information)
xi. University System of Maryland: Self-Support Charges and Fees for FY 2024 (action)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
   i. Approval of meeting minutes from March 13, 2023, Public Session (action)
   ii. Mid-Year Athletic Director's Updates – Rotating – UMBC, SU, TU (information)
   iii. Financial Condition and Results of Intercollegiate Athletic Programs (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee of the Whole   Chair Gooden
      i. Fiscal Year 2024 Schedule of Tuition and Mandatory Fees (action)

   b. Committee on Audit   Regent Fish
      i. Proposed Amendments to BOR Policy I-7.00 Policy on Public Ethics of Members of the Board of Regents (action)

   c. Committee on Intercollegiate Athletics and
      Student-Athlete Health and Welfare   Regent Gonella
      i. Mental Wellness and Mental Health in the Intercollegiate Athletics Community – a presentation by Dr. James Borchers, President and CEO of the U.S. Council for Athlete's Health (information)

5. Reconvene to Closed Session (action)   Chair Gooden

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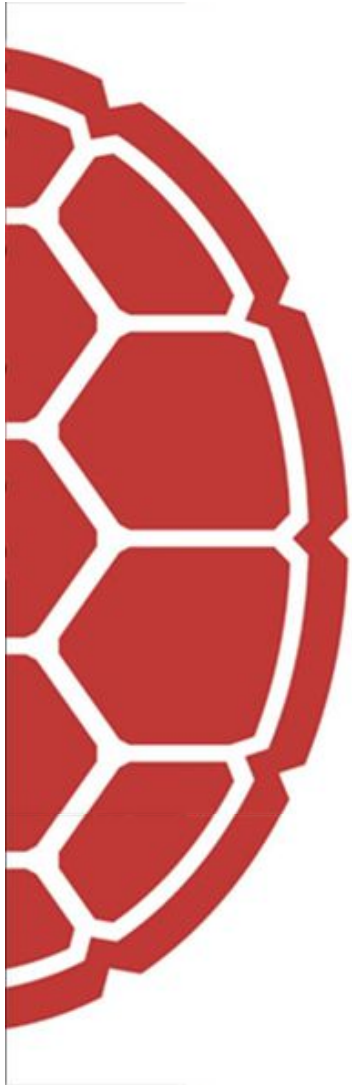
ARLIS: The UARC for the Intelligence and Security Enterprise

Brief to the Board of Regents

April 14, 2023

What is a
# **University Affiliated Research Center**?

- A UARC establishes a long-term strategic relationship between a university and DoD

- The University develops and maintains government-defined essential Science, Engineering, and Research capabilities

- The UARC establishes and maintains a unique and essential understanding of the current missions and operational needs of the sponsoring agency

- The UARC conduct classified and unclassified work across the spectrum Basic Research (6.1) – Operational System Dev. (6.7)

- The UARC is a **Trusted Agent** – an independent and objective resource to government, w/o conflicts of interest, internal or external
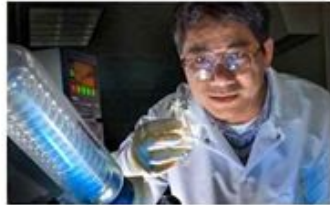
From #DefenseCharts
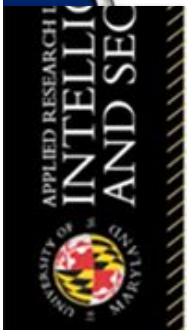
Currently Established UARCs
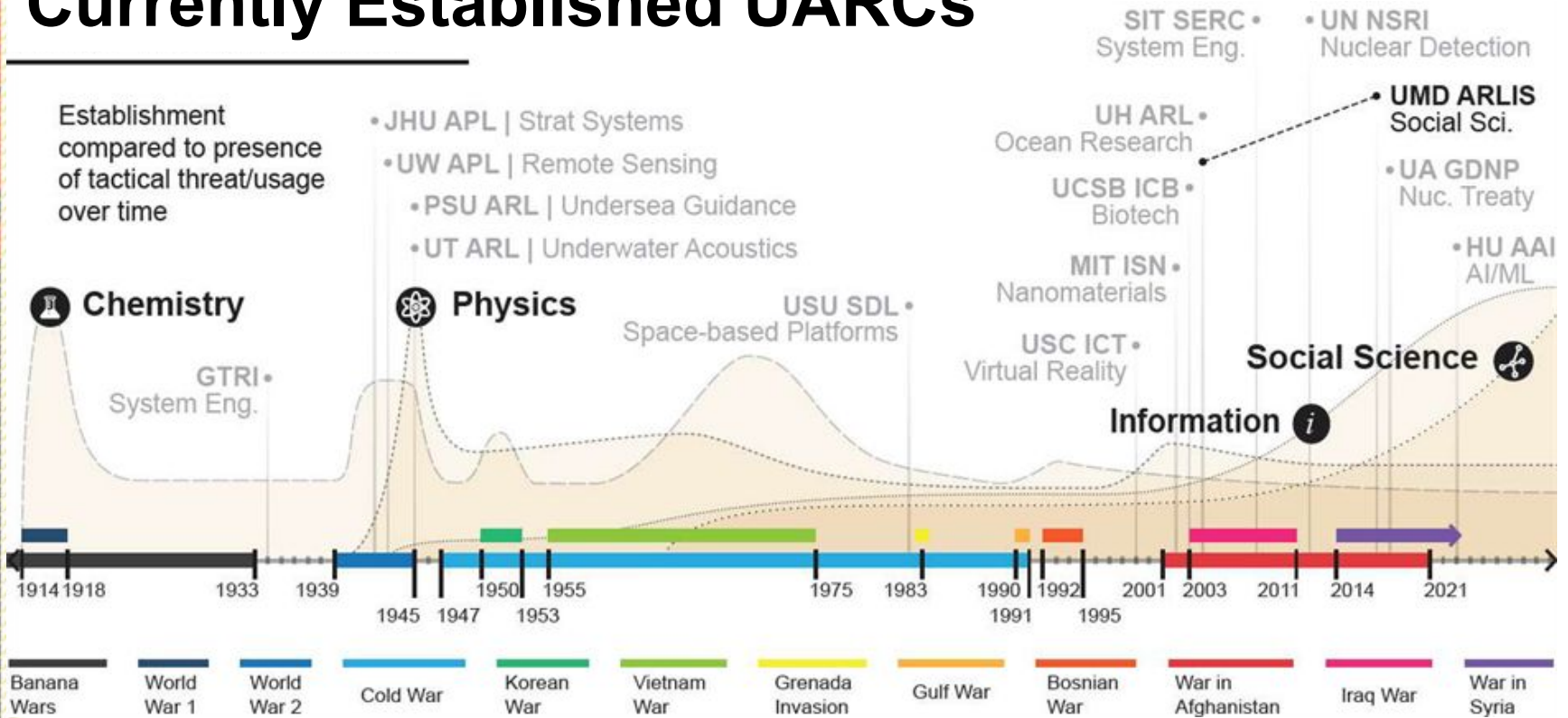
The Spectrum of Work at a UARC

Research	Engineering and Development	Test and Evaluation	Mission Integration
"Help me understand the phenomenon."	"Help me get the capabilities that I need."	"Help me know which capabilities to trust."	"Help me employ new capabilities in more impactful ways."
Studies and Analysis	Systems & Prototypes	V&V and T&E, Trusted Assessments	Operational Support, Tactics, Techniques, and Tradecraft

UARCs live here

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About ARLIS

Relevant Mission Areas

Human & Social Systems
- Influence & Cognitive Security
- Modeling and Mitigating Insider Risk
- Securing Sociotechnical Systems and Supply Chains

AI, Autonomy & Augmentation
- Applied Artificial Intelligence & Autonomy
- Human-Computer Interaction & Performance Augmentation

Advanced Computing & Emerging Tech
- Testbeds, Data Lakes, & Computational Infrastructure
- Emerging Technologies

ARLIS is a DoD University Affiliated Research Center:
- Establishes and maintains essential S&T Core Competencies

- The UARC with competency in Human & Social Systems

- The UARC reporting to Intelligence & Security Enterprise

- Primary ARLIS I&S Mission Areas include:

  Insider Threat, Personnel Vetting, Technology Protection, Social Science Counterintelligence, AI, Autonomy and Human/Machine Teaming, Technology Protection, Acquisition & Supply Chains, Language & Cultural Analytics, Wargaming, Information & Influence

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ARLIS <u>Core Competencies</u> & <u>Mission Areas</u>: Spanning the Human-Machine domain

Mission Area

Cognitive Security/ Information & Influence
— IO/IW, influence, cyber

Insider Threat, Trust & Risk
— counterintelligence, personnel vetting, countering influence, radicalization

Acquisition & Industrial Security
— tech protection, supply chain assurance, 5G

Autonomy, Augmentation and AI
— human-in-the-loop, T&E/IV&V, HCI, collective intelligence

Core Competency

Human and Social Systems

Intelligent Human- Machine Systems

Adv Computing & Emerging Tech

Human & Social Systems
Influence & cognitive security
Modeling & mitigating insider risk
Security sociotechnical systems & supply chains

AI, Autonomy & Augmentation
Applied artificial intelligence & autonomy
Human-computer interaction & performance augmentation

Advanced Computing & Emerging Technology
Testbeds, Data Lakes & computational infrastructure
Emerging technologies

THE HUMAN(-MACHINE) DOMAIN
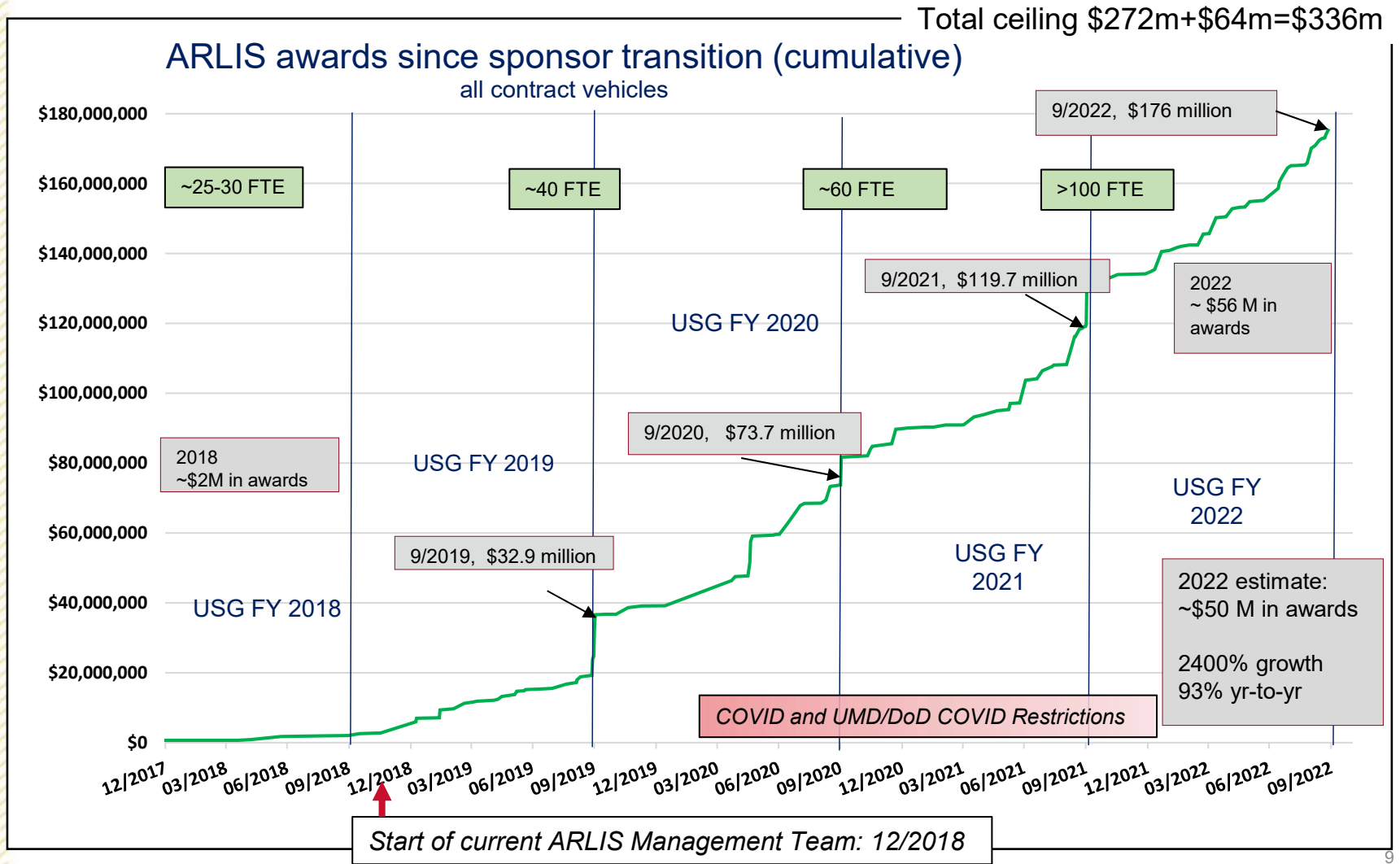
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ARLIS Spring 2023

- \> 120 people; Hiring ~5 S&T FTE/mo; many involved faculty & affiliates
- \> 55 active projects; ~$40-50M/year in awards
- Many units on UMCP campus involved (CS, ECE, BSOS, CivE, MechE)
- Focus on <u>Trusted Service</u>: Test & Evaluation and Verification & Validation
  - Information & influence
  - AI hardware/microelectronics
  - Human-centered AI systems
  - Language & culture
- Strategic program development
  - Quantum sciences
  - Defense Information Advantage Lab
  - Global Competitive Analysis Center
  - Research & Technology Protection

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ARLIS awards since sponsor transition (cumulative)
all contract vehicles

Total ceiling $272m+$64m=$336m

9/2022, $176 million

~25-30 FTE   ~40 FTE   ~60 FTE   >100 FTE

9/2021, $119.7 million

2022
~ $56 M in awards

USG FY 2020

2018
~$2M in awards

USG FY 2019

9/2020, $73.7 million

USG FY 2022

9/2019, $32.9 million

USG FY 2018

USG FY 2021

2022 estimate:
~$50 M in awards

2400% growth
93% yr-to-yr

COVID and UMD/DoD COVID Restrictions

Start of current ARLIS Management Team: 12/2018

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INSURE: Strengthening the Intelligence and Security University Research Enterprise
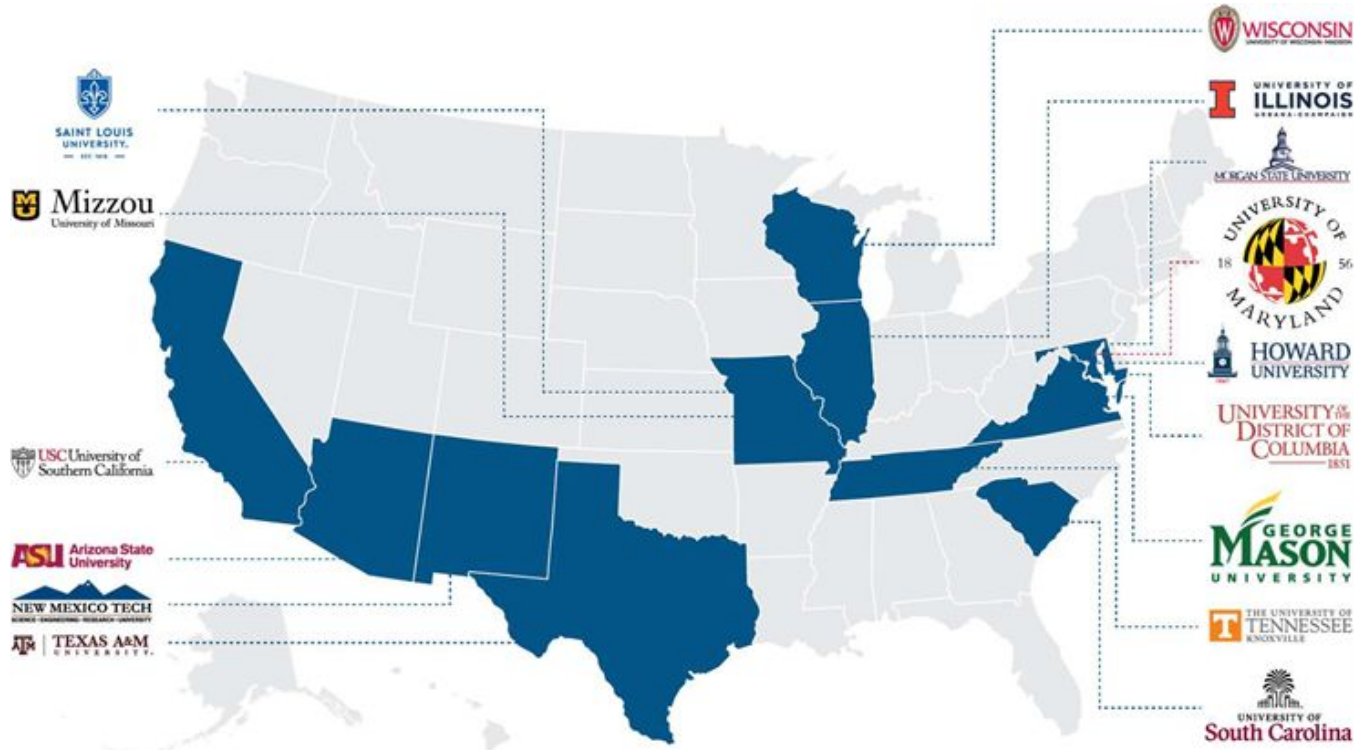
Highlights

HBCU Program Office Pilots: Support for DDRE 5G, Project Maven, and others at Morgan State U.

Economic Statecraft Program at TAMU.

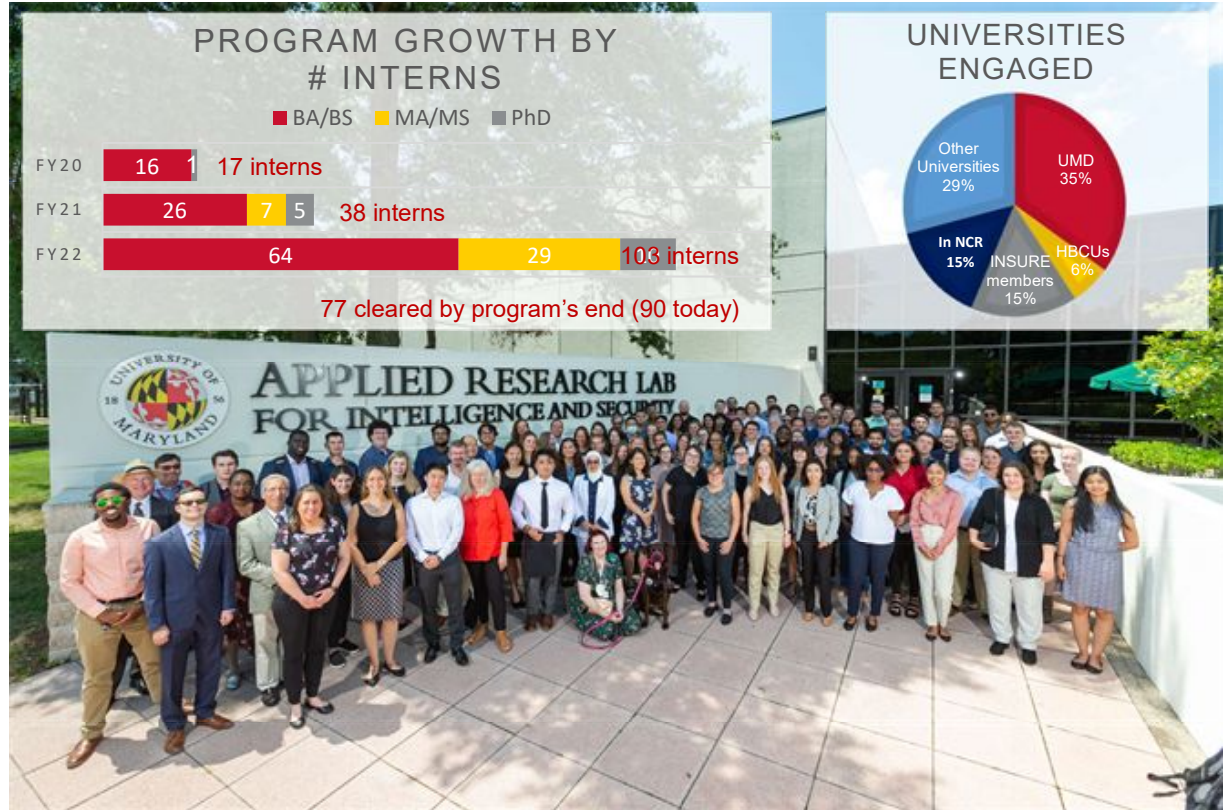**Global competition simulator** w/ U of SC

AI for DNI @ GMU

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN

MORGAN STATE UNIVERSITY

UNIVERSITY OF MARYLAND
1856

HOWARD UNIVERSITY

UNIVERSITY of the DISTRICT OF COLUMBIA 1851

GEORGE MASON UNIVERSITY

THE UNIVERSITY OF TENNESSEE KNOXVILLE

UNIVERSITY OF South Carolina

SAINT LOUIS UNIVERSITY

Mizzou University of Missouri

USC University of Southern California

ASU Arizona State University

NEW MEXICO TECH
SCIENCE · ENGINEERING · RESEARCH · UNIVERSITY

TEXAS A&M UNIVERSITY

APPLIED RESEARCH LABORATORY FOR INTELLIGENCE AND SECURITY
UNIVERSITY OF MARYLAND

15 member institutions in 13 states ♦ **4** HBCU/MSIs ♦ **8** w/ secure facilities + cleared researchers
Total of **33,610** faculty ♦ **481,603** students ♦ over **$6.7 B** in federal research expenditures

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RISC: Delivering a Talented and Experienced Intelligence and Security Workforce

Teams worked virtually over 10 weeks on DoD/IC-requested projects and gain exposure to the community and problem space

- 40 projects benefiting 14 DoD/IC agencies
  - Across STEM and social science fields
  - INSURE network as talent source

- Topics from **CFIUS Over the Horizon Forecasting for Critical and Emerging Technologies** to **Modeling Downstream Unintended Consequences of Embedded AI** to **Computational Cultural Understanding**

PROGRAM GROWTH BY # INTERNS

■ BA/BS ■ MA/MS ■ PhD

FY20	16	1	17 interns
FY21	26	7 5	38 interns
FY22	64	29	10 3 interns

77 cleared by program's end (90 today)

UNIVERSITIES ENGAGED

- Other Universities 29%
- UMD 35%
- In NCR 15%
- INSURE members 15%
- HBCUs 6%

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ARLIS Relevance to the Regents & USM

- ARLIS is a resource for the whole USM (and vice-versa)
- ARLIS is a jobs catalyst
  - Jobs at ARLIS, jobs at ARLIS-affiliated institutions and related companies supporting national security needs; creating a classified employee pipeline
  - Economic development that can leverage federal national security R&D $
- ARLIS is a key part of the Land Grant Mission
  - Cultivating students that able to work on national security problems for federal agencies and corporate employers in the State of Maryland
- ARLIS is a gateway to increased applied research
- ARLIS enhances academic impact
  (more students, support for faculty, etc)

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For more information:

William Regli
ARLIS Executive Director
Professor of Computer Science
regli@umd.edu

Report to the USM Board of Regents
Chancellor Jay A. Perman
Coppin State University | April 14, 2023

Thank you, Chair Gooden. What a terrific morning it's been already, with the recognition of our faculty award winners. It was an honor to celebrate their excellence. I join you in welcoming our new regents and thanking those whose service and leadership have meant so much to this board, to the System, and to our students.

I thank Dr. Bill Regli. ARLIS has proved indispensable to our nation's intelligence and security communities, and I'm grateful for College Park's leadership in protecting our country and its people.

And I'm delighted to welcome Dr. Jacob Ashby as our new executive director of the **USM at Hagerstown** (USMH). Dr. Ashby is a trusted leader in Hagerstown and the broader community, and he knows first-hand what a regional center like USMH can do for that community and its students. Dr. Ashby, welcome.

Let's get right into some important achievements across the System.

I begin with our host, **Coppin State University** (CSU). As President Jenkins noted, these are exciting times at CSU. I was honored to help cut the ribbon on the new Eagle Achievement Center supporting students' academic, personal, and professional success. The center benefits from a $2 million grant from Truist—the largest corporate commitment in Coppin's history—which establishes the Truist Hub for Black Economic Mobility.

Just a few weeks after that, BGE announced $1 million in scholarships to support Coppin's STEM students. And, Dr. Jenkins, I know it must have been a great honor for the CSU baseball team to meet with Gov. Moore and members of the General Assembly last month to celebrate their 2022 MEAC Championship. A stunning performance. Congratulations to you and to the entire CSU family.

I mentioned Coppin State's BGE STEM scholarships. Well, **Bowie State University** (BSU) shared in BGE's largesse. BSU also won a grant of $1.5 million from the U.S. Department of Education to support its marquee Black Male Educators Project, whose goal is to put more Black men in the

classroom—for context, Black men make up only 4 percent of Maryland teachers—and to support them to teaching success. Earlier this month, Bowie State was featured in the *New York Times* for creating its own tech intern pipeline, connecting students directly with companies and bypassing an often draconian Silicon Valley vetting process. And with depression and anxiety spiking among our children, BSU has just won $5 million from USDE to train school-based mental health providers and prepare grad students in culturally responsive practices.

And, finally, the white-hot spotlight on Bowie's arts programs hasn't dimmed: This month, music legend Dionne Warwick visited campus for the official naming of the Dionne Warwick Theater—the *only* performing arts space bearing her name. Congratulations, Dr. Breaux.

Researchers from the **University of Maryland Center for Environmental Science** (UMCES) have won a three-year, $2 million grant from the U.S. Department of Energy to explore how microalgae can reduce carbon dioxide emissions from power plants. UMCES is also joining the University of Arizona in a $5 million USDA grant, examining effective farming practices in a rapidly drying climate. UMCES will model growing conditions decades out to support a move to native and adaptive crops that cut water use, curb emissions, and weather climate uncertainty.

And UMCES is partnering with Frostburg State University to offer a joint master's in Environmental Management in Sustainability. The program brings together the environmental expertise of UMCES and the large, diverse student body of FSU to populate academia, government, and business with leaders who can address our most urgent sustainability challenges. Thank you, Dr. Goodwin.

At the **University of Maryland, Baltimore County** (UMBC), I must congratulate two newly minted Goldwater Scholars: Arjun Kanjarpane in biochemistry and molecular biology, and Anya Viswanathan in biological sciences. The scholarships are the nation's most prestigious for undergrads in the STEM disciplines.

But they're not the *only* Retrievers celebrating awards: Several UMBC faculty have won highly sought NSF CAREER awards. Mercedes Burns will travel to Japan with a group of students to study arachnid evolution, focusing on the spider we all grew up calling "daddy long legs." Deepak Koirala and his research team will examine RNA structures within the genetic material of certain viruses to learn how those structures enable the viruses to replicate. Deepa Madan's research unlocks the secrets of materials that turn heat into electricity. And Tyler Josephson is developing a new approach to writing code in computational chemistry. Congratulations on this abundance of excellence, Ms. Dettloff.

Supported with funding from the HBCU settlement, the **University of Maryland Eastern Shore** (UMES) is introducing new academic programs, including interdisciplinary programs in art therapy and music production—both of them firsts for the System as a whole. The U.S.

Department of Commerce announced $3 million going to UMES to expand broadband access and enhance cybersecurity on campus and in the Princess Anne community.

And in a couple of weeks, several of us will join President Anderson to officially open the Pharmacy and Health Sciences Complex at UMES. The 130,000-square-foot building consolidates the university's nine health programs—the most at *any* U.S. HBCU—and represents UMES's commitment to taking exceptional care of its Eastern Shore neighbors. President Anderson, I'm looking forward to it.

The **University of Maryland, Baltimore** (UMB) has just announced a huge sustainability milestone: With three renewable energy purchase agreements and the use of Renewable Energy Certificates, UMB has reached—for the first time ever—100 percent renewable electricity.

Also at UMB, the School of Nursing and the Enoch Pratt Free Library have partnered in a program placing nursing students in city library branches. The students get relevant clinical experience, and Baltimore residents get no-cost health services. It's the first program of its kind in the state, modeled on a popular UMB program that places social workers in libraries. These services fill growing gaps in community care, allowing UMB students and faculty to meet neighbors where they are, in a place they trust.

And Dr. Nadine Finigan-Carr in UMB's School of Social Work was just named executive director of the UMB Center for Violence Prevention, a partnership with the R Adams Cowley Shock Trauma Center to marshal expertise and resources in curbing violence in Baltimore City.

The **University of Maryland, College Park** (UMD) is *also* addressing the existential threat of gun violence. It's part of a consortium of DC metro universities that released a comprehensive set of evidence-based recommendations to end this national crisis. Dr. Jarrell, Dr. Pines, I thank you for taking up this fight; there's none more important.

College Park's Grand Challenges Grants represent its largest-ever investment in projects addressing humanity's gravest problems. Across the university, $30 million is going to 50 projects—in global health, clean water, social justice, democratic strength, ethical technology, climate change, and more. And speaking to the grand challenge of climate change, UMD will support Maryland's new environmental law, Climate Solutions Now. Its Center for Global Sustainability will team with Maryland's Department of the Environment to model cross-sector emissions cuts and catalyze policies that move us to net-zero.

Earlier, I mentioned UMBC's Goldwater Scholars. Well, College Park boasts three more: Neel Panchwagh and Corinne Martin in bioengineering, and Deven Bowman in physics and math. College Park leads the nation with 49 Goldwater scholarships awarded over the past 15 years. This is the excellence UMD is opening up to *all* students: It's just joined 15 leading universities

committed to serving students from small and rural communities, building accessible pathways into higher ed.

Frostburg State University (FSU) knows something about serving rural students. FSU has won $3.5 million from the U.S. Department of Education for the REACH project, partnering with five area school districts to grow the number of highly effective, culturally responsive special educators in rural Appalachia. In addition, FSU and Allegany County Public Schools have inked a new dual-enrollment program—the Bobcat Academy—giving local high school students no-cost access to introductory courses in four popular majors. President Nowaczyk, as Frostburg celebrates its 125th anniversary this year, we're all so proud of the way you serve your students and shape your community. Thank you.

Gov. Moore heaped praise on **Salisbury University** (SU) students this spring at the Posters on the Bay undergraduate research showcase in Annapolis, which returned this year after a three-year pandemic hiatus. Students presented their projects on a variety of topics in medicine and health, social justice and economic inclusion, and climate and the environment. It's an important reminder to state lawmakers that undergraduate research *matters*.

I want to commend the Seidel School of Education at Salisbury: Of the 46 tri-county semifinalists for Maryland's Teacher of the Year—representing Wicomico, Worcester, and Somerset counties—more than three-quarters are Seidel School alumni. To me, that proves two things: 1) Seidel alums are committed to serving schoolchildren on the Lower Shore; and 2) those alumni are some of the best teachers around.

The last time we were together, I commended SU for its title as the nation's No. 1 producer of Fulbright Students among master's universities. Well, Salisbury's Fulbright success is poised to continue, as this year, SU has 12 semifinalists. More than half of the university's student applicants reached the semifinalist stage. Congratulations, Dr. Lepre.

Towson University (TU) is also well represented among Fulbright candidates, with six students selected as semifinalists—the most in its history. Additionally, in the *Poets & Quants* list of Best Undergraduate Business Schools, TU's College of Business & Economics was ranked 26th among public business schools and named one of just 11 schools to watch in 2023. And watch we will.

A few weeks ago, Towson announced its membership in the American Talent Initiative, an alliance of more than 130 four-year colleges with a shared goal of enrolling, supporting, and graduating an *additional* 50,000 lower-income students by 2025. It's undeniably essential work, and I thank you, Dr. Perreault.

Since we last met, the **University of Maryland Global Campus** (UMGC) has announced three new partnerships. An alliance with the Association for Supply Chain Management—the largest in the industry—will serve its members and their families by lowering cost and increasing speed to

a bachelor's degree. UMGC is also teaming up with Armstrong World Industries, a multinational manufacturer of ceiling and wall systems, to open higher ed access to the company's 2,800 employees. And UMGC and Purdue University Global have announced a multi-year partnership with GetSet's new Sponsored Degree Platform to help employers fill key job openings in cybersecurity. Thank you, Dr. Pomietto.

The **University of Baltimore** (UBalt) was once again named a Voter Friendly Campus by two national nonpartisan organizations: the Fair Election Center's Campus Vote Project and NASPA. Joining UBalt in this recognition are Towson University, Frostburg State, and UMBC.

Neha Lall, director of externships at the UBalt School of Law, has been named one of five Bellow Scholars for her research into "Paid Externships as a Tool to Advance Student Equity and Autonomy." And UBalt's Schaefer Center for Public Policy is leading a multifaceted effort to grow the number of students pursuing public service—including internships, a new public service minor, and a non-degree certificate. The goal is to swell state government capacity with a dedicated, diverse corps of servant-leaders. Badly needed. Thank you, President Schmoke.

At our regional centers, the **USM at Southern Maryland** will be hosting a free summer camp for high school students interested in STEM. The Camp for Future Problem Solvers focuses on mechanical design, electronics, and coding—but math and engineering skills are paired with teamwork and innovation, preparing students for creative, collaborative leadership.

And the **Universities at Shady Grove** (USG) is launching a new digital and TV ad campaign, highlighting the strengths of USG's close-knit campus community and its emphasis not only on academic excellence but on career success. Dr. Khademian, Dr. Abel, thank you.

2023 LEGISLATIVE SESSION

As you all know, we marked *sine die* earlier this week, so I'll turn now to the just completed legislative session.

Starting with our operating budget, we have good news. State support to the USM will total $2.1 billion in FY24, an increase of $205 million—nearly 11 percent—over this year's adjusted budget. This support allows us to limit our tuition increase for in-state undergraduates; it funds Year 2 of enhanced investment in our HBCUs; and it supports the operation of new facilities, expanding our academic and research capacity across the state. The budget also covers climbing benefits costs for our employees and fully funds pay increases, helping us attract and retain the faculty and staff who drive our excellence.

Turning to the capital budget, again we see strong support. Gov. Moore's proposed capital budget included $272 million for construction projects across the System. The legislature then allocated additional money, bringing our total to nearly $295 million. Projects funded or

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advanced include $30 million for the new Interdisciplinary Engineering Research Building at College Park, $20 million for the renovation of Smith Hall at Towson University, $12 million for the Agricultural Research Education Center at UMES, and $25 million for facilities renewal Systemwide.

In terms of legislation, as always, there were a significant number of bills that would impact the System and our people. Of course, I'm not going to speak to all of them. But there are two bills that won passage that I want to highlight.

Senate Bill 426 authorizes this board to establish a quasi-endowment fund of up to $150 million, which will generate income to support financial aid for our students. It's managed by the USM Foundation, and our universities can allocate money to it. The fund is designed to ensure that it grows in value each year, and is managed to maintain its purchasing power into the future.

This quasi-endowment is just one way we're serving our lower income students, doing our part to ensure not only that they can access a USM education, but that they can afford to stay in school until they have that diploma in hand.

A second bill that passed this session—Senate Bill 142—is one I mentioned at our last meeting. It authorizes this board to award a grant, supported by private donor funds, to our student regent for the first year of their two-year term. This does *not* impact the tuition waiver already granted for the second year of board service.

All of us get to see up close how much time and effort our student regents commit to this board. Acknowledging that sacrifice by providing some relief is an important incentive for students interested in this demanding role. And I'd be remiss if I didn't again honor the leadership and generosity of our colleague and friend of so many years, former Senior Vice Chancellor Jo Boughman, who inspired this effort.

I'm grateful to all of Maryland's elected leaders for their commitment to the System and to the work we do. I'm grateful for their faith in our students and their boldest ambitions. I'm grateful, as well, to our USM government relations team, to their colleagues across the System, and to *everyone* who undertook the hard work of steering us through such a productive session. For all who can manage it, I wish you rest.

Madame Chair, this concludes my report.

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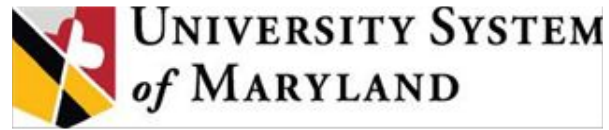
COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
April 14, 2023

CUSP met twice since the last Board meeting – March 6th and April 10th.

The March 6th meeting was held in person and had a packed agenda. Troy Stovall from TEDCO presented on how the USM can get involved with the organization. Vice Chancellor Hogan gave a legislative update including an update on the Governor's budget.

Associate Vice Chancellor Skolnik spoke with the group about developing a request for proposals to hire a consultant to study the USM pay plan. Chancellor Perman and Senior Vice Chancellor Herbst provided a reminder about facilities renewals and associated reporting. AAG Bainbridge gave an update on the DOE update on third party servicers. The presidents ended the meeting with a discussion on shared governance.

The April 10th meeting was held virtually. Vice Chancellor Hogan again provided a legislative update, this time covering the whole session as the 10th was Sine Die. There was another robust discussion on shared governance. President Nowaczyk led a discussion on the Middle States self-study process.

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USM Student Council Report for the USM Board of Regents

Date: April 14, 2023
Meeting: April 2023 Full Board of Regents Meeting
Organization: University System of Maryland Student Council
Representation: Arsalan Siddiqui, President of the University System of Maryland Student Council

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

Before I begin, I want to take a moment to thank Dr. Anthony Jenkings and the entire Coppin State University Team for hosting us to a lovely dinner last night.

The last time I was at the Board of Regents Meeting in February, we were still accepting applications for the first ever Board of Regents Student Excellence Scholarship. In just a little over two weeks, we received 300 applications from students across the University System, and that is not an insignificant number. The executive team and I, as well as a former student regent, Ada Beams, had a chance to review those applications, and believe me, it was not easy. There were *so* many students doing such amazing things, it really goes to show the dedication and drive that so many of our students have. So once we selected a total of twelve students, three from each category, Dr. Zakiya Lee presented those names to the Student Education and Policy Committee, and they had a chance to hear those awardees last month; and today you, Board of Regents, will have a chance to hear the wonderful students that are doing amazing things on our campuses.

On the USMSC level, one of the issues that we have been hearing is students' access to hybrid education. My team and I had a chance to talk to students at University of Maryland Baltimore, University of Maryland College Park, and University of Maryland Baltimore County where students, particularly the graduate student population, voiced concerns about trouble accessing their classes through a virtual method. Many of the professors who are set in their more traditional ways are not always receptive to change, but some of these students were young parents, some were working two part-time jobs, others had some medical conditions that they were dealing with. In those cases, they were asking that they be given permission to access educational materials online for a temporary period, especially since many of the classrooms are equipped with having a virtual platform after COVID.

The USMSC will be meeting this Sunday at 11:00 at Towson University, and we look forward to welcoming the Chancellor there.

Respectfully submitted,

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

Board of Regents Report April 7 2023 (for April 14 meeting)

The Council of University System Faculty has had two general meetings since my last report, on February 24 and March 28. The executive committee also met on March 6, and will be meeting on April 10. We have been continuing to gather information, now more systematically, to address a range of issues of concern, many of which will be resolved in future; we are making strategies and plans to systematically evaluate and target issues that need improvement or attention. We are having great conversations.

Executive Committee

The executive committee has started to work with the new Vice Chancellor Alison Wrynn and Assistant Vice Chancellor Zakiya Lee to set up taskforces that align with some of our priorities, focusing on faculty status & workload, teacher retention and recruitment (in line with the Blueprint for Maryland's Future), and Mental Health. In addition we are following up less formally, in tandem with the library Council and UMD-Pact, to make recommendations with regard to Open Access. We have also been working hard on a redesigned survey strategy to assess shared governance across all twelve campuses. We have designed two surveys to assess the views of 1) a few leaders in shared governance on each campus as well as 2) the broader faculty at each institution. We appreciate the help we have received from both President Aminta Breaux and from Vice Chancellor Wrynn in distributing the broader survey, in particular. While responses are still incoming, I can report as of April 7, seven of twelve campuses have responded to the first survey. More importantly, 10 of 12 campuses have widely distributed the second survey. At this moment we have 734 responses, which will provide impressive comparative data to make recommendations about how to identify and encourage best practices, and where to focus efforts of improvement. Both surveys close on April 18.

General Body Meetings

At our meeting on February 24, we passed a resolution to **support removing current state restrictions on graduate student collective bargaining**. The text is included below. Note that this text was responding to bills proposed to the Maryland legislature in prior years, and not to this year's legislative bill that sought to remove restrictions on both graduate students and on faculty.

Committee progress: Our new "**research committee**" is beginning to address a range of issues that have arisen from many representatives, including those related to research policies and open access.   This committee is reaching out to broaden our membership so that we have input from all campuses to include issues that arising from a range of campuses (we can appoint new committee members, selectively). Other committees have been very busy as well: **Educational Policy** has

organized a terrific town hall to give guidance to faculty across the USM system on how to respond to CHATGPT and related AI writing programs (such as Google's Bard). They are also still focusing on issues of open access, as well as on transfer credits and policy, issues which we will take up at our April meeting if we can fit them in (if not, then in May). Our **Faculty Concerns** committee has been focused on issues related to mental and physical health and has organized a town hall on such issues for early May. **The Legislative Affairs** Committee worked on the resolution with regard to the restrictions on graduate students and collective bargaining, and have now taken up other issues, related both to faculty and to a range of other issues in response to issues raised in this spring's legislative session.. **The Awards** committee is delighted that its recommendations for faculty awards were accepted by the Board of Regents. **The Rules** committee has been working on changes to our bylaws to allow better methods of voting in response to greater reliance on electronic and hybrid meetings. They have polled our members and are suggesting revisions to our constitution. They will also be organizing our elections for our April meeting.

CUSF Resolution in Favor of Graduate Student Collective Bargaining
Passed at CUSF General Meeting on February 24, 2023

"Whereas the Council of University System Faculty (the Council) consists of faculty representatives elected by the faculties of the constituent institutions of the University System of Maryland (USM) to represent USM faculty; and

Whereas it is the Council's responsibility to consider and make recommendations on matters of System wide professional and educational concern to USM faculty; and

Whereas the Council advises the USM Chancellor and reports regularly to the USM Board of Regents on matters of interest to USM faculty; and

Whereas CUSF members and their constituents are committed to supporting graduate students at USM institutions, who represent the next generation of higher education teachers, researchers, and scholars; and

Whereas support for graduate students at USM universities is an excellent investment in the growth of the Maryland economy because USM graduate students contribute substantially to the next generation of Maryland leaders in education, business, health care, and research; and

Whereas pursuing a graduate education is inherently challenging, and unnecessary additional challenges related to financial support and compensation, health care benefits and working conditions create barriers to recruitment to and completion of graduate programs; and

Whereas CUSF members and their constituents have observed that students pursuing graduate studies at USM institutions face significant challenges relating to working conditions, financial support, compensation, and benefits; and

Whereas CUSF members and their constituents believe that these challenges have a deleterious effect on the education and research mission at USM institutions; and

Whereas USM graduate students have consistently expressed a desire to address these challenges by engaging in collective bargaining; and

Whereas bills proposed in the Maryland General Assembly in each of the last five years that would allow graduate students at USM institutions to engage in collective bargaining have earned consistent, overwhelming support from graduate students and USM faculty and staff; and

Whereas graduate students at many top research universities have formed collective bargaining units in recent years; and

Whereas graduate students are transitory employees with no direct, sustained professional ties to state government; and

Whereas graduate students at USM institutions do not have supervisory or managerial control over their institutions or working conditions; and

Whereas individual graduate students at USM institutions with a collective bargaining unit will have the option not to join or financially support a union;

Be it here resolved that the Council supports the amendment of Maryland law to allow graduate students at USM institutions to engage in collective bargaining."

Respectfully submitted,

Professor Holly Brewer

Chair, Council of University System Faculty

COUNCIL OF UNIVERSITY SYSTEM STAFF

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

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

Board of Regents Meeting Report
April 14, 2023

Spring is upon us and CUSS has been busy trying to prepare for the end of the year. Since my February report at the Board of Regents meeting, CUSS met on March 14th where we were welcomed by President Schmoke.

The biggest task of the past six weeks has been engaging in our annual process of collecting feedback from those engaged in shared governance on our campuses, aggregating that information, and sharing it with our USM leaders. This information has historically been used, in part, as a piece of information the Chancellor uses in their annual review of individual USM Presidents. Board of Regents members are welcome to view the aggregate report here or via the attached document to this update. We would be happy to share individual campus reports upon request. Highlights from this year's report include:
- We received 110 responses, about a 60% response rate. The survey is unchanged from prior years. The survey contains open-ended questions and responses, the latter of which are captured in the individual reports for each campus rather than in this summary report.
- A clear and consistent finding is that supervisors continue to be supportive of their staff members who wish to engage in shared governance. 91.8% of the respondents agreed or strongly agreed with the statement: "My immediate supervisor is supportive of my involvement in shared governance when I need to attend a meeting." This continues to be a finding that CUSS is grateful for.

It is worth noting that the Shared Governance Survey is currently only sent to staff who are actively involved in Shared Governance. CUSS is hoping to explore ways of conducting a broader shared governance survey to gain a better understanding of the health of Shared Governance in the USM beyond the perspectives of those involved in it. Thank you to my Vice Chair, Susan Holt, for her help with these reports.

The other priority of recent months has been processing the Board of Regents Staff Awards applications and selecting the winners. Our committee put in many, many hours reviewing the packets in detail and using aggregate scores to identify the winners. We have completed this process and are preparing the information we need so that we may present these outstanding staff members to you for approval. I would like to thank Deniz Erman of Towson University for her leadership in this process. It is truly a significant effort and she has led it flawlessly for a number of years.

Finally, we will begin the process of electing our new CUSS Executive Committee members starting at the April meeting. We will begin this process by highlighting the responsibilities of each position and identifying people who might be a good fit to serve in a leadership capacity within the organization. Voting typically takes place during the May and June meetings.

Thank you and, as always, should you have any questions, please don't hesitate to reach out to me directly.

Kalia R. Patricio, Ph.D.
CUSS Chair

State of Shared Governance Report

University System of Maryland (USM)

Survey of Staff Senate Members

2022

Attention:

Dr. Jay Perman

Chancellor

By:

Kalia R. Patricio, Ph.D., Chair

Susan Holt, Vice-Chair

Council of University System Staff (CUSS)

April 10, 2023

State of Shared Governance Report (USM)
Survey of Staff Senate Members
2022

Executive Summary

For the 2022 cycle, the Council of University System Staff (CUSS) conducted the State of Shared Governance Survey with staff senate members at all twelve of the USM institutions. The survey was provided to all university Staff Senate Chairs and they were instructed to disseminate the survey to all staff members involved in shared governance at their institutions. The structure of staff senates varies across each institution; for example, UMBC has separate staff senates, one for Exempt Staff and the other for Non-Exempt Staff, while UMUC has one senate which represents staff from three worldwide divisions (Stateside, Asia, and Europe).

CUSS conducts this survey on an annual basis, with this report serving as the sixth iteration from the inaugural year in 2017-2018. The results will serve the USM, and each institution, in terms of monitoring and understanding the status of shared governance across the system. However, it cannot be emphasized enough that this survey is querying only those staff who are directly involved in shared governance at their institutions. CUSS is hoping in future years to explore conducting this survey on a broader scale to give a more meaningful impression to USM leaders about the state of shared governance on our campuses.

Overall we received 110 responses, an 11% decline over 2021. Of note, this year we queried Senate Chairs to ask how many staff served on their Senates so we could understand the response rate for each institution. We show an overall response rate of 60%.

	Responses by Institution	Respresentatives by Institution	Response Rate
Bowie State University	11	20	55%
Coppin State University	6	12	50%
Frostburg State University	9	9	100%
Salisbury University	11	13	85%
Towson University	16	20	80%
University of Baltimore	7	11	64%
University of Maryland, Baltimore County	14	23	61%
University of Maryland, Center for Env. Science	1	14	7%
University of Maryland, Global Campus	3	11	27%
University of Maryland, Baltimore	23	28	82%
University of Maryland, College Park	8	22	36%
University of Maryland, Eastern Shore	1	1	100%
Total Response Rate = 60%			

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The survey is unchanged from prior years. The survey contains open-ended questions and responses, the latter of which are captured in the individual reports for each campus rather than in this summary report.

The highest-rated questions (those with the highest occurrence of "Strongly Agree" and "Agree" responses) include:

- Question 13 "My immediate supervisor is supportive of my involvement in shared governance when I need to attend a meeting" (91.8%)
- Question 19 "The Staff Senate and/or other institution-wide governance bodies meet on a regular basis" (96.3%)

These responses are encouraging and have increased over the prior year. It would seem that those already engaged in shared governance feel supported to engage. It is worth noting again that only those staff already engaged in shared governance are respondents in this survey.

There were also a number of questions that showed a substantial number of "Neither Agree Nor Disagree" responses. This mid-rated questions include:

- Question 4 "Feedback [from administration] is presented in a timely manner, be it positive or negative" (27.5% - down 7.5% from 2021)
- Question 7 "Other than on rare occasions, the president seldom overturns staff decisions and recommendations" (45% - up 4.7% from 2021)
- Question 8 "The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest, but not primary responsibility" (27.5% - down 4.2% from 2021)
- Question 9 "The president is transparent in communicating decisions, changes and recommendations." (26.6% - up 7.2% from 2021)
- Question 14 "The administration utilizes staff involvement in the area of planning and strategic planning." (23.9% - down .5% from 2021)
- Question 15 "The administration recognizes staff involvement in budgeting and fiscal resources planning" (34.9% - down 3% from 2021)
- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (32.1% - down 4.3% from 2021)
- Question 21 "The administration provides adequate institutional support for shared governance to function (budget, liaisons, etc)." (21.1% - down 4.7% from 2021)

This category can be difficult to define, but still important to examine. These could potentially be seen as areas where improvement or clarification might move them in a different direction from this "middle" category response.

Lastly, there were several questions that showed a substantial number of "Strongly Disagree" or "Disagree" responses. We have historically only included those in this list that had a response rate above 15% for the two combined ratings. In years past, the number of disagree/strongly disagree responses that were over 15% was three. This year, that number was one.

- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (16.6% - down from 19.9% in 2021)

The number of respondents who disagreed or strongly disagreed with the survey questions has declined over the past year. This is perhaps indicative that those involved in shared governance are feeling more engaged and involved than in years past. We would like to still encourage an individual review of the campus reports to get a better understanding of the distribution of these overall numbers.

Following is the supporting data, an aggregate list of the open-ended responses to the survey (new this year), the procedural outline, and the list of survey questions.

Shared Governance Survey: Overall Data

Participant Information:

Institution	Responses	Approximate Rate of Participation
Bowie State University	11	10%
Coppin State University	6	5.5%
Frostburg State University	9	8.2%
Salisbury University	11	10%
Towson University	16	14.5%
University of Baltimore	7	6.4%
University of Maryland Baltimore	23	20.9%
University of Maryland Baltimore County	14	12.7%
UM Center for Environmental Science	1	0.9%
University of Maryland College Park	8	7.3%
University of Maryland Eastern Shore	1	0.9%
University of Maryland Global Campus	3	2.7%
Total	**110**	**100%**

How long have you been involved in Staff Shared Governance?
110 responses

- Less than 1 full year.
- 1-2 years
- 3-4 years
- More than 5 years

How long have you been with your institution?
110 responses

- Less than 1 full year
- 1-2 years
- 3-4 years
- More than 5 years

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Survey Questions:

Climate of Governance

1. Shared governance on our campus is alive and healthy.

Disagree
4.6%

Neither Agree Nor Di...
16.5%

Agree
52.3%

Strongly Agree
26.6%

Institutional Communications

2. There is excellent communication and consultation between the administration and the staff and senate leaderships.

Disagree
4.9%

Neither Agree Nor Dis...
16.5%

Agree
57.3%

Strongly Agree
20.4%

3. Staff can openly communicate governance issues with cabinet/upper management.

Disagree
5.5%

Strongly Agree
17.4%

Neither Agree Nor Dis...
22.9%

Agree
53.2%

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4. Feedback is presented in a timely manner, be it positive or negative.

Disagree
3.7%

Neither Agree Nor Dis...
27.5%

Agree
54.1%

Strongly Agree
13.8%

Senate's Role at Your Institution

5. The staff senate plays an important role in providing academic and administrative functions at the university.

Not Applicable
1.8%
Disagree
11.0%

Neither Agree Nor Dis...
22.9%

Strongly Agree
28.4%

Agree
35.8%

6. Your role with staff senate is valued.

Disagree
1.8%
Neither Agree Nor Di...
18.3%

Strongly Agree
30.3%

Agree
48.6%

The President's Role

7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations.

Strongly disagree
2.8%

Disagree
3.7%

Not Applicable
8.3%

Strongly agree
19.3%

Neither Agree Nor Dis...
45.0%

Agree
21.1%

8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.

Strongly Disagree
1.8%

Disagree
11.0%

Not Applicable
5.5%

Agree
35.8%

Neither Agree Nor Disagree
27.5%

Strongly Agree
18.3%

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9. The president is transparent in communicating decisions, changes and recommendations.

Strongly Disagree
1.8%

Disagree
6.4%

Neither Agree Nor Dis...
26.6%

Agree
46.8%

Strongly Agree
18.3%

10. The president supports and advocates the principles of shared governance within colleges, divisions, and departments.

Disagree
2.8%

Neither Agree Nor Disagree
18.3%

Strongly Agree
24.8%

Agree
53.2%

45

11. There is open communication with staff senate.

Disagree
1.8%
Neither Agree Nor Di...
16.5%

Strongly Agree
27.5%

Agree
53.2%

❖   **- Strongly Disagree (0.8%)**

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The Staff's Role

12. The administration is supportive of staff involvement in shared governance.

Neither Agree Nor Dis...
11.0%

Strongly Agree
24.8%

Agree
64.2%

13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during

Disagree
1.8%

Neither Agree Nor Disagree
5.5%

Not Applicable
0.9%

Agree
30.3%

Strongly Agree
61.5%

❖   **- Strongly Disagree (0.8%)**

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Joint Decision Making

14. The administration utilizes staff involvement in the area of planning and strategic planning.

Strongly Disagree
3.7%

Disagree
6.4%

Not Applicable
0.9%

Neither Agree Nor Dis…
23.9%

Agree
48.6%

Strongly Agree
16.5%

15. The administration recognizes staff involvement in budgeting and fiscal resource planning.

Strongly Disagree
2.8%

Disagree
11.9%

Neither Agree Nor Dis…
34.9%

Agree
41.3%

Strongly Agree
6.4%

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16. The administration recognizes staff involvement in academic affairs and program development.

Strongly Disagree
2.8%

Disagree
13.8%

Not Applicable
3.7%

Neither Agree Nor Dis…
32.1%

Agree
40.4%

Strongly Agree
7.3%

17. The administration supports staff involvement in staff selection and hiring.

Disagree
6.4%

Neither Agree Nor Dis…
18.3%

Strongly Agree
12.8%

Agree
62.4%

18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).

Disagree
1.8%

Neither Agree Nor Disagree
19.3%

Strongly Agree
20.2%

Agree
56.0%

Structural Arrangements for Shared Governance

19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.

Neither Agree Nor Dis…
1.8%

Agree
33.9%

Strongly Agree
62.4%

20. Staff determine how their own representatives are selected.

Disagree
1.8%
Neither Agree Nor Di…
9.2%

Agree
32.1%

Strongly Agree
56.0%

❖ - **Strongly Disagree (0.8%)**

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21. The administration provides adequate institutional support for shared governance to function (budget, liaison, etc).

Strongly Disagree
2.8%
Disagree
9.2%

Strongly Agree
21.1%

Neither Agree Nor Dis…
21.1%

Agree
45.0%

Open-Ended Survey Responses*
Aggregate

On Shared Governance Health:
- In decisions that are made on campus I don't see a lot of staff engagement or inclusion. The focus has been more on students and faculty input when major decisions are made without staff involvement.
- Participation is low, we are trying to encourage staff to join Open Forum meetings for information sharing.
- Our President is a strong advocate for shared governance.
- Students and Faculty have MUCH stronger voices in shared governance but we do exist...
- Looking forward to working with a new president that seems to be more staff-focused than the previous president.
- Our formal separate Senate is only a few years old and we are still working to be heard and included. Great strides have been made, but improvement is possible.
- This campus leadership may listen, but their main direction is DEI first and foremost. Hopefully the new President will be more engaging with the staff.
- Our staff senators take their positions seriously and the University leadership listens to us.
- I have concerns that decisions are essentially made by a select few and shared governance exists only to rubber stamp those decisions.
- While I wasn't fully aware of what shared governance did until this year, I am impressed with their engagement now that I'm involved.
- It will be interesting to see how shared governance evolves at UMBC under its new leadership
- There's potential for more collaboration across groups, as well as intentional engagement to broaden membership
- Between residual effects of the pandemic, staff leaving the university and ASAC participant changes we are currently in a rebuilding phase. There is currently a lot of good energy and ideas, hopful for positive impact on the institution.
- We are currently re-building the structure of shared governance on our campus
- We are visible on campus. We attend several university events, wearing our signature red polo shirts and letting everyone know who we are and what we do.
- I think there should be at least one meeting a year with all three senates. We do not have that now.
- UMB is working hard to improve share governance among the faculty senate, staff senate, and the USGA
- I'm not entirely clear on what has resulted from this.
- More regular feedback from senate members on issues of importance.
- Campus sees shared governance as an obsticle not a partner.
- There is often a challenge of finding the correct path/workflow for blended policies and impact as it relates to USM policies and procedures versus UMD institutional policies, and how to propose change i.e. where to start to propose a change to policy.

- I think it would be safe to say more engagement is needed. It would be nice to see more of an organizational promotion of SENATE activities, proposals, bills, meetings etc. Even workshops on how to submit a proposal, Q&As with current or past senators.

On Communication:
- The way we communicate on our campus needs to be improved internally and externally. I wish we had more townhalls with the different divisions on campus to learn about what they are doing or what changes are coming. Communication on the campus needs to be improved.
- Feedback may or may not be presented timely.
- The timeliness of responses can vary vastly depending on the area/dept. it is coming from.
- There is room for improvement in all areas. I think we sometimes have to be very careful with how we approach some senior level administrators.
- Staff can openly communicate, but whether they do or not is often a personal preference and may not be quantifiable.
- There remains a distrust of the leadership in the Office of Human Resources. They are known to prioritizing protecting the institution rather than being helpful, consistent and transparent support for staff.
- Room for improvement, esp communication to the entire Senate
- It's not always clear this communication is happening.
- I think PSS gives us a good avenue to access admins, but before this year, as a staff member I was not sure how to communicate needs and concerns with upper management.
- Covid made everyone pivot as it affected everyone. There can be community-building in the chaos. The purpose of the Professional Staff Senate deepened to communicate and meet the needs of staff.
- We have representatives on most senior leadership hiring committees, our executive committee meets with all senior leadership, President, HR, Diversity and Inclusion, Safety every quarter. This year we began meeting with the Deans of each school (ex: School of Medicine Staff Senators meet with SOM Dean Gladwin quarterly to discuss items important to our school in particular)
- UMB Senior Leadership is fantastic!
- There should be more of an initiative on the administration level to get involved in Staff committees
- More visibility and communication is needed so new and current staff are aware that they can share and receive feedback with these shared governances. It seems employees who have longer tenure are aware but some employees are unaware or feel it is somewhat a "secret society" since they are unaware of how to access such groups.
- I think a lot of constituents are frustrated with or unclear on what comes from all of the meetings and town halls.
- The reps to Staff Affairs Committee are great. Connection to higher leadership on campus, however, is not existent for the Staff Affairs Committee. They are perhaps more involved at the full Senate level.

- I do not know. This would seem to be a question more geared toward a chair of a committee or senator. I can say that the chair had secured consultations with HR leadership when considering the CBC policy.

On The Senate's Role:
- I wish that staff members were valued more and that we had more of a voice and play a bigger role in campus improvement and innovation.
- I feel moving forward, representative on staff senate will be held at a higher esteem than the previous few years and will therefore have a bigger impact on the academic and administrative functions of SU. I do not feel my department values my involvement with shared governance.
- I honestly don't know. I understand that not all decisions can be made by committee but sometimes it feels like we are just there to hear the ex officios talk about the positives from TU.
- I think we need to do more to advocate about workloads in light of recent staff turnover.
- In order to deepen the impact on academic and administrative functions, we need to diversify our membership. Currently, only 2 of our senators are from a college; the rest are from departments/center/divisions that support the entire campus.
- We have a very active Community Outreach Committee who work with our Community Outreach center that serves our community that surrounds the campus. We participate with school supply and food drives and Christmas gift shop. We also work with the Campus police in purchasing cold weather kits for our unhoused community. Our University Life organizes events for Faculty, Staff and Students. The largest being our "UMB's Got Talent" in which our university citizens showcase their talents: https://elm.umaryland.edu/announcements/2022/UMBs-Got-Talent.php
- The Staff Senate still needs to market itself better to the campus. So many people still say they are unaware of all the Staff Senate is doing for them, which is a lot.
- The Staff Senate does not address academic issues.
- The role of a staff senate should be better communicated with staff around the campus
- I think fellow senators value it, but I'm not sure if anyone on campus actually cares.
- Our staff affairs committee had NO new agenda item provided to us by the University Senate, so we were not really able to do any important work.
- The staff affairs committee has been over ruled on recommendations in the past and currently does not have an agenda item to review, so we feel a bit powerless right now.
- "In the last two years we had 1 charge to Review of the Interim University of Maryland Policy on Criminal Background
- Checks and our cyclical responsibility to review BORSA Award Nominations. I was surprised to not have more charges and am curious if their is either a lack of activity at the senate level or the staff affairs committee is just being under utilized or under valued.
- We don't have a separate staff senate. Our Senate is all inclusive.

On The President's Role:
- There are some decisions about staff professional development support by the university where there was no input by the staff, only a final decision not to support professional

development for the staff through Title III funds, therefore leaving only the departmental budgets to support staff professional development, which is not enough funding.

- In reference to #9, a lot of the transparency seems to take place after the decisions are done. We know about them, but weren't necessarily part of the decision making process
- The word Transparency needs to be clearly defined and upheld to the standard of the definition.
- The president is an advocate for shared governance, he is engaged in the process.
- We haven't had an opportunity to make any recommendations to the President yet.
- Since our President is very new, there are some areas where we don't currently have the experience with her to provide informed answers to these questions.
- Again, THIS academic year, I feel staff senate has a higher level of value to the new president. She was been wonderful and all staff are commenting that we feel seen by her. But there is a legacy she has to overcome from the previous president so it's hard to mark "strongly agree" so early in her tenure. The previous president ended our final meeting with a remark that left Staff Senate stunned. Basically he felt Staff Senate was "self-serving" with the recommendations we put forward. In other words, he considered us advocating for staff as self-serving.
- Referring to interim president Perreault. Kim Schatzel was the opposite of transparent and primarily cared about herself and her image. Everyone is glad she's gone.
- TU's Staff Senate recently instituted closed sessions for just senators after each monthly meeting -- in part because of the lack of trust and confidence in OHR leadership.
- The vice presidents really do make the effort to communicate ongoing things. It feels like we are being informed on what is going on but not necessarily to make or influence decisions rather to react to them.
- I lack sufficient experience to comment.
- The President and division leaders routinely communicate with staff senate. The issues lie within the consultation role. Often, major decisions have been made without getting shared governance feedback. Decisions relative to budget, building planning, facilities, leases and contracts, are often shared with governance after decisions have been made.
- Dr. Valerie Sheares Ashby is new to UMBC. She has worked hard to listen and learn. Just two months in (give or take), she attended our PSS General Body Meeting. Therefore, most of my answers to this section are Neither Agree Nor Disagree.
- Dr. Jarrell attends most of our monthly meetings, if he can't attend, he'll send someone in his place. I disagree on #7 because it is our role is to advise, not dictate. He will give thoughtful considerations, but at the end of the day, it's his decision.
- Our staff senate meets monthly with senior leadership. The communication is great.
- Besides the "State of the Campus," I am not sure the President is in regular communication with Senate members.
- We do not hear from the UMD President. We have never received feedback or information from the President about our questions or decisions.
- Again this seems like a better question for senators or chairs of committees. What happens with recommendations, if the president/university never rejects but also never follows through on recommendations isn't the office essentially rejecting? There was a lot of confusion of the staff affairs committee role in reviewing the Criminal Background check policy between 2021-2022.

On The Staff's Role:
- There need to be more communication sent down to the VP's to distribute to his/her Department head about representation on these various committee. There should be a positive affect of why people should join or be a part, versus Supervisor going more negative and try to find excuses of why a person should not be a part. Individuals in Leadership should not discourage members to participate but encourage individuals to become leaders.
- I have been informed in the past by my supervisor that participation in shared governance is a privilege, not a right.
- I don't feel my department is at all thrilled with me being in Staff Senate but they do not stand in my way. I am able to attend all meetings and events without issue. I previously chaired Staff Senate and they had no issue.
- Not all supervisors support staff who want to get involved with shared governance
- Support of supervisors is largely dependent on department/divisions and individual leaders.
- My supervisor has said on several occasions that she is so pleased I am involved in Staff Senate. Our leadership offer me time to speak at all-staff meetings when topics come up that should be shared with staff.
- I have the best boss :-)
- Yes, but my supervisor always forget that I serve on the committee.

On Joint Decision Making:
- Lack of professional development funding for staff.
- The administration supports staff involvement in staff selection and hiring for some positions, not all positions.
- Room for improvement in all areas. We aren't shut out. They do ask our input. But sometimes it feels like it's just ticking off a box that says "shared with all governance groups" without really listening to our input.
- I am not aware of a staff handbook, only a faculty handbook.
- The transfer of the 2023 Juneteenth Holiday was made without the advise of the Senate. There's also questions if the Staff Picnic is being planned without the advise of the Senate.
- Staff are included in higher-level administrative appointments (VPs+). I am not aware of a staff handbook ...
- I put agree instead of strongly agree because I feel like upper management does seek staff involvement, but my current supervisor does not.
- Most of these answers are "Neither agree nor disagree," to cut our new President Sheares Ashby slack in just starting. She quickly visited all of the Shared Governances this passt fall. UMBC's Plan of Organization was just updated. I understand that Adjunct Faculty VERY recently was approved to now have a voice in UMBC's Shared Governance.
- I don't believe we have much formal say in academic affairs other than sometimes backing up students in rare cases. Some of our other school councils, like School of Nursing Staff Council which is not affiliated with the staff senate, has a staff representative on their School Council. This is one of the things we are also working

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towards in the School of Medicine that the Dean is open to. Presently, there is Faculty and Students on the SOM Council, but no staff.
- I don't know how strongly the Staff Senate is consulting/included on academic issues.
- A staff senate member is always invited to be a search committee for leadership roles at UMB
- I think it is defined, but not well advertised. Many staff are not aware of the opportunity for shared governance.
- Some of the senate documents are very informative.

On the Structural Arrangements for Shared Governance:
- More robust budget resources are needed for program outreach and development..
- I am not sure if we have a budget on our campus for staff senate
- The budget for shared governance should be increased in order to adequately function to motivate staff to be more engaged in the process.
- There is an assigned liaison.
- We are strong in this area.
- An office where we could operate and store items and feel like a legitimate organization would be nice, but we are grateful for all the support we do receive.
- There is no budget for staff senate
- Dedicated budget is limited and was just established in the last year or so
- Again, new president, so cutting her slack. I know we can do better in appropriating budgets for all Shared Governances. We partner a lot with the Non-Exempt Staff Senate who I believe have no budget at all, particularly with Staff Outreach and Development activities. Within PSS, I believe allocated (albeit limited) funds have to be revisited.
- We meet the first Thursday every month except Aug and Jan. Those months we have an in person retreat (all other meetings are virtual, and open to the campus)
- We hold an election for a staff senate members. Senior leadership provides the staff senate with a yearly budget.
- There could be some improvement on how shared governance is communicated to the university as a whole. For instance I know about running for Senate because I serve on the Staff Affairs Committee, my colleagues who only were informed about running via email either didn't know or read the email!
- The budget seems a bit sparse for the University Senate Office.

On the Opportunity to Provide Additional Comments/Feedback:
- Staff should be included in the travel budget within their department. Additional funds should be given so that staff can pursue professional development opportunities same as faculty.
- It can be better in regard to staff recognition and impact of critical issues
- A Staff Senate Chair & Vice Chair Stipend should be considered and paid from USM Resources via the university administration budget process. The position of Staff Senate Chair is tantamount to a second job, if taken seriously.
- Allow the staff to voice their feedback and suggestions when major decisions are made that impact staff professional development ability.

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- I believe their could be better linkages between staff and faculty
- I would like to see more collaboration among the share governance groups.
- I would like to see passive/aggressive behavior and hidden retaliation from Administration addressed.
- That leadership would promote these shared governance and allow individuals to participate without fear of being penalized for being a part.
- Information sharing is essential to the creation of policies and to institutional decision-making, making shared governance a valuable asset.
- I wish more people would participate instead of complaining about concerns.
- Staff members should be more involved in shared governance.
- We have a strong Staff Senate on campus and the president is very supportive.
- This is my first year as a member of staff senate and I am very pleased with the experience. I think shared governance on our campus is highly valued by staff, the administration, and the President.
- Staff senate is active but not well attended or well respected on cmapus
- Not at this time.
- Administration attends and is generally communicative but in the past several years has not been supportive of proposals and feedback from our designated executive regarding the reasoning is non-constructive. Hoping this relationship improves with our new President.
- I appreciate the function of shared governance; however, I wish that Staff Senate as a whole were listened to and taken as seriously as other forms of shared governance on campus.
- We have hopes and there is a lot of promise that we recognize in new leadership. I am hopeful that my dismay over a hard year with the previous president will be behind us as we forge a new relationship with the new president. All staff, not just those serving on Staff Senate, are feeling seen and heard by Dr. Lepre.
- It continues to improve through our commitment to support each other's governing organizations. We hold quarterly meetings of the leadership and we share our meeting agendas, etc. to ensure we remain connected in our efforts to support the institution.
- As a member I have enjoyed the been involved with the staff senate
- Since we are searching for a new president, it will be crucial for the selection committee to consider the USM commitment to shared governance in their process.
- I am glad to be a part of this team
- I think it would be nice if more staff members knew about this from the beginning of their employment. I hope they talk about this during onboarding with HR so that we can have more staff engagement.
- I think the biggest thing shared governance needs is immunity for Senators. USM or individual schools should add a policy that Senators shall be protected while in office and after leaving office from retaliation or prosecution by the USM or individual University for any speech or debate they do as Senators. I believe that if this existed, Senators would be FAR more willing to be critical and advocate for change.
- Shared governance has a long history on campus and has evolved to become a professional and respected body. More coordination and consultation with university leadership would be appreciated to involve representatives, rather than just a "report-out" on progress.

- We struggle with staff turnover & filling all senate vacancies
- Shared governance has always been a core value at UMBC, and I hope to see it continue to thrive under President Sheares-Ashby.
- No. I enjoy participating in this system, but think not enough people(staff/faculty/students) know about it or are able therefore to make use of the communication channels the system provides. I hope the new president can help in this regard.
- I appreciate the opportunity to get more involved and network with other people on campus.
- I see shared governance as one of UMBC's greatest strength
- UMBC is going through a major transition in upper leadership. It remains to be seen how much influence shared governance will have in the future.
- I'm excited for opportunities ahead!
- The particular staff senate president for the past couple of years seems especially guilty of assuming all senators and staff members share similar views on many important issues, which is inaccurate. Debate is often non-existent or rushed. Sometimes it feels like she is using her platform to push her own views on all of us (through invited speakers, etc.). As much as she preaches DEI, her behavior is not inclusive of people with different viewpoints. As a result, it is her own views that she brings to campus leadership, rather than truly representing the senators and staff as a whole.
- We are a new council and haven't been able to dive in a lot yet. We are building.
- Again, in a re-building, re-energizing stage with this relatively new President. I feel he is receptive of ideas and supportive of initiatives, but hasn't fully engaged with the shared governance on the campus yet, but will do more in the future.
- I think our Staff Senate and Senior Leadership deserve a lot of credit in promoting healthy shared service.
- UMB is Awesome!
- UMB has a strong Staff Senate
- I'm new but the few meetings I've attended have been wonderful. Alot of great information, ideas and implementations based on recommendations.
- Thank you
- No. It seems to be very robust and essential to the functioning on our campus.
- It would be helpful to have greater clarity for staff who work across institutions (e.g., working for the University while being physically placed in an office largely overseen by the University Hospital system) on to whom they could report what in order to enact change, as I am not sure if the Staff Senate would be the most appropriate?
- I have grown as a staff senator with understanding the campus. AS well as partnering with others Would love to see more joint events involving Staff AND Faculty senates.
- I'm grateful to be a part of the process. There aren't any issues that exist on our campus that don't exist at other similarly sized institutions.
- I think the University does a tremendous job of understanding the value of shared governance and as a staff member I feel my voice is heard and taken seriously. My only suggestion would be to improve communication regarding shared governance. Maybe someone in the administration could do a short video on why shared governance is important and lay out that steps the university and the system take to ensure shared governance is respected.

- not at this time. thank you
- We had hoped the partnership of shared governance would improve with Loh's departure but I am not certain it has. We have yet to hear from the President or hear from him about decisions or reactions to things we pass or ask about. The communication feels at best a one way street - if our comments or thoughts even get to him. The Provost I think has high hopes for shared governance but not much interaction with staff.
- The shared section is where there may be some ambiguity.
- As part of the staff affairs committee I have gained some knowledge of UMD shared governance. However, just a fraction. Many components of governance are still not clear to me and that is almost 2 full years in.
- Shared governance is working well on our campus.

*All responses provided are as typed into the survey.

Staff Senate Survey
On the State of Shared Governance
At Their Institution

Procedures
The following document serves as an overview of procedures for the Staff Senate Chair Survey of the State of Shared Governance on Campus. The primary user of these procedures is the Staff Senate Chairs.

Purpose
The purpose of the survey is to strengthen shared governance in the USM. The survey will be used to determine the state of shared governance on each of the campuses within the System.
The primary use of the survey is by the Chancellor in his annual performance evaluation of the USM Presidents in April. It provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions.

Who Completes the Survey?
The survey is to be completed by all elected staff senate representatives, including primary and alternate members (if applicable), at each institution within the System.

Time Period
The primary period to be considered for the survey is the previous calendar year (Jan 2022 – Dec 2022).

Timelines
To be used by the Chancellor in his evaluation of the Presidents, the timeline for this process is as follows:
- February 3, 2023: Survey is delivered to staff senate chairs for dissemination.
- March 3, 2023: Deadline for staff senate members to participate in the survey.
- March 31, 2023: The CUSS Chair completes the final report(s).
- April 2023: The CUSS Chair provides full report at the Chancellor's Council Meeting and individual reports for the Presidents.
- April 14, 2023: The CUSS Chair provides an executive summary of survey results at the April Board of Regents meeting.

CUSS Executive Committee Responsibilities
The responsibilities for conducting and completing the survey and reports are divided between the Chair and Vice-Chair of CUSS. The Vice-Chair of CUSS is responsible for collecting the data. The Vice Chair is responsible for working with the institutional Staff Senate Chairs.
The CUSS Chair is responsible for completing the report submitted to the Chancellor.

New Presidents
Often the university has a new president who, at the time of the survey, has not yet served a full year. The staff senate members should complete the survey as best as possible, understanding that there is incomplete information.

Final Product
There are three final products. The first is the full report. It is an internal document shared with the Chancellor. The second document is the summary for each institution's President. This document is also an internal document. The third document is the executive summary. The executive summary is a public document for public consumption housed on the USM website's June BOR Meeting Agenda.

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CUSS Shared Governance Survey Questions

All questions will be answered using a Likert Scale ranging from "Strongly Agree" to "Strongly Disagree," also including "Not Applicable." Additionally, all questions will allo participants an opportunity to provide written feedback. The survey will be conducted utilizing an online survey instrument.

Climate for Governance
1. Shared governance on our campus is alive and healthy.

Institutional Communications
2. There is excellent communication and consultation between the administration and the staff and senate leaderships.
3. Staff can openly communicate governance issues with cabinet/upper management.
4. Feedback is presented in a timely manner, be it positive or negative.
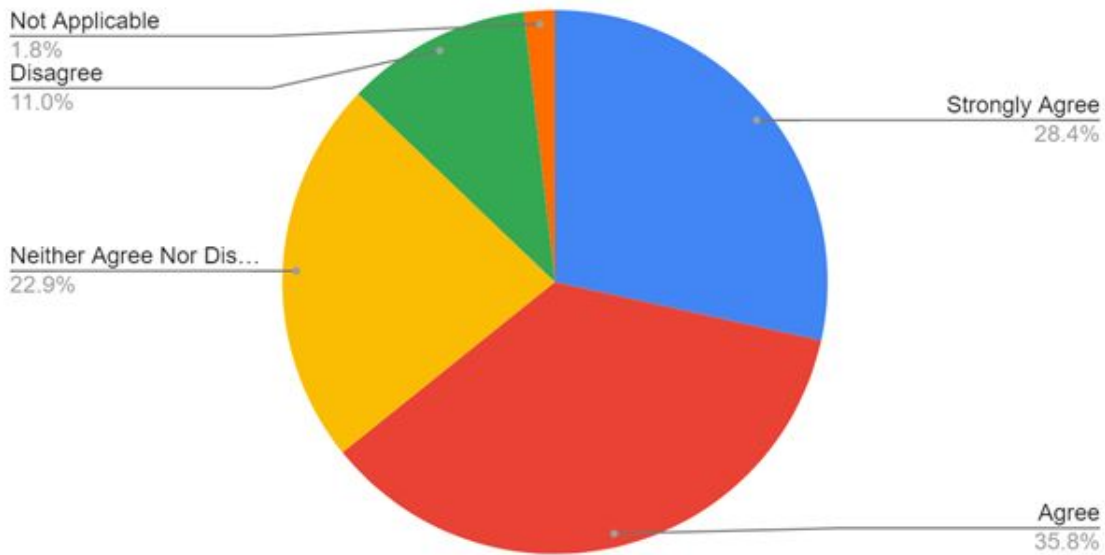
Senate's Role
5. The staff senate plays an important role in providing academic and administrative functions at the university.
6. Your role with staff council is valued.
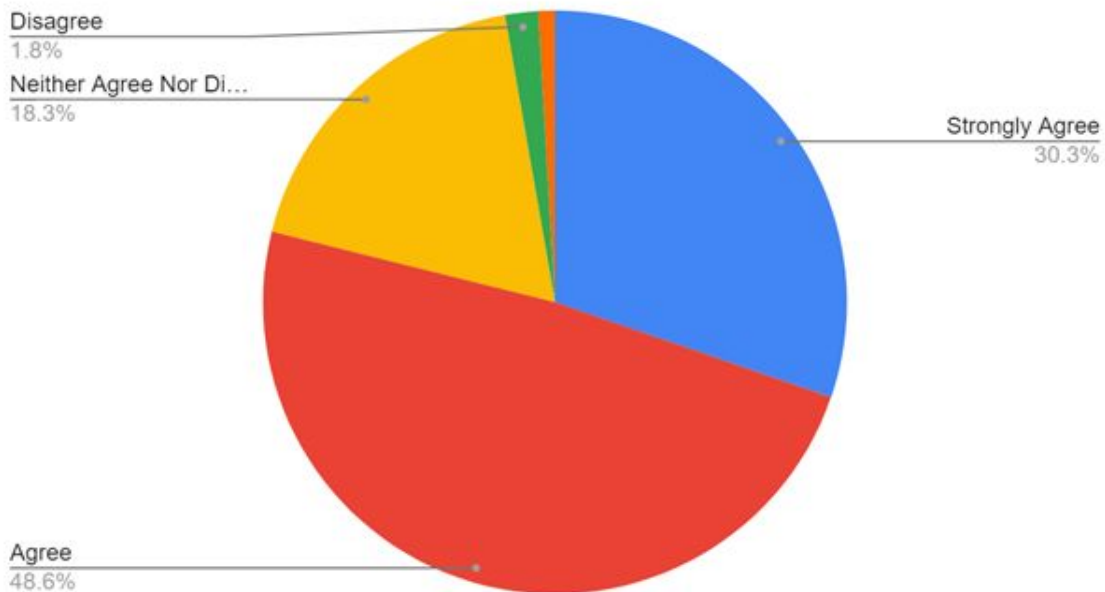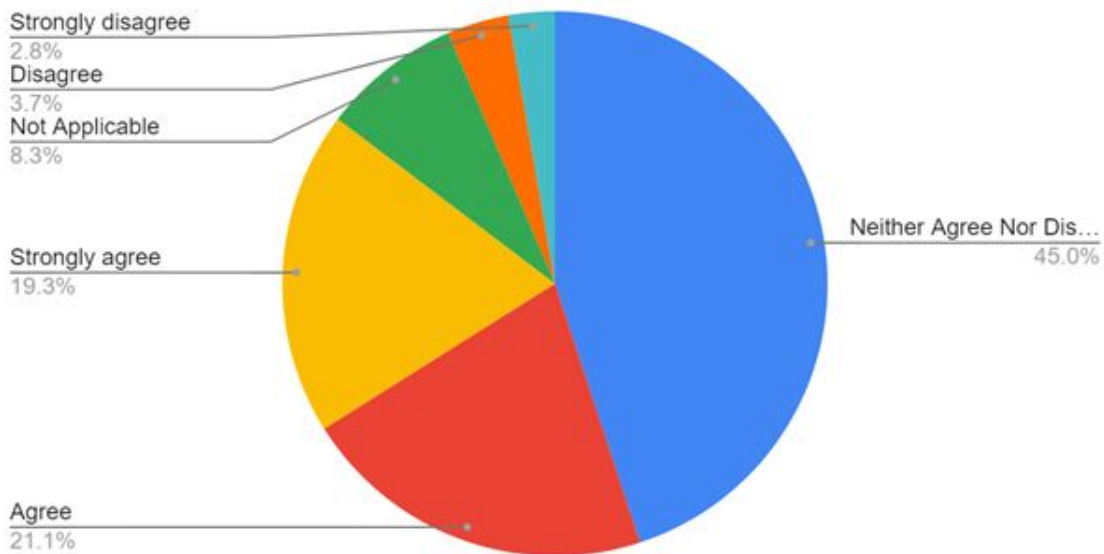
The President's Role
7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations
8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.
9. The president is transparent in communicating decisions, changes and recommendations.
10. The president supports and advocates the principles of shared governance within colleges, divisions, and departments.
11. There is open communication with staff senate.
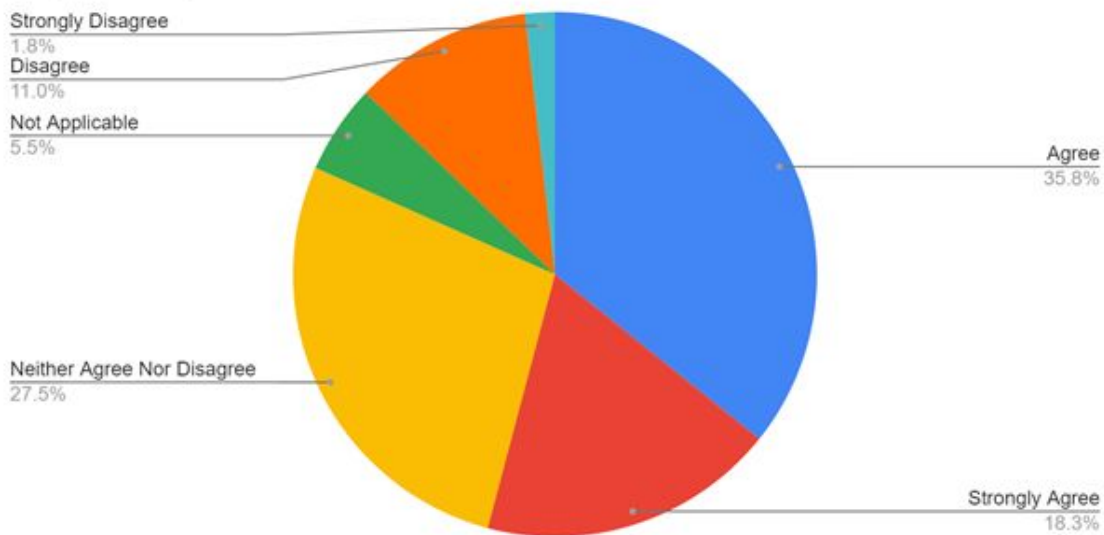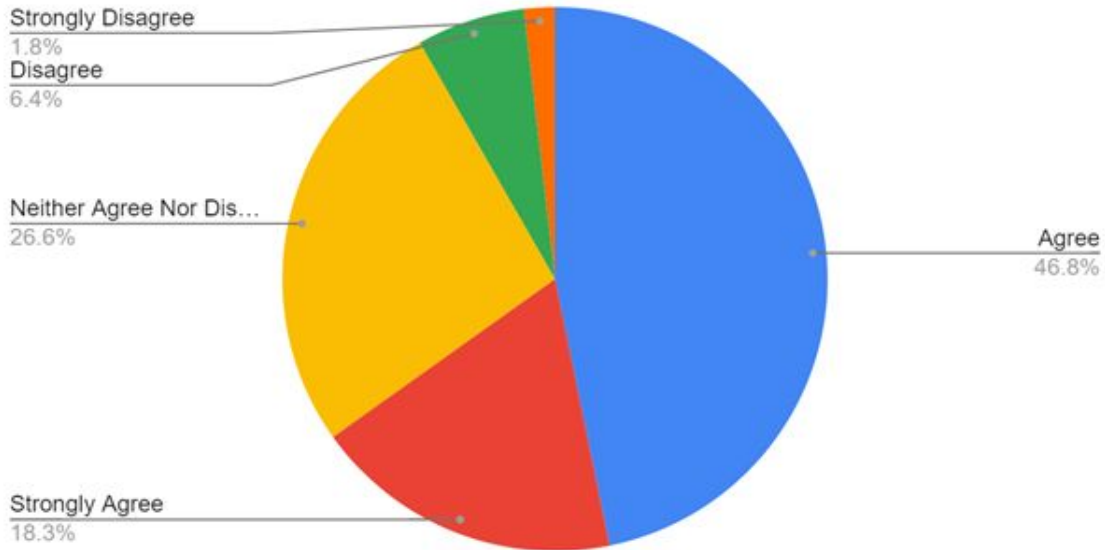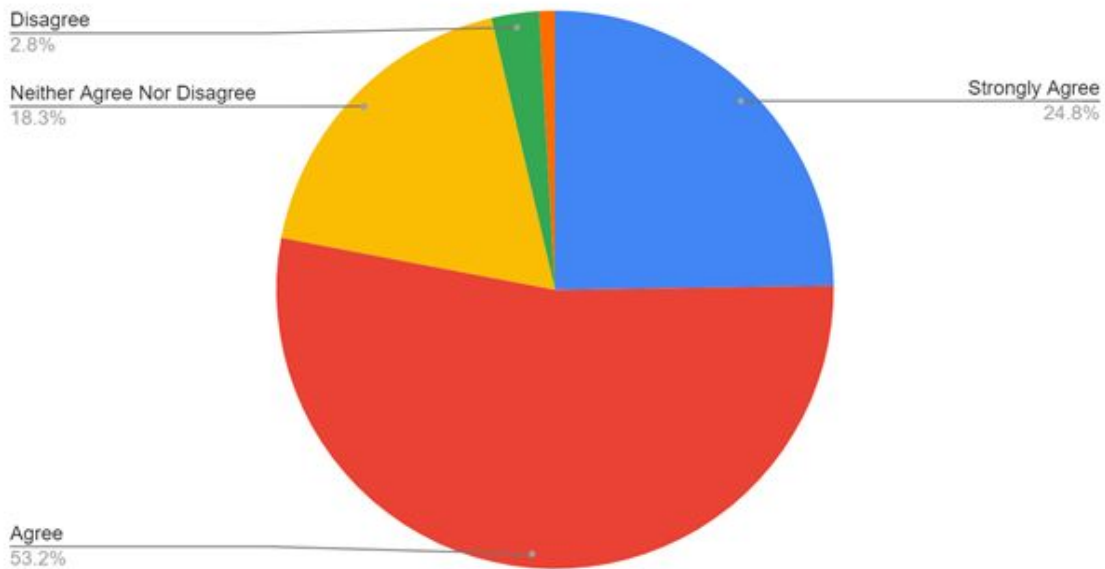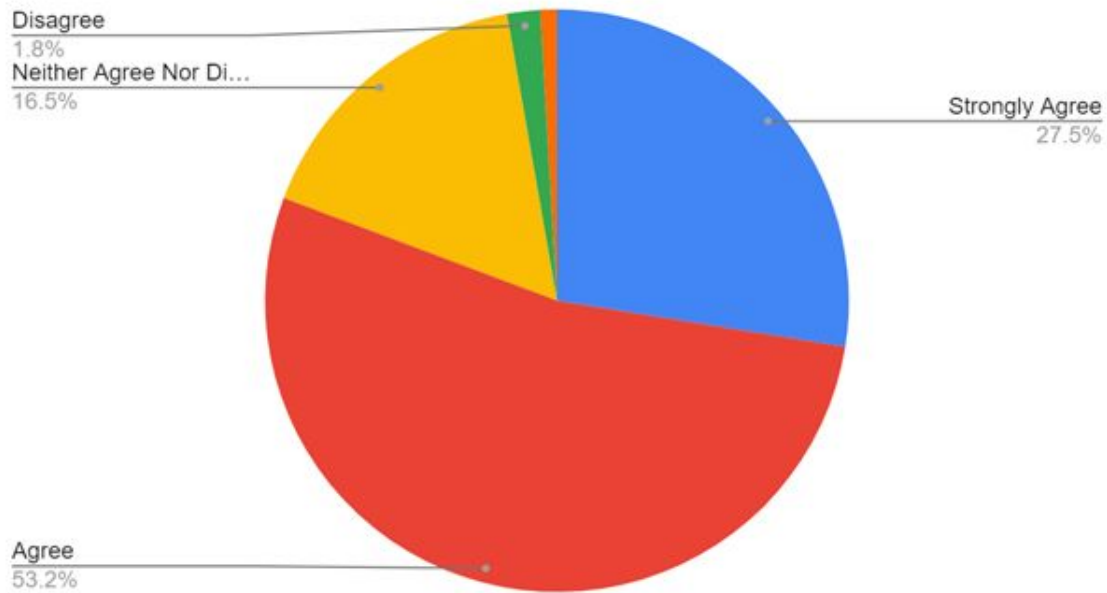
The Staff's Role
12. The administration is supportive of staff involvement in shared governance.
13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during work hours.
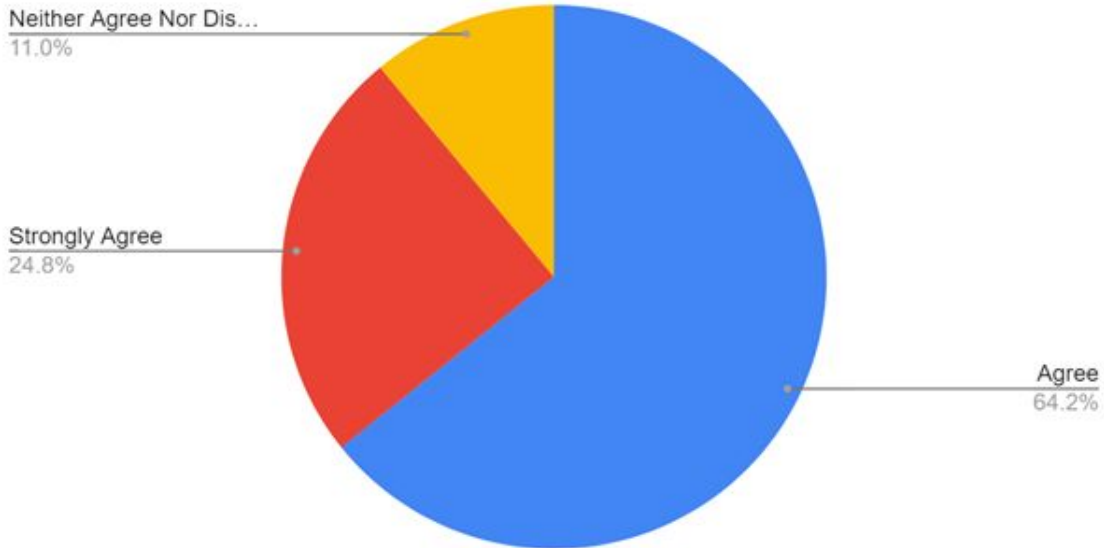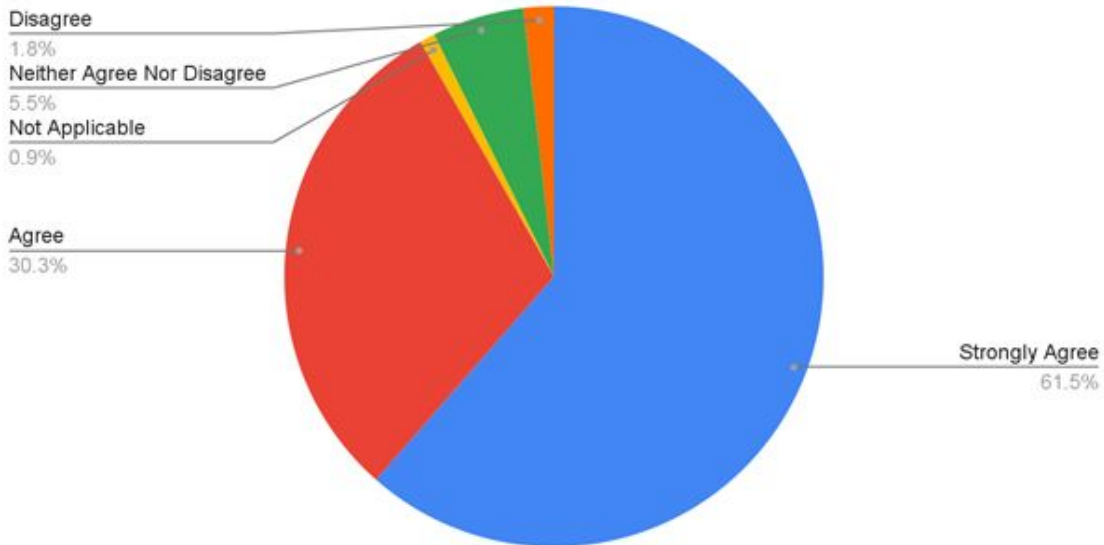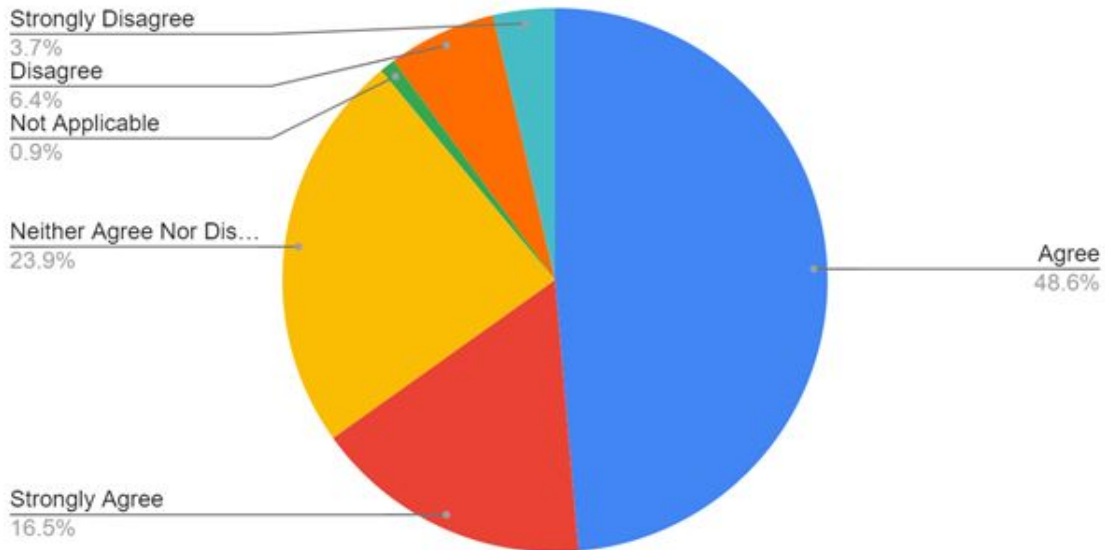
Joint Decision Making
14. The administration utilizes staff involvement in the area of planning and strategic planning.
15. The administration recognizes staff involvement in budgeting and fiscal resource planning.
16. The administration recognizes staff involvement in academic affairs and program development.
17. The administration supports staff involvement in staff selection and hiring.
18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).
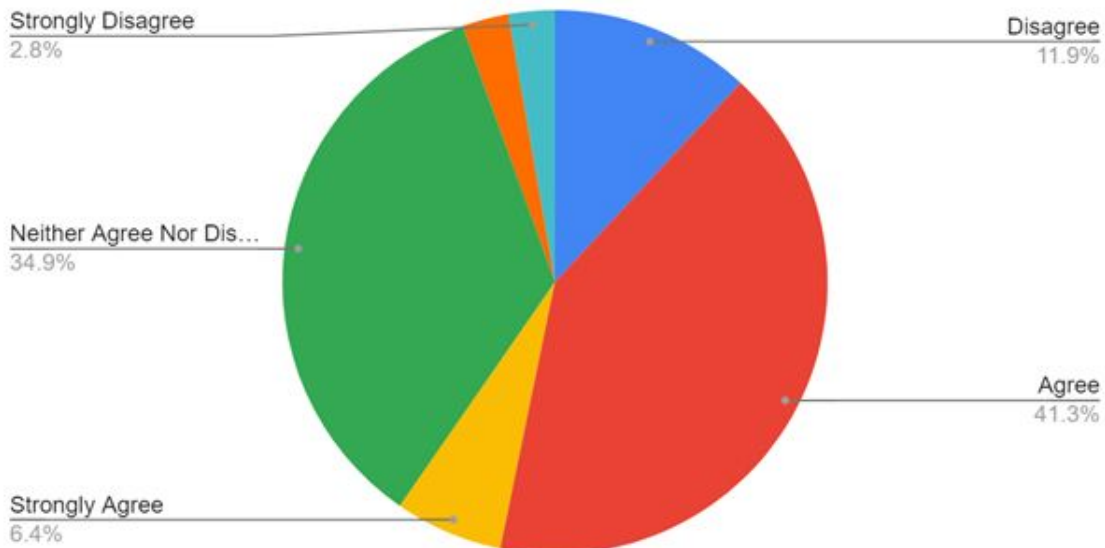
Structural Arrangements for Shared Governance
19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.
20. Staff determine how their own representatives are selected.
21. The administration provides adequate institutional support for shared governance to function.

Other
22. Is there anything else you wish to communicate regarding shared governance on your campus? (Open-ended question)

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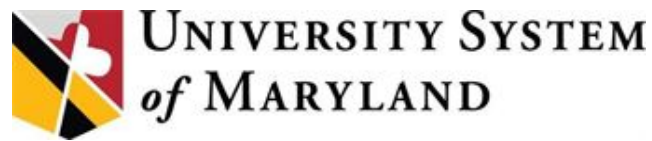
University System of Maryland Board of Regents
Universities at Shady Grove
February 17, 2023 Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:30 a.m. on Friday February 17, 2023 at the Universities at Shady Grove. Those in attendance were: Chair Gooden; Regents Atticks (virtual), Attman, Breslin, Fish, Gonella, Gourdine (virtual), Helal, Leggett, McDonald, Neuberger, Oludayo, Peters (virtual), Pope, Rauch, Smarick, Wallace (virtual), and Wood; Presidents Anderson, Ashby, Breaux, Fowler, Goodwin, Jarrell, Provost Wilks for Jenkins, Lepre, Nowaczyk, Interim President Perrault, Ms. Eastman for Pines, and Schmoke; Chancellor Perman; Vice Chancellors Herbst, Hogan, Masucci, McDonough, Raley, and Wrynn; Dr. Boughman, Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden called the meeting to order and welcomed everyone to the first board meeting of 2023. She started her remarks by reflecting on black history, an important and undeniable aspect of our nation's history. She recognized Wes Moore as Maryland's first Black governor.

She welcomed two new Regents – Secretary of Agriculture Kevin Atticks and Secretary of Commerce Kevin Anderson. She also thanked former Secretary of Agriculture Joe Bartenfelder and former Secretary of Commerce Mike Gill for their service as Regents. Additionally, she welcomed TU Interim President Melanie Perrault and Senior Vice Chancellor for Academic and Student Affairs Alison Wrynn to their first Board meeting.

She then turned the meeting over to USG Executive Director Anne Khademian.

Welcome from Universities at Shady Grove. Dr. Khademian welcomed everyone to the Universities at Shady Grove. She highlighted the ACES Program and USG's new partnership with Google. A student, Audrey, spoke about her experience in the Pathways Program. Finally, USG Board Member Fernanda Arnaldez spoke about her experience with USG and the value that it brings to Montgomery County.

Educational Forum: *Anchor Institutions across the USM: Spotlight on Frostburg State University.* Dr. Michele Masucci, Vice Chancellor for Research and Economic Development, presented an educational forum about anchor institutions within the USM. She focused on Frostburg State University and some of the recent developments happening in and around Frostburg.

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Chancellor's Report. Chancellor Perman presented his report. He thanked Vice Chancellor Masucci for her presentation and echoed Chair Gooden's sentiments about the importance of Black History Month.

He spoke about recent leadership news across the USM. UMCES President Peter Goodwin announced his plans to retire and Dr. Melanie Perrault began her tenure as TU's interim president. The TU president search committee also kicked off, with Regent Ellen Fish as chair. The USM welcomed Dr. Alison Wrynn as Senior Vice Chancellor for Academic and Student Affairs and will be saying goodbye to Dr. Joann Boughman.

Chancellor Perman thanked Dr. Khademian and USG for hosting the meeting. He highlighted recent successes at USG and across the System, including rankings, individual and institutional excellence, partnerships and grants, and community-engaged service.

He touched briefly on the FY 2024 budget proposal. It is a $2.1 billion proposal, which is a 10.8% increase over FY 2023. He noted that the budget shows Governor Moore's strong support for the USM.

Chancellor Perman ended his remarks with a farewell to Senior Vice Chancellor Jo Boughman. He said that her name is virtually synonymous with the System's because she is such an integral part of the USM. The students will remember her as an ally and an advocate because she has always understood how vital student representation is. That's why Jo established and funded an endowment for the first-year student regents called the Student Voice Legacy Trust that will help those student regents pay for their education while serving on the Board.

He ended with one last round of applause for Jo and invited her to say a few words.

1. Council Reports

    a. University System of Maryland Student Council (USMSC). Mr. Siddiqui presented the USMSC report. In January, the USMSC officially started accepting applications for the first ever Board of Regents Student Excellence Scholarship and received over 150 applications in the first two weeks. Mr. Siddiqui, along with the CUSS and CUSF chairs, also had a chance to speak with President Breaux about innovation and entrepreneurship. He closed his remarks by noting the success of Advocacy Day.

    b. Council of University System Faculty (CUSF). Dr. Brewer presented the report. The Executive Committee met with Chancellor Perman on January 20th. The Chancellor suggested task forces related to higher education and the Maryland Blueprint, as well as mental health. Dr. Brewer also organized an informational session on Open Access. The Executive Committee also gave input on USM branding in their February 6th meeting. Topics discussed during general body meetings included faculty status, collective bargaining for graduate students, and committee work. Dr. Brewer also spoke about the success of Advocacy Day.

    c. Council of University System Staff (CUSS). Dr. Patricio presented the report. She noted that the deadline for the Board of Regents Staff Awards closed and thanked everyone for their nominations. She provided an update on Advocacy Day and said that it made her realize that shared governance is struggling across the USM. She provided insight into this perspective and how it relates to the collective bargaining bills in the General Assembly. She asked the USM staff and the presidents to reflect on shared governance and how it might be improved.

    d. Council of University System Presidents (CUSP). President Breaux presented the report. CUSP met on January 9th. The topics on the agenda were an update on the strategic plan implementation and a discussion on the USM branding initiative.

2. Public Comment. Chair Gooden opened the meeting for public comment. Mr. Warren Pointer, AFSCME, addressed the Board regarding the operating budget and commented on the consolidated collective bargaining contract that is still under consideration.

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

    a. Committee of the Whole
        i. Approval of meeting minutes from December 16, 2022 Public and Closed Sessions (action)
        ii. Approval of meeting minutes from February 2, 2023 Special Board Meeting (action)

    b. Committee on Advancement
        i. Approval of February 7, 2023 Public Minutes (action)
        ii. BOR IX – 2.00 – Policy on Affiliated Philanthropic Support Foundations (action)

    c. Committee on Audit
        i. Approval of December 15, 2022 Meeting Minutes (action)
        ii. Approval of January 13, 2023 Meeting Minutes (action)

    d. Committee on Economic Development and Technology Commercialization
        i. Approval of February 2, 2023 Meeting Minutes (action)

    e. Committee on Education Policy and Student Life
        i. Approval of January 10, 2023 Public and Closed Session Minutes (action)
        ii. Academic Program Proposals (action)
            1. Bowie State University: B.S. Public Health Informatics and Technology
            2. Bowie State University: P.B.C. Public Health Informatics
            3. Bowie State University: B.S. Health Services Administration

        4. Coppin State University: B.S. Cybersecurity Engineering
        5. Frostburg State University: B.S. Elementary Education/Special Education Dual Certification Major
        6. Frostburg State University: Master of Environmental Management in Sustainability w/ UMCES
        7. Towson University: Master of Science in Economic Analytics
        8. University of Maryland, College Park: M.A. Hearing and Speech Services
        9. University of Maryland Global Campus: B.S. Applied Technology
    iii. Report: Workload of the USM Faculty – Academic Year 2021-2022 (information)
    iv. Report on Extramural Funding – FY 2022 (information)

  f. Committee on Finance
    i. Approval of meeting minutes from February 2, 2023 Public and Closed Sessions (action)
    ii. Proposed Amendments to BOR VIII-13.00—USM Policy on Business Entities (action)
    iii. University of Maryland, Baltimore: Davidge Hall Roof Repair (action)
    iv. University of Maryland Global Campus: Transfer of 2.22 acres of Land to the University of Maryland, College Park (action)
    v. University of Maryland, Baltimore: Facilities Master Plan (information)
    vi. University System of Maryland: FY 2024 Capital Budget Update (information)
    vii. FY 2022 Audited Financial Statements and USM Financial Planning (information)
    viii. University System of Maryland: Review of Capital Improvement Projects (information)

  g. Committee on Governance and Compensation
    i. Certification of Committee Charters – Committee on Economic Development and Tech Commercialization (action)

4. Review of Items Removed from Consent Agenda

5. Committee Reports

  a. Committee on Education Policy and Student Life

    i. Results of Periodic (7-Year) Review of Academic Programs. Dr. Darlene Smith, Special Assistant to the Senior Vice Chancellor for Academic and Student Affairs, presented on the results of the periodic review of academic programs.

  b. Committee on Finance

        i. University System of Maryland: FY 2023 & FY 2024 Operating Budget Update. Regent Attman provided a short update on the operating budget noting the Governor's strong support for the USM.

    c. Committee of the Whole

        i. Strategic Plan: Implementation Plan Update. Regent Gonella and Senior Vice Chancellor Herbst gave an update on the implementation plan for the USM strategic plan. The Regents approved the implementation plan (Moved by Regent Gonella, seconded by Regent Fish; 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 McDonald, seconded by Regent Pope; unanimously approved.)

Meeting adjourned at 11:01 a.m.

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UNIVERSITY SYSTEM of MARYLAND

University System of Maryland Board of Regents
Universities at Shady Grove
February 17 2023 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 in closed session at 11:15 a.m. on Friday February 17, 2023 at the Universities at Shady Grove. Those in attendance were: Chair Gooden; Regents Atticks (virtual), Attman, Breslin, Fish, Gonella, Gourdine (virtual), Helal, Leggett, McDonald, Neuberger, Oludayo, Peters (virtual), Pope, Rauch, Smarick, Wallace (virtual), and Wood; Chancellor Perman; Vice Chancellors Herbst, Hogan, Masucci, McDonough, Raley, and Wrynn; Dr. Boughman, Ms. Wilkerson, and AAGs Bainbridge and Langrill. Associate Vice Chancellor Skolnik, Ms. Roxas, and President Lepre was 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 which included the items below.

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

    b. Committee on Finance
        i.   University of Maryland, Baltimore: Contract for Scientific Supplies and Equipment (§3-305(b)(14))
        ii. University of Maryland, Baltimore: Contract for Scientific Supplies and Equipment (§3-305(b)(14))

    c. Committee on Governance and Compensation
        i.   EMS Board Nomination (§3-305(b)(1) and §3-103(a)(1)(i))

2. **Meeting with the Presidents**
    As part of her performance review, the Board met individually with President Lepre. (§3-305(b)(1)).

3. **Collective Bargaining Update.** Associate Vice Chancellor Skolnik and Ms. Roxas, Director of Labor, provided an update on collective bargaining across the USM. (§3-305(b)(9)).

4. **Update on President's Board Membership.** The Board received an update on a president's board membership. (§3-305(b)(1) and §3-103(a)(1)(i)).

5. **Periodic Review of President Anderson.** Chancellor Perman provided an update on the periodic review of President Anderson. (§3-305(b)(1) and §3-103(a)(1)(i)).

6. **Periodic Review of President Nowaczyk.** Chancellor Perman provided an update on the periodic review of President Nowaczyk. (§3-305(b)(1) and §3-103(a)(1)(i)).

7. **Update on UMCES Transition.** Chancellor Perman provided an update on the transition at UMCES. (§3-305(b)(1) and §3-103(a)(1)(i)).

8. **Update on TU President Search.** Chancellor Perman provided an update on the TU president search. (§3-305(b)(1) and §3-103(a)(1)(i)).

9. **Personnel Matter Regarding USM Employee.** The Regents approved emeritus status for Dr. Joann Boughman. (§3-305(b)(1)(i) and (ii)).

The meeting adjourned at 1:25 p.m.

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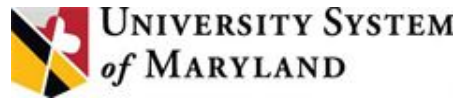
USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
February 2, 2023
Zoom

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 8:32 a.m. on Thursday February 2, 2023 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Smarick, Wallace, and Wood; Chancellor Perman; Vice Chancellor Herbst; AAG Langrill; and Ms. Wilkerson.

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

2. **Certification of Committee Charters - Committee on Economic Development and Technology Commercialization.** The Regents recommended certification of the charter of the Committee on Economic Development and Technology Commercialization (Moved by Regent Gooden, seconded by Regent Wood; 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 Smarick; unanimously approved).

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

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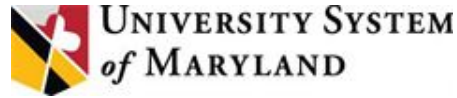
USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
February 2, 2023
Zoom

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 Thursday February 2, 2023 via Zoom.

Those in attendance included Regents Rauch, Attman, Gooden, Smarick, Wallace and Wood; Chancellor Perman; Vice Chancellor Herbst; AAG Langrill; and Ms. Wilkerson, Ms. Skolnik, Ms. Roxas, and Ms. Beckett.

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

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

3. **EMS Board Nomination.** The Regents recommended approval of the nomination of a Board of Regents Designee to the Emergency Medical Services Board (§3-305(b)(1)).

4. **EMS Board Nomination.** The Regents recommended approval of the nomination of a Board of Regents Designee to the Emergency Medical Services Board (§3-305(b)(1)).

5. **Update of a President's Board Membership.** The Regents discussed a president's appointment to an external board. (§3-305(b)(1) and §3-103(a)(1)(i)).

6. **Periodic Reviews of Two USM Presidents.** The Regents received an update from Chancellor Perman about the periodic reviews of two USM presidents. (§3-305(b)(1) and §3-103(a)(1)(i)).

Meeting adjourned at 9:42 a.m.

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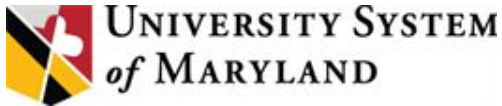
**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Via video conference call
And teleconference
March 29, 2023**

D R A F T
Minutes of the Public Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on March 29, 2023, at 11:00 am. In attendance were Regents Hugh Breslin, Geoff Gonella, 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 and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, Baltimore, Jim Hughes, Senior Vice President, Enterprise & Economic Development; Mark Gladwin, Dean of the School of Medicine; and Heather Culp, Senior Vice President and Chief Philanthropy Officer, School of Medicine; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs.

Chairman Breslin called the meeting to order at 11:00 am.

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

The public meeting was adjourned at 11:05 am.
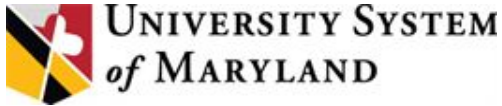
**USM BOARD OF REGENTS
SPECIAL MEETING OF THE
ADVANCEMENT COMMITTEE
Video Conference
March 29, 2023**

D R A F T
Minutes of the Closed Session

A special meeting of the Board of Regents Committee on Advancement was held via video and teleconference on March 29, 2023, at 11:00 am. In attendance were Regents Hugh Breslin, Geoff Gonella, 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 and Tim McDonough; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, Baltimore, Jim Hughes, Senior Vice President, Enterprise & Economic Development; Mark Gladwin, Dean of the School of Medicine; and Heather Culp, Senior Vice President and Chief Philanthropy Officer, School of Medicine; from Salisbury University, Jason Curtin, Vice President for Advancement and External Affairs.

Chairman Breslin called the meeting to order at 11:06 am.

1. Naming request from the University of Maryland, Baltimore (action)

UMB made a request to name a a university-wide Institute will enhance and expand research, treatment, and education programs for substance abuse and addiction that will serve as a national model for reducing the impact of addiction in the United States. The naming will acknowledge a $10 million gift commitment that will be used to launch the Institute; the School of Medicine will also be renovating a floor in the Health Sciences Research Facility III to house the Institute. This gift is from a large foundation that is led by a local businessman and philanthropist. Additional funds will be raised through philanthropy and in matching funds.

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

2. Naming request from Salisbury University (action)

Salisbury University has made a request to officially name the Salisbury University Softball Stadium in honor of a long-time coach and former student athlete who recently passed away. To honor this individual, former coaches, alumni and friends have made commitments of over $212,500 and expect to raise over $300,000 which will establish an endowment.

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

3. Motion to adjourn (action)

Regent Breslin moved for a motion to adjourn, seconded by Regents McDonald and Gonella, and unanimously approved.

The meeting adjourned at 11:20 am.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
[DRAFT] Minutes from Open Session
March 27, 2023

_____

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

Regents in attendance included**:** Ms. Fish (Chair), Ms. Gooden, Mr. Hur, Mr. Neuberger, and Mr. Wood.   Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Mr. McDonough, Mr. Mosca, Ms. White, and Ms. Wilkerson; University of Maryland, College Park – Ms. Gartner, Ms. Clark, and Ms. Campos (Crowell & Moring, LLC, outside counsel); Office of the Attorney General - Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman and Ms. Orris.

The following agenda items were discussed:

1. Information & Discussion – USM's Half Year (12/31/2022) Financial Statements & Financial Comparison Analysis to Peer Institutions

   USM's Comptroller presented the unaudited University System of Maryland interim financial statements for the six-month period ended December 31, 2022, the year ended June 30, 2022, and the six-month period ended December 31, 2021. He also presented a comparison of key financial ratios for peer universities and university systems.

2. Information & Discussion – Annual Affiliated Foundation Compliance Report

   USM's Associate Vice Chancellor for Financial Affairs presented a report on philanthropic affiliated foundations' compliance with the Board of Regents Policy.

3. Information & Discussion - CliftonLarsonAllen LLP, Update Regarding FYE 2022 A-133 Single Audit and MHEC Reporting

   USM's independent auditor (CliftonLarsenAllen LLP) presented the results of its State of Maryland A133 Single Audit for the year ended June 30, 2022. This audit is a required compliance audit of recipients of federal funds.

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

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

   USM's Associate Vice Chancellor for Information Technology/Chief Information Officer presented an update on the Enterprise Risk and Crisis Management Work Group.

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

   USM's Vice Chancellor for Accountability summarized the Office of Legislative Audits' reports for the University of Maryland, Baltimore and the University of Maryland Eastern Shore.

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

   USM's Vice Chancellor for Accountability provided a status update of action items from prior audit committee meetings.

7. Convene to Closed Session

   Regent 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 Regent Hur, seconded by Regent Neuberger; unanimously approved.]

   The closed session convened at approximately 11:09 a.m.

UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS
COMMITTEE ON AUDIT
[DRAFT] Minutes from Closed Session
March 27, 2023

_____

Regent 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 Regent Hur, seconded by Regent Neuberger; unanimously approved.] The closed session commenced at approximately 11:09 a.m. This meeting was conducted via teleconference.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden, Mr. Hur, Mr. Neuberger, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Brown, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Mr. McDonough, Mr. Mosca, Ms. White, and Ms. Wilkerson; University of Maryland, College Park (UMCP) – Ms. Gartner, Ms. Clark, and Ms. Campos (Crowell & Moring, LLC, outside counsel); Office of the Attorney General - Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. UMD's Associate General Counsel provided a background and status report of a matter involving potential employee misconduct. (§3-305(b)(1(ii))), (§3-305(b)(7)), (§3-305(b)(8)) and (§3-305(b)(12)).

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

3. USM's Vice Chancellor for Accountability provided an update of engagement additions, and completions to the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2023. He also presented a comparison of audit scope areas for the Office of Legislative Audits and USM's Office of Internal Audit. (§3-103(a)(1)(i)).

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

Closed session adjourned at 12:06 p.m.
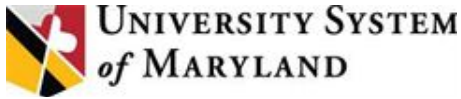
The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session for March 30, 2023

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 March 30, 2023, virtually. Regent Leggett called the meeting to order at 12:32 pm.

Regents present were Regents Leggett, Attman and Fish. USM representatives present were Chancellor Perman, Vice Chancellors Masucci, Herbst, McDonough, and Wrynn; Lindsay Ryan, Anupam Joshi and Denise Wilkerson. Others present were Elena Langrill and Sarah Sheppard. Presenters were Mike Ravenscroft, Anne Khademian, Marjorie Cota, and Aaron Miscenich.

Ms. Masucci provided context for the items covered in the meeting, which includes large investments from the federal government in R&D and related workforce and economic development. These are complemented by current and planned state investments. She also described the Maryland Innovation Extension program, which is also funded through the U.S. Economic Development Administration (EDA).

Research and Economic Development Highlights: A Focus on EDA support around the USM bwtech@UMBC EDA Fellows Program (Information Item)

Mr. Miscenich introduced the program as a base upon which more is being built, along with additional activity at bwtech@UMBC, which is continuing to increase. Ms. Cota described the program, which has had student fellows participate from across the USM, including BSU, UB, TU, and UMCP, in addition to UMBC. The program pairs technologists with an entrepreneurial fellow and a mentor, with 100% positive feedback on the quality of the matching. The program features learning from instructors across the state on a variety of topics and applying those lessons for experiential learning. Teams build a pitch deck as they proceed through the program, culminating in a competition. The fellowship and mentor pools have been diverse, which has been a goal of the program. Two companies have been created so far. They are motivated to work with USMO and USM to expand the foundation of what they have learned across to other programs and universities.

Ms. Masucci emphasized the time and care that is required to design what is needed to produce workers who are prepared to be in the workforce as entrepreneurs or entrepreneurial employees.

Regent Leggett asked about partners outside the USM and their level of support. Mr. Miscenich explained that the support is in programming. Regent Leggett about how the program could continue to scale across the System. Ms. Cota explained that anyone across the System can participate now, and more is planned to increase cross-System participation.

USG 2.0: A Community of Innovation for the USM – Dr. Anne Khademian, Executive Director of USM Shady Grove (Information Item)

Dr. Khademian highlighted the connection between USG's first strategic plan and the most recent USM strategic plan, both of which have been recently developed. Dr. Khademian asked for feedback on a legislative designation of USG and RHECs as a Community of Innovation, in addition to the components.

She described the shared challenge, which includes fluid students and rapidly changing workforce needs. Shared purpose includes pathways for greater access, affordability, career readiness, and lifelong career opportunities. Shared framework includes working with employers, similar to a operation warp speed for higher ed, with a four-sector model that is paralleled by the USG Board of Advisors. Shared benefits include working across USM to lower risk and improve impact.

Regent Leggett thanked and congratulated Dr. Khademian on moving from strategic plan to implementation. He also commented that there are challenges but also many opportunities. Chancellor Perman agreed and said that USG could be a place to try things out at a community of institutions. Chancellor Perman suggested that examples are provided for future presentations to the Board and legislature. Dr. Khademian agreed and said they have many examples that they will begin to work in. Dr. Masucci added that the co-location with industry partners is key in general and in relation to much of the current and coming funding.

Current Activities of the Office of the Vice Chancellor for Research and Economic Development – Dr. Michele Masucci, Mike Ravenscroft, Lindsay Ryan (Information Item)

Mr. Ravenscroft explained that a few portfolio companies at the Momentum Fund were initially impacted by the collapse of Silicon Valley Bank. In the end, there were no direct impacts because no companies lost funding. More broadly, a chill has fallen on venture investing. As a matching fund, the Momentum Fund is continuing to help find co-investors when needed, which is getting even harder. Startups nationally in Maryland will continue to struggle. This will impact founders differently, erasing some recent gains for underrepresented founders. Mr. Ravenscroft is optimistic about the strength and future of the current portfolio relative to these external factors. The mandate and call to action for the USM, the Momentum Fund, and the Launch Fund has never been stronger. There is no shortage of innovation and great minds across the System. A recent MedTech Innovator event, in which Mr. Ravenscroft participated, provides an example of how Maryland can also bring in resources and investment from outside the state. Regent Attman suggested an event to connect entrepreneurs with investors, and Mr. Ravenscroft said there were already plans to do just that.

Ms. Ryan shared that the Early Capital Pilot is now called the Maryland Launch Fund and will be in pre-launch next week. The Executive Committee has met, and the Review Committee is being formed. Microgrant applications from institutions needed before the end of the semester are being prioritized. A deadline will be set soon for grant and investment funding for ventures, with other components that will continue to be developed as the program launches and iterates.

Regent Leggett emphasized that there should be certainty to expand the program to non-traditional players, particularly small institutions and those outside the I-95 corridor. Processes should not be too cumbersome as well, so as not to hinder those institutions. Regent Fish confirmed that there has been increasing difficulty to getting venture capital since last year and with greater emphasis in the last several weeks. Dr. Masucci confirmed that access across the USM is priority and has been thoughtfully implemented. She also thanked Vice Chancellor Herbst for her support of both funds.

Dr. Masucci shared that she continues to become familiar with the System institutions, and the team continues to engage in technical support and project-based support for System initiatives at various institutions. The office is excited to convene institutional partners across the USM in person for the first time on May 4.

The meeting was called to a close at 1:46pm.

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

UNIVERSITY SYSTEM *of* MARYLAND

TOPIC: Academic Program Proposal:
Frostburg State University: Bachelor of Science in Environmental Science

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The departments of Biology and Geography at Frostburg State University seek to establish an interdisciplinary Bachelor of Science program in Environmental Science (ENSC) to replace the suspended Environmental Analysis and Planning major. The proposed program in Environmental Science re-organizes existing courses into a curriculum that better serves students in developing a multidisciplinary pathway towards degree completion in a critical field of study.

The proposed ENSC program at FSU is important as a regional resource for the preparation of environmental professionals in the state of Maryland, specifically the Western Maryland region. Providing an undergraduate environmental studies program anchored in the Appalachian region of Maryland is essential to creating opportunities for environmental adaptation, mitigation, and remediation in this ecologically unique region of the state. This need for a regionally focused, broadly applicable environmental studies program is mirrored by the fact that the University of Maryland Center for Environmental Science has established its research and graduate education programs at the Appalachian Laboratory in Frostburg. The proposed program also meets University System of Maryland goals to increase STEM degrees awarded annually (to 11,000) and meets workforce demands for graduates with environmental knowledge and skills.

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 fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Frostburg State University to offer a Bachelor of Science in Environmental Science.

COMMITTEE RECOMMENDATION: Approval	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

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

Frostburg State University
Institution Submitting Proposal
Environmental Science
Title of Proposed Program

Bachelor's Degree	**Fall 2023**
Award to be Offered	Projected Implementation Date
042001	**030101**
Proposed HEGIS Code	Proposed CIP Code
Geography	**Dr. Richard Russo**
Department in which program will be located	Department Contact
301-687-4053	**rarusso@frostburg.edu**
Contact Phone Number	Contact E-Mail Address
Ronald Nowaczyk	**2/24/23**
Signature of President or Designee	Date
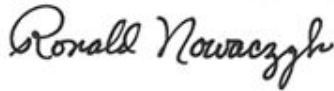
February 24, 2023

Dr. Jay A. Perman, Chancellor
University System of Maryland
701 E. Pratt Street
Baltimore, MD 21202

Dear Chancellor Perman,

The departments of Biology and Geography at Frostburg State University seek to establish an interdisciplinary Environmental Science (ENSC) major to replace the suspended Environmental Analysis and Planning major. Additional proposals will be submitted to discontinue the Environmental Science concentration within the Biology major and the Environmental Science concentration within the Earth Sciences major. To summarize the changes that will be submitted to MHEC in multiple proposals:

- discontinue the Environmental Analysis and Planning major that is currently in suspension
- discontinue the Environmental Science Concentration in the Biology major
- discontinue the Environmental Science Concentration within the Earth Science major
- replace these with a new major in Environmental Science

The creation of an Environmental Science major will provide students with an academic degree program that addresses many current societal challenges. This proposal elevates environmental studies and science in our curriculum from their more obscure positions as concentrations in other majors.

Proposal Type: New Academic Program
Proposal Title: Environmental Science
Award Level: Bachelor of Science Degree
CIP: 030101
HEGIS: 042001

We would appreciate your support for the new Environmental Science program that utilizes existing resources and leverages careful planning across departments to meet the needs of our students and aligns with the *2022 Maryland State Plan for Higher Education*. If you have any questions, please do not hesitate to contact me or our Associate Vice President for External Relations & Fiscal Affairs, Dr. Sara-Beth Bittinger, at sbittinger@frostburg.edu.

Sincerely,

Traki L. Taylor, Ph. D.
Provost and Vice President for Academic Affairs

pc: Dr. Darlene Brannigan Smith, Interim Associate Vice Chancellor for Academic Affairs, USM
       Dr. Sara-Beth Bittinger, Associate Vice President for External Relations & Fiscal Affairs, FSU
       Dr. Michael Mathias, Dean of the College of Liberal Sciences, FSU

GUIDELINES FOR PROPOSING
NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND
SUBSTANTIAL MODIFICATIONS

A. Centrality to Institutional Mission and Planning Priorities:

1. *Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.*

The proposed major in Environmental Science re-organizes existing courses into a curriculum that better serves students in developing a multidisciplinary pathway towards degree completion in a critical field of study. The proposed major will replace the suspended Environmental Analysis and Planning major as well as the current Environmental Science concentrations in Biology and Earth Sciences.

The program supports Frostburg's mission because its curriculum directly addresses the institutional focus on regional and statewide economic and workforce development, civic responsibility, sustainability, and preparing graduates to meet the challenges of a complex and changing global society.

2. *Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.*

As a reorganization of pre-existing courses and offerings, this proposed major is already aligned with many of FSU's strategic goals. Specifically, it aligns with the following elements of the FSU Strategic Plan:

I. Focus learning on both the acquisition and application of knowledge.

   A. Ensure students acquire the essential knowledge and skills needed to succeed – by providing a multidisciplinary approach that is critical to addressing environmental challenges, with tracks for the future scientist and policymaker.

   B. Infuse applied learning throughout the FSU curriculum – by continuing the tradition of hands-on laboratory activities and field-based activities that are key opportunities in the application of knowledge using appropriate tools and techniques.

II. Provide engaging experiences that challenge our students to excel.

   A. Integrate effective career and professional development into the student experience – by the inclusion of a Professional Pathways course into the core of the program, coupled with increased emphasis on internship placements.

III. Expand regional outreach and engagement.

   B. Provide opportunities for student engagement to address community needs in the region – by continuing the use of the region's environmental assets as an "outdoor

classroom" for our students and connecting them with local organizations and employers which are addressing local environmental concerns.

IV. Align university resources - human, fiscal, and physical - with strategic priorities.

    C. Ensure academic programs meet student and workforce expectations – by preparing graduates to develop preparation for careers in the environmental sector, which includes a range of science and policy-based approaches.

3. *Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in Section L.)*

This program makes use of existing faculty and institutional resources. New courses in the program will be covered by the re-allocation of current teaching responsibilities (e.g., replacing a section of BIOL 149 or GEOG 103 with ENSC 150). The curriculum will be implemented without additional costs.

4. *Provide a description of the institution's commitment to a] ongoing administrative, financial, and technical support of the proposed program, and b] continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

The university already has an institutional commitment to a curriculum in environmental science and sustainability studies through the permanent faculty lines in content areas in this program.

B. Critical and Compelling Need as Identified in the 2022 State Plan for Higher Education:

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the state in general based on one or more of the following: a] the need for the advancement and evolution of knowledge; b] societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, or c] the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique education programs.*

"Sustaining the Environment into the Future" is a key element of Maryland's 2019 State Development Plan (*A Better Maryland*). The proposed ENSC program supports the preparation of the next generation of Maryland's green workforce, which will help the state reach its visions of environmental protection and resource conservation and stewardship that are embedded in the state's development plan.

Frostburg State University serves a student population that includes many individuals who have been educationally disadvantaged in their preparation for higher education because of racial and/or economic barriers. According to the National Center for Educational Statistics, 46% of FSU's students are non-white or multiracial and 42% are Pell grant recipients. Additionally, an Environmental Science major at FSU has the potential to expand

educational opportunities for disadvantaged students, in a critical field, at the regional and state levels.

2. *Provide evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education (MSP-HE)*

The proposed Environmental Science program aligns with the MSP-HE's priorities 5 and 6:

- Priority 5 -- *Maintain the commitment to high-quality postsecondary education in Maryland* – Frostburg's proposed ENSC program builds on existing institutional strengths in the natural and physical sciences. This program can serve as a conduit to the newly approved, joint FSU-UMCES Master's in Environmental Management (MEM) degree program. The MEM program is designed to close the equity gap in the undergraduate to graduate pipeline for environmental professionals in the state.

- Priority 6 -- *Improve systems that prevent timely completion of an academic program* – The ENSC program permits flexibility in meeting requirements, allowing students to find their most successful pathway through the curriculum towards degree completion. It replaces the Environmental Analysis and Planning degree program that was very prescriptive (19 out of 25 courses were pre-determined), requiring 84-88 credits to complete. The ENSC program is 60-68 credits. Also, this proposal includes an articulation agreement with Hagerstown Community College's A.S. in Environmental Studies. Together, this proposed program will help reduce the time to degree and bring more graduates with Environmental Science to the workforce in Western Maryland and the state.

C. Quantifiable Evidence & Documentation of Market Supply & Demand in the Region & State:

1. *Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program.*

According to the Bureau of Labor Statistics, the industries that are the greatest employers of environmental scientists and specialists are: State Government; Management, Scientific, and Technical Consulting Services; Local Government; Architectural, Engineering, and Related Services; and Federal Government. Graduates of the ENSC program will be ready for entry-level environmental science or policy positions with these and other employers.

2. *Present data and analysis projecting market demand and the availability in a job market to be served by the new program.*

The Bureau of Labor and Statistics' (BLS) occupational outlook for "Environmental Scientists and Specialists" does not necessarily capture the entire range of occupations for which a graduate of the ENSC program might be "job-ready," but it provides a look at the core demand for such graduates at the national level. According to the BLS, the

Washington DC metro area has the third highest number of such positions in the country, after the New York and Sacramento metro areas.

Quick Facts: Environmental Scientists and Specialists	
2021 Median Pay ?	$76,530 per year $36.79 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2020 ?	87,100
Job Outlook, 2020-30 ?	8% (As fast as average)
Employment Change, 2020-30 ?	7,300

https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm

3. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.*

The BLS estimates an average of 9,700 environmental scientists and specialist job openings per year in the decade 2020 to 2030. In addition to the core job market demand for environmental scientists and specialists, graduates of the ENSC program might start out in related occupations. Environmental Science and Protection Technicians often only need an Associate degree, but many such positions also require a bachelor's degree.

Related Occupations

^ All 10 displayed

- 11-9199.11 Brownfield Redevelopment Specialists and Site Managers
- 19-2041.01 Climate Change Policy Analysts
- 19-1031.00 Conservation Scientists
- 13-1041.01 Environmental Compliance Inspectors
- 17-3025.00 Environmental Engineering Technologists and Technicians
- 17-2081.00 Environmental Engineers
- 19-2041.02 Environmental Restoration Planners
- 19-4042.00 Environmental Science and Protection Technicians, Including Health ☀ Bright Outlook
- 19-2043.00 Hydrologists
- 19-2041.03 Industrial Ecologists

U.S. Department of Labor by the National Center for O*NET Development
https://www.onetonline.org/link/summary/19-2041.00

4. *Provide data showing the current and projected supply of prospective graduates.*

In the most recent data available from the National Center for Educational Statistics (AY2018-2019), there were 6,650 Bachelor's degrees awarded in Environmental Studies and 7,000 awarded in Environmental Science. While the NCES does not provide projections for degrees by field, it does project a 3% increase from AY 2016-2017 to AY 2028-2029 in undergraduate degrees conferred.

https://nces.ed.gov/programs/digest/d20/tables/dt20_318.30.asp?current=yes
https://nces.ed.gov/programs/PES/section-6.asp#3

D. <u>Reasonableness of Program Duplication</u>

1. *Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.*

There are Environmental Science/Studies undergraduate degree programs at the following USM institutions: Salisbury University, Towson University, University of Baltimore, University of Maryland Baltimore County, University of Maryland College Park, and University of Maryland Eastern Shore. The Office of the Provost at Towson University sent Frostburg a collegial letter of support in December 2022:

"A new undergraduate program in Environmental Science at Frostburg State is likely to have similarities with the ENVS undergraduate program at TU. Our ENVS colleagues do not object to, or oppose, your program and support having an environmentally focused undergraduate degree in western Maryland. However, they think it is important that when your full proposal is submitted for consideration, it includes a detailed description of TU's existing undergraduate ENVS program."

To that end, Towson's website describes its Environmental Science and Studies program as one that:

Prepares students to enter a range of environmental careers in which they will make a difference as scientists, policy makers, industry representatives and citizens. Graduates also go on to advanced studies, professional training programs, and positions in business, industry and government. Students in the environmental science and studies major take courses in geography, biology, chemistry, political science, geology, economics, health science and philosophy, taught by faculty from many colleges within the university. Students in this major select the environmental science concentration or the environmental studies concentration.

There are Environmental Science/Studies undergraduate degree programs at the following non-USM institutions in Maryland: Goucher College, Hood College, Johns Hopkins University, McDaniel College, Mount Saint Mary's University, Stevenson University, St. Mary's College, and Washington College.

The proposed ENSC program at Frostburg State University will be the only bachelor's degree in Environmental Science in Western Maryland and the surrounding Appalachian region of Maryland. Thus, the program serves a distinct and non-competitive geographic and ecological region in the state.

2. *Provide justification for the proposed program.*

    Preparation in the environmental sciences is critical in many professions as well as fundamental to one's role as an informed citizen. The fundamental importance of environmental science is one reason why nearly every higher-education institution offers academic programs and/or coursework in this interdisciplinary field.

    The proposed ENSC program at FSU is important as a regional resource for the preparation of environmental professionals in the state of Maryland, specifically the Western Maryland region. Providing an undergraduate environmental studies program anchored in the Appalachian region of Maryland is essential to creating opportunities for environmental adaptation, mitigation, and remediation in this ecologically unique region of the state. This need for a regionally focused, broadly applicable environmental studies program is mirrored by the fact that the University of Maryland Center for Environmental Science has established its research and graduate education programs at the Appalachian Laboratory in Frostburg.

    The creation of a major in Environmental Science would provide students with the choice of an academic degree program that addresses many challenges society currently faces. This proposal elevates environmental science in FSU's curriculum from their more obscure positions as concentrations in other majors. Additionally, it replaces the suspended Environmental Analysis and Planning major, which was too prescriptive and dependent on faculty expertise that is no longer housed in the departments of Biology and Geography. The proposed program also meets University System of Maryland goals to increase STEM degrees awarded annually (to 11,000) and meets workforce demands for graduates with environmental knowledge and skills.

E. Relevance to High-demand Programs at Historically Black Institutions

1. *Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.*

    Frostburg State University's fall 2020 student population was 29% Black or African American and 5% multiracial. In the 2020 Census, 32% of Marylanders were Black or African American (alone or in combination). Thus, any program at FSU might have an impact on programs at HBIs in the sense that non-HBIs in Maryland are seeking to recruit students from all demographic groups.

    Of Maryland's four HBIs, only the University of Maryland Eastern Shore has a comparable undergraduate program. The geographic distance between FSU and UMES also reduces the likelihood of direct impacts on enrollment. While seeking to diversify the student population in the STEM disciplines at FSU, the proposed ENSC program is not designed to challenge the implementation or maintenance of the program at UMES.

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

1. *Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.*

   The proposed ENSC program at FSU should have no impact on the identity or unique mission of Maryland's HBIs. Environmental Science and Studies degrees are found at many state and private universities in Maryland. The program curriculum and likely student enrollment do not undermine the institutional identities or missions of any of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. *Describe how the proposed program was established, and also describe the faculty who will oversee the program.*

   The Environmental Studies proposal is the product of discussions to streamline environmental programs offerings at FSU and to better address the needs of students and the post-graduation job market. It replaces a suspended Environmental Analysis and Planning program and two Environmental Science concentrations, one in Biology and the other in Earth Sciences. The ENSC program will be jointly managed by a committee of faculty from the departments of Biology and Geography, with the chairs of those two departments responsible for representing the program at the institutional level.

2. *Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program.*

   Objective

   The Environmental Science program aims to produce graduates who, with their knowledge of the natural sciences, will be able to apply analytical, communication, and problem-solving skills to protect ecological and human health in a range of professional and environmental settings.

   Learning Outcomes

   Upon completion of the Environmental Science major, students should be able to:

   I.   Demonstrate a professional level understanding of the Earth's environmental systems, including the functional interaction of the atmosphere, hydrosphere, lithosphere, and biosphere *(Linked to Institutional Learning Goals 1 and 3)*

   II.   Demonstrate knowledge and appreciation of the intrinsic worth of ecological processes and communities *(Linked to Institutional Learning Goals 3 and 4)*

III. Demonstrate success in hands-on, inquiry-based laboratory investigations, experimentation and/or field work. *(Linked to Institutional Learning Goals 1, 2, and 3)*

IV. Demonstrate effective use of diverse methods in the analysis of textual, laboratory, and/or field data to communicate information about the environment in writing, oral presentations, and/or visual representations *(Linked to Institutional Learning Goal 2)*

V. Demonstrate an understanding of effective environmental solutions through a knowledge of environmental policies and informed positions on current local, regional, and global environmental issues *(Linked to Institutional Learning Goal 3 and 4)*

3. *Explain how the institution will a] provide for assessment of student achievement of learning outcomes in the program; b] document student achievement of learning outcomes in the program.*

a] The primary program assessment mechanism will be a capstone portfolio in which the student will outline and compose a series of narrative documents detailing knowledge and skills achieved as an Environmental Science major. In support of this narrative, the student will assemble a portfolio of examples of their coursework in the major. The narratives and supporting examples must demonstrate that the student has achieved proficiency in the five identified learning objectives. At least two coursework examples must be cited as supporting evidence for each objective. The narratives and supporting examples will be evaluated by a committee of three faculty members in the program.

b] Student achievement of learning outcomes will be documented in annual reports to the Office of Assessment and Institutional Research.

4. *Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.*

See Appendix A

5. *Discuss how general education requirements will be met, if applicable.*

The departments of Biology and Geography request that ENSC 150 (Introduction to Environmental Science) to be a course that satisfies one of the two-course requirement in FSU's "Modes of Inquiry GEP C: The Natural Sciences." Other introductory courses in the program (GEOG 103, BIOL 149, CHEM 201) will also satisfy this requirement as well as one of the two course requirements in GEP E: The FSU Colloquia by these additional courses in the Natural Sciences. MATH 109 and 119 will also satisfy the university's Core Skills in Mathematics requirement.

Other FSU general education requirements can be met through course selection that follows student interests and academic advising.

6. *Identify any specialized accreditation or graduate certification requirements for this program and its students.*

   N/A

7. *If contracting with another institution or non-collegiate organization, provide a copy of the written contract.*

   N/A

8. *Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management systems, availability of academic support services and financial aid resources, and costs and payment policies.*

   Program specific requirements will be listed in the FSU Undergraduate Catalog and first-year/transfer student advisors will have access to up to date 8 semester plans for the program (see Appendix B). The program's website will provide links to these resources as well as program check-sheets for students and their advisors. Course-specific technology skills will be communicated through pre-requisites detailed in the Undergraduate Catalog. The other elements addressed in this item are not unique to the proposed ENSC program and are provided by existing university staff in the administrative offices or by university faculty through course syllabi.

9. *Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and services available.*

   The Environmental Science program will receive the same advertising, recruiting, and admissions materials that all other major programs receive from various units at Frostburg State University, via multiple avenues and media platforms.

H. Adequacy of Articulation

1. *If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.*

   The proposed ENSC program at FSU is designed to facilitate future articulation agreements with community colleges in Maryland. Specifically, the new ENSC 150 (Introduction to Environmental Science) course consists of three-credits of lecture and one credit laboratory, providing a seamless way for students at many of Maryland's community colleges who offer this course to start completing the core requirements of the ENSC program at their two-year institution. This proposal includes an articulation agreement with the A.S. Environmental Studies program at Hagerstown Community College (Appendix C).

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

1. *Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.*

   The ENSC faculty are accomplished academic professionals with evidence of effective classroom instructional design and performance as well as active scholarship in their fields. Faculty teaching in the program include:

Biology

Name	Appt & Rank	Degree and Field	Course(s)
Dr. Franklin Hughes	Assistant Professor, tenure-track (FT)	DC, Chiropractic	BIOL 149
Dr. Cody Kent	Assistant Professor, tenure-track (FT)	PhD, Ecology and Evolutionary Biology	BIOL 149, 406, 414
Dr. Thomas Lambert	Professor, tenured (FT)	PhD, Forestry	BIOL 423
Dr. Hongqi Li	Professor, tenured (FT)	PhD, Biology	BIOL 161, 313
Dr. Kumudini Munasinghe	Assistant Professor, tenure-track (FT)	PhD, Biology	BIOL 304
Dr. David Puthoff	Professor, tenured (FT)	PhD, Biology	BIOL 149, 403
Dr. Richard Raesly	Professor, tenured (FT)	PhD, Biology	BIOL 160, 417, 420, 422, 425, 426
Dr. William Seddon	Professor, tenured (FT)	PhD, Biology	BIOL 149
Dr. Thomas Serfass	Professor, tenured (FT)	PhD, Wildlife & Fisheries Science	BIOL 230, 450
Dr. Kate Sheehan	Assistant Professor, tenure-track (FT)	PhD, Wildlife & Fisheries Biology	ENSC 150, BIOL 309, 340, 411, 430
Ms. Clara Thiel	Lecturer, non-tenure-track (FT)	MS, Applied Ecology & Conservation Biol.	BIOL 328, 405, 409, 425

Chemistry

Dr. Matthew Crawford	Associate Professor, tenured (FT)	PhD, Chemistry	CHEM 311, 312, 320
Dr. Holly Curie	Associate Professor, tenured (FT)	PhD, Chemistry	CHEM 201, 202
Dr. Katie Gares	Lecturer, non-tenure-track (FT)	PhD, Chemistry	CHEM 201, 311, 312
Dr. Robert Larivee	Professor, tenured (FT)	PhD, Chemistry	CHEM 320, 341
Dr. Fayan Meng	Lecturer, non-tenure-track (FT)	PhD, Chemistry	CHEM 201, 202
Dr. Frederick Senese	Professor, tenured (FT)	PhD, Chemistry	CHEM 201, 420, 460

Geography

Dr. Phillip Allen	Associate Professor, tenured (FT)	PhD, Quaternary Science	GEOG 103, 207, 208, 340, 441, 475, 477, 482, 483
Dr. Tianna Bogart	Associate Professor, tenured (FT)	PhD, Climatology	ENSC 150, 485 GEOG 103, 205, 330, 380, 405, 469
Dr. Thomas Cadenazzi	Assistant Professor, tenure-track (FT)	PhD, Civil Engineering	GEOG 433
Ms. Tracy Edwards	Lecturer, non-tenure-track (FT)	MA, Geography	GEOG 103
Dr. Hai Lan	Assistant Professor, tenure-track (FT)	PhD, Geographical Sciences	GEOG 317, 380, 420
Mr. Adam Lewis	Lecturer, non-tenure-track (FT)	MEd, Education (Geography & History)	GEOG 103
Dr. Matthew Ramspott	Professor, tenured (FT)	PhD, Geography	ENSC 150, 485 GEOG 275, 413, 420
Ms. Jennifer Reynolds	Instructor, tenure-track (FT)	MA (ABD), Geography	GEOG 420, 430, 460, 473
Dr. Richard Russo	Associate Professor, tenured (FT)	PhD, Geography	GEOG 360
Dr. William Wetherholt	Associate Professor, tenured (FT)	PhD, Geography	GEOG 310, 420, 452

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in a] pedagogy that meets the needs of the students; b] learning management systems; c] evidence-based practices for distance education, if offered.*

The university frequently offers online and face-to-face training opportunities for pedagogical improvement, including the annual Center for Teaching Excellence workshop and conference in January. Faculty supporting this major will also frequently complete training and webinars to stay current in the technology and software changes in the field.

J. Adequacy of Library Resources

1. *Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.*

The Lewis J. Ort Library provides thousands of resources related to the disciplines that contribute to the proposed ENSC program. Accreditation program reviews of majors such as Biology, Earth Sciences, and Geography have demonstrated the adequacy of library resources in environmental studies. The library licenses electronic resources that provide access to full-text articles, statistical data, and reference material, including Academic Search Complete. There are approximately 37,000 full text journals, magazines, and newspapers available through the total number of databases subscribed to by the library. The scope of these resources ranges from trade journals and newspapers to scholarly research. The library's OneSearch and Research Port search systems provide access to databases and other electronic resources through the Internet to all currently registered FSU students, faculty and staff on a 24 hour/7-day basis. Materials comprising the library's

collection may be searched using its online catalog, catalogUSMAI, as well as OneSearch. A cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges for circulating print materials from any USM library. Additionally, interlibrary loan capabilities extend these privileges to libraries throughout the United States.

K. Adequacy of Physical Facilities, Infrastructure and Institutional Equipment

1. *Provide an assurance that physical facilities, infrastructure and instructional equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in STEM fields.*

Recent Middle States program reviews for programs in the departments of Biology, Chemistry and Geography have shown that the physical facilities and instructional infrastructure adequately support program learning objectives and student preparation for post-graduation careers and graduate study.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

The budget assumes a 3 percent increase annually. The program will be offered using existing faculty and resources at FSU. For the budget tables on the last page:

Table 1 Narrative

1. Reallocated Funds: Three full-time faculty will have 0.25 of their time relocated to teaching new courses in the program, representing 0.75 FTE.
2. Tuition/Fee Revenue: Under Tuition and Fee Revenue the assumptions include an increase in enrollment from 11 in year one to 22 in year five (a doubling), with 10% of students from out-of-state. Tuition increases of 3 % annually.
3. Grants, Contracts & Other External Sources: N/A
4. Other Sources: N/A
5. Total: Tuition and Fee Revenue the assumptions include 90% Maryland residents and 10% out-of-state and a 3% annual increase in tuition and fees.

Table 2 Narrative

1. Faculty: FSU is reallocating 25% of three full-time faculty (.075 FTE) to teach new courses in the program.
2. Administrative and Support Staff: N/A
3. Equipment and Library: N/A
4. New or Renovated Space: N/A
5. Other Expenses: N/A
6. Total: The budget assumes a 3 percent increase annually in tuition and fees. No additional financial resources are required.

Environmental Studies Major					
TABLE 1: RESOURCES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	47,922	49,360	50,840	52,366	53,937
2. Tuition/Fee Revenue	122,724	126,405	182,203	214,643	276,246
(c + g below)	0	0	0	0	0
a. Number of F/T Students In-state	10	10	15	15	20
a. Number of F/T Students Out-of-state	1	1	1	2	2
b. Annual Tuition/Fee Rate In-state	9,804	10,098	10,401	10,713	11,034
b. Annual Tuition/Fee Rate Out-of-state	24,684	25,425	26,188	26,974	27,783
c. Total F/T Revenue (a x b)	122,724	126,405	182,203	214,643	276,246
d. Number of P/T Students In-State	0	0	0	0	0
d. Number of P/T Students Out-of-State	0	0	0	0	0
e. Credit Hour Rate In-State	286	295	304	313	322
e. Credit Hour Rate Out-of-State	612	630	649	668	688
f. Annual Credit Hours	24	24	24	24	24
g. Total P/T Revenue In & Out-of-State	0	0	0	0	0
(d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	170,646	175,765	233,043	267,009	330,183
TABLE 2: EXPENDITURES					
	FY2023	FY2024	FY2025	FY2026	FY2027
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	47,922	49,360	50,840	52,366	53,937
a. # FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	47,922	49,360	50,840	52,366	53,937
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (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. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0.00	0.00	0.00	0.00	0.00
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)	47,922	49,360	50,840	52,366	53,937
Surplus	122,724	126,405	182,203	214,643	276,246
ASSUMPTIONS:					
Based on incoming new students.					
If current students, revenue & expenses would					
be less or flat.					
Three FT Faculty at 25% FTE. Reallocated.					
Approx. 12 credits per semester.					
Increase enrollment until 4th year, then flat.					

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

2. *Discuss procedures for evaluating courses, faculty and student learning outcomes.*

   Faculty members at Frostburg State University are evaluated annually by a peer evaluation process that includes student evaluation of instruction data for each course. The student evaluation instrument is common to all courses at FSU and is administered by the Office of Assessment and Institutional Research.

   Student learning outcomes for the program will be assessed on an annual basis in ENSC 485 (Environmental Science Capstone), using a portfolio-based rubric linked to the established student learning outcomes for the program.

2. *Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

   All academic programs at FSU undergo an intensive program review every seven years as required by the University System of Maryland and the Middle States Commission on Higher Education. This review covers educational and cost effectiveness, assessment of learning outcomes (based on mechanisms described above), and adequacy of human, capital, and fiscal resources as well as an external reviewer's report on program strengths and weaknesses.

   Halfway through the program review cycle, FSU's Office of Assessment and Institutional Research collects information on enrollment and assessment activities using a midterm review template. Also at this time, the Institutional Priorities and Resources Committee will review the program to determine if the program is meeting its enrollment projections and receiving the required resources.

N. Consistency with the State's Minority Student Achievement Goals
   (As outlined in COMAR 13B.02.03.05)

1. *Discuss how the proposed program addressed minority student access & success, and the institution's cultural diversity goals and initiatives.*

   COMAR 13B.02.03.05 calls for the "expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." The proposed ENSC program is open to all FSU undergraduates without restriction. Currently (fall 2022), FSU's undergraduate student population is 36% minority and 35% Pell Grant recipients, showing that the institution supports the educational goals of minority and economically disadvantaged students of all backgrounds.

Frostburg State University affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. Fostering diversity and respect for difference is a fundamental goal of higher education, ranking among the highest priorities of this institution.

Beyond the institutional commitment to diversity, equity, and inclusion, the Environmental Science program will serve all students who enroll in its courses and seek to reduce the retention and graduation gaps between minority and non-minority students. Faculty on the program steering committee will have ongoing conversations about how course content and assignments can better support the holistic development of minority students by focusing on the sources used, cases studies profiled, and voices heard in lectures, assignments, and readings. Senior students will be paired with newly declared majors to act as mentors and role models. The program will seek financial support for peer-mentoring from the FSU Foundation and both internal and external grants. The program will work actively with state and national efforts to increase minority representation in STEM programs and careers to place out students in competitive internships and programs.

O. Relationship to Low Productivity Programs Identified by the Commission

1. *If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*

   The proposed Environmental Studies program seeks to replace the low-productivity Environmental Analysis and Planning (EVAP) program that is currently in suspension and was also a joint program between the departments of Biology and Geography. Some faculty connected to the EVAP program have either retired or moved on to other institutions. The credit-heavy and prescriptive EVAP program had an adequate number of students enrolled, but those students often had to switch to a related major for degree completion, which explains the low-productivity in degrees awarded in EVAP.

   While current faculty in Biology and Geography are fewer in number, they do support the coursework in the proposed ENSC program. Since courses also serve students in other programs offered by these departments, any redistribution of resources would be internal to departments which will cover the two new ENSC courses included in the proposal.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

   N/A

2. *Provide assurance and any appropriate evidence that the institution complies with C-RAC guidelines, particularly as it relates to the proposed programs.*

N/A

APPENDIX A. Proposed Major: Environmental Science (60-68 credits)

Required Program Core (11 courses / Credits: 39-40)

ENSC Core (6 credits)
ENSC 150   Intro to Environmental Science [new 4 credit lab course]
ENSC 485   Environmental Science Capstone [new]

BIOL Core (12 credits)
BIOL 149
BIOL 160 or 161
BIOL 340

CHEM Core (8 credits)
CHEM 201
CHEM 202

GEOG Core (7-8 credits)
GEOG 103
GEOG 205 or 207

MATH Core (6 credits)
MATH 109
MATH 119

Advanced Electives (5 courses / Credits: 15 to 20)

In consultation with advisor, choose 5 courses across at least two disciplines that align with career and/or graduate education goals:

BIOL 230, 304, 309, 313, 328, 403, 405, 406, 409, 411, 412, 414, 417, 420, 422, 423, 425, 426, 430, 439, 450, 456, 460
CHEM 311 & 312, 320, 341, 420, 460
GEOG 208, 275, 300, 317, 330, 340, 360, 380, 405, 406, 413, 420, 430, 433, 441, 445, 452, 460, 469, 473, 475, 477, 492

Senior Research Experience (or two additional advanced electives / Credits: 6 to 8)

GEOG 482 and GEOG 483
or
BIOL 493 and/or BIOL 494 (to equal 6 credits)

Students will be encouraged to complete a minor in: Biology, Chemistry, Climate Science, Earth Science, Forestry, Geography, Sustainability Studies

Course descriptions for courses included in the ENSC program.

ENSC courses

ENSC 150 – Introduction to Environmental Science (4cr): An introduction to the systems science that seeks to identify and analyze natural and human-made problems in the natural environment. Includes a survey of fundamental concepts such as ecosystems and biodiversity, energy transfer, land and water use, energy resources, pollution, and global change. Application of science skills and practices. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.

ENSC 485 – Environmental Science Capstone (2cr): Creation of a portfolio comprised of examples of student work and an associated narrative demonstrating achievement of the established learning goals for the Environmental Science major. Professional development exercises: access information on career opportunities, resumes, cover letters. 2cr. lecture

BIOL courses

BIOL 149 – General Biology I (4cr): Biological principles and concepts. The life processes, development and relationship among organisms. Three hrs. lecture, 2 hrs. lab. Every semester. GEP Group C.

BIOL 160 – General Zoology (4cr): Biology of animals and evolution of animal diversity. Study of ecological interactions among animals and their physicochemical and biological environments. Three hrs. lecture, 2 hrs. lab. Required for biology majors. Every semester. Prerequisite: BIOL 149.

BIOL 161 – General Botany (4cr): Botanical concepts and principles about algae and land plants. Emphasis on their origin, evolution, classification of major groups with typical life cycles and characteristics, general morphology and physiology of vascular plants, and plant ecology. Required for biology majors. Three 1-hr. lectures, one 2-hr. lab. Every semester. Prerequisite: BIOL 149.

BIOL 230 – Wildlife Techniques (3cr): Study and management of wildlife species. Capture, marking, physiological indices, food habits and nutrition, sex and age, population and habitat analysis. Current management practices. Two hrs. lecture, 3 hrs. lab. Fall. Not open to students who have credit for former BIOL 330. Prerequisite: BIOL 149

BIOL 304 – Microbiology (4cr): Microorganisms, especially their form, structure, reproduction, physiology, metabolism, and identification, will be studied with emphasis on their distribution in nature, their beneficial and detrimental effects on humans, and the physical and chemical changes they make in the environment. Two hrs. lecture and two 2-hr. labs. Every semester. Prerequisites: BIOL 149 with a "C" or better. Co-requisite: CHEM 201 or CHEM 150.

BIOL 309 – General Entomology (4cr): Identification, morphology, physiology, development, geological history, ecology and control of insects. Two hrs. lecture, two 2-hr. labs. Fall, odd-numbered years. Prerequisite: BIOL 160.

BIOL 313 – Plant Evolution and Diversity (4cr): Origin, evolution and diversity of algae, bryophytes, ferns, gymnosperms and angiosperms. Comparative study of life history, morphology and of representatives of major groups. Two 1-hr. lectures, two 2-hr. labs. Spring of odd-numbered years. Prerequisite: BIOL 161.

BIOL 328 – Economic Botany (3cr): Study of plants and the link between plant structure and human's use of plants. Students will gain an understanding of the form and function of the plant body; plant nomenclature; history of plant use; origins of economically important plants; use of flowers and fruits for food and other purposes; use of roots, stems and leaves for food and other purposes. One hr. lecture, one 4-hr. lab. Spring, odd-numbered years. Recommended: BIOL 128 and 161.

BIOL 340 – General Ecology (4cr): Environmental relationships of plants and animals. Field laboratory experience. Measuring environmental variables in terrestrial and aquatic ecosystems. Two hrs. lecture, one 4-hr. lab. Every semester. Prerequisites: BIOL 160 or 161; CHEM 201; MATH 109/209

BIOL 403 – Plant Physiology (4cr): Higher-plant growth and differentiation. Case-study method. Topics include general differentiation, photometabolism, translocation and water relations. Three hrs. lecture, 3 hrs. lab. Fall of even-numbered years. Prerequisite: BIOL 161.

BIOL 405 – Dendrology (3cr): Collection, identification and study of native and introduced woody plants in summer and winter conditions. One hr. lecture, one 4-hr. lab. Fall. Prerequisite: BIOL 161.

BIOL 406 – Ornithology (4cr): Anatomy, physiology, behavior, ecology and evolution of birds. Laboratory emphasis on identification of regional birds at the species and family level. Two hrs. lecture, one 4-hr. lab. Binoculars required. Spring. Prerequisite: BIOL 149 or BIOL 160.

BIOL 409 – Plant Taxonomy (3cr): Classification of flowering plants, gymnosperms and ferns. Emphasis on collection, identification and preparation of herbarium specimens. One hr. lecture, one 4-hr. lab. Spring. Prerequisite: BIOL 161

BIOL 411 – Invertebrate Zoology (4cr): Structure, physiology, life history and natural history of invertebrate groups. Emphasis on local fauna. Two hrs. lecture, two 2-hr. labs. Spring, odd-numbered years. Prerequisite: BIOL 160

BIOL 412 – General Parasitology (4cr): Principles of parasite structure, function, life cycles and host-parasite relationships. Two hrs. lecture, two 2-hr. labs. Spring, odd-numbered years. Prerequisites: BIOL 160, CHEM 202.

BIOL 414 -- Quantitative Analysis of Vertebrate Populations (3cr): A survey of quantitative techniques used to describe, analyze and model vertebrate wildlife population phenomena and interactions between populations. Two hrs. lecture, one 3-hr. lab. Fall. Prerequisites: MATH 120 or a course in calculus, MATH 109/209; BIOL 160 or 161

BIOL 417 – Ichthyology (3cr): The study of fishes, with emphasis on structure and function, development, behavior, ecology and systematics. Two hrs. lecture, one 2-hr. lab. Fall, even-numbered years. Prerequisite: upper-class standing in biology or wildlife/fisheries management

BIOL 420 – Fish Management and Culture (3cr): Contemporary problems in fisheries management. The study of fish culture; alternatives of commercial harvest and culture. Field trips. Three hrs. lecture. Spring, odd-numbered years. Prerequisite: senior or graduate standing, MATH 109/209 or permission of instructor.

BIOL 422 – Herpetology (3cr): The structure, behavior, ecology, evolution and taxonomy of amphibians and reptiles. Laboratory emphasis on identification, anatomy and ecology of local species; techniques of collecting, estimating population sizes, home ranges. Two hrs. lecture, one 3-hr. lab. Spring. Prerequisite: BIOL 160

BIOL 423 – Mammalogy (4cr): the structure, taxonomy, behavior, ecology, evolution and public health significance of mammals, and history of the science of mammalogy. Laboratory emphasizes anatomy, identification, capture techniques, habitat analysis, and home-range and population characterization. Three hrs. lecture, one 3-hr. lab. Fall. Prerequisite: BIOL 160 or permission of instructor.

BIOL 425 – Forest Ecology and Conservation (3cr): The investigation of forest ecology, management, conservation, policy, research and history. Silviculture, stand dynamics, stand improvement, reforestation, soils, disturbances and natural pests and pathogens. Investigation of interrelated patterns and processes of forest communities. Forest products and measurements. Many field trips to measure, study and understand local forests. Two hrs. lecture, one 2-hr. lab. Fall. Prerequisite: BIOL 161.

BIOL 426 – Vertebrate Zoology (4cr): The biology of vertebrates: origin, evolution, classification, structure, ecology, reproduction. Identification of regional examples. Three hrs. lecture, one 2-hr. lab. Spring, even numbered years. Prerequisite: BIOL 160.

BIOL 430 – Introductory Limnology (4cr): Inland waters; physical, chemical, and biological aspects. An overview of hydrobiology. Laboratory emphasis on basic analysis of data from aquatic environments. Two hrs. lecture, two 2-hr. labs. Fall, odd numbered years. Prerequisite: BIOL 340.

BIOL 439 – Environmental Toxicology (3cr): Interdisciplinary study of the major classes and properties of pollutants, ecotoxicology testing methods and their effects on living organisms and the ecosystem. Two hrs. lecture, two hrs. lab. Variable. Prerequisites: BIOL 149 and CHEM 202.

BIOL 450 – Ecology and Management of Wildlife Populations (3cr): Study of the factors that determine the distribution and abundance of wildlife populations and current management practices used to manipulate wildlife populations. Two-three field trips will be used to gain knowledge of regional management practices. Three hrs. lecture. Fall. Prerequisites: BIOL 340, and one from 406, 423 or 426.

BIOL 456 – Advanced Microscopy (4cr): Principles and techniques of light microscopy and scanning electron microscopy. Preparation of biological specimens for light microscopy (including immunofluorescence) and scanning electron microscopy. Two hrs. lecture, two 2-hour labs. Spring, odd-numbered years. Prerequisite: cumulative GPA 3.0 or higher, BIOL 304 or 404, or permission of instructor.

BIOL 460 – Forestry Field Practice (3cr): A field-oriented overview of basic forestry. Includes field dendrology, silvics, elements of surveying and mapping, orienteering, log scaling, silviculture, timber cruising, and wildlife techniques. Numerous field trips to regional forests. Summer Session, odd-numbered years. 1 cr. lecture, 2 cr. lab. Prerequisites: BIOL 405 and BIOL 425.

BIOL 493 – Advanced Biology Research (3cr): Original student research mentored by a faculty member that will involve literature searches, experimental design, and analysis. Poster presentation methods and results at local, regional or national meeting required as final product. Department of Biology Chair approval before registration for the course. Repeatable for a maximum of 9 credits. Only 3 credits of this course can be used as a Biology elective. Variable. Prerequisite: permission of instructor.

BIOL 494 – Field Experiences in Biological Sciences (2-6cr): Work experience related to the student's major. Faculty sponsor, project approval and final report by the student required. Variable. Repeatable for maximum of 12 credits. Prerequisites: biology, wildlife & fisheries, or interpretive biology and natural history majors only; junior or senior standing.

CHEM Courses

CHEM 201 – General Chemistry I (4cr): Atomic and molecular structure, theories of covalent and ionic bonding, chemical reactions, states of matter, gas laws, solutions, reaction rates, stoichiometry and thermochemistry. Two hrs. lecture, 2 hrs. discussion and one 2-hr. lab. Every semester. You cannot earn credit for both CHEM 101 and 201. Prerequisite: placement at Math Level II. Corequisite: MATH 102/119, placement at Math Level III or higher or permission of instructor. GEP Group C.

CHEM 202 – General Chemistry II (4cr): Acid-base concepts, equilibria, thermodynamics, electrochemistry, reaction rates, coordination compounds, and organic, nuclear, and descriptive chemistry. Three hrs. lecture, one 3-hr. lab. Every semester. You cannot earn credit for both CHEM 102 and 202. Prerequisites: CHEM 201 and MATH 102/119.

CHEM 311 – Organic Chemistry I (3cr): Chemistry of the compounds of carbon. Classes and nomenclature of compounds, structure, reactions, mechanisms, spectroscopy, and stereochemistry. Three hrs. lecture. Every semester. Not open to students who have credit for former CHEM 301. Prerequisites: CHEM 202 or equivalent. Corequisite: CHEM 312.

CHEM 312 – Organic Chemistry I Laboratory (1cr): Introduction to techniques of experimental organic chemistry: separations, purifications, spectroscopy, mechanistic analysis. One 3-hr. lab. Every semester. Not open to students who have credit for former CHEM 301. Prerequisite: CHEM 202 or equivalent. Corequisite: CHEM 311.

CHEM 320 – Quantitative Analytic Chemistry (4cr): Theory, methods and treatment of data pertaining to chemical analysis. Gravimetric, volumetric, potentiometric, electroanalytical and spectrophotometric applications in the laboratory. Three hrs. lecture, one 3-hr lab. Fall. Prerequisites: CHEM 202, MATH 120 or equivalent or permission of instructor.

CHEM 341 – Introduction to Geochemistry (4cr): Intro to chemical systems and processes of Earth; basic chemistry principles applied to environmental processes, including, but not limited to distribution of elements, chemical reactions, and geochemical cycles. Applying geochemistry techniques to investigate and examine natural and human-impacted environments. Two hrs. lecture, one 3-hr. lab. Spring. Also offered as GEOG 341. Prerequisite: CHEM 202

CHEM 420 – Environmental Chemical Analysis (4cr): Explores applications of wet chemical, electroanalytical (potentiometric and amperometric), spectroscopic (UV-Vis, spectrofluorimetry and AA) and chromatographic (HPLC, GC, GCMS, TLC) techniques for standard and trace analyses of water, soil, and tissue materials. Emphasis on application of standard protocols, development of experimental technique and sample preparation. Two 3 hr. lectures/lab. Spring, even-numbered years. Prerequisites: CHEM 202.

CHEM 460 – Environmental Chemistry (3cr): An investigation into the chemical nature of the environment. Development of the chemical interactions found in the atmosphere, hydrosphere, lithosphere, and biosphere. Energy and energy usage are also discussed. Three hrs. lecture. Variable. Prerequisites: CHEM 202 and any of the following: BIOL 430, GEOG 432, CHEM 320 or 420.

GEOG Courses

GEOG 103 – Physical Geography (4cr): Earth-sun relations, map reading and interpretations, landforms, elements of weather and climate, and climate regions. Three hrs. lecture and 2 hrs. lab. Every semester. GEP Group C.

GEOG 205 – Descriptive Meteorology (3cr): Aspects of the atmosphere, weather variables and measurement, radiation, clouds and precipitation, atmospheric stability, air masses and severe weather. Principles of weather forecasting. Also offered as PHSC 205. Spring. GEOG 103 recommended.

GEOG 207 – Physical Geology and Geomorphology (4cr): A process-oriented approach to develop a fundamental understanding of geology and geomorphology. Experiential laboratory and field experiences of subsurface and surficial interactions with tectonic, hydrologic and atmospheric processes. At least one field trip will be required. Three hrs. lecture and 2 hrs. lab. Not open to students who have credit for former GEOG 307. Fall.

GEOG 208 – Earth System History (4cr): Chronology of the Earth's history from hypothesized origins through the Holocene. Paleography, paleotectonics, and floral and faunal evolution. Lab study of sediments, fossils as indicators of rock age and environment, and geologic maps and structure sections. One field trip may be required. Three hrs. lecture and 2 hrs. lab. Not open to students who have credit for former GEOG 308. Spring.

GEOG 275 – Fundamentals of Geographic Data Handling (3cr): Exploring sources, characteristics and types of geospatial data. Discussion of techniques for manual and automated handling of geographically referenced information. Two hrs. lecture and 2 hrs. lab. Every semester.

Prerequisites or co-requisites: GEOG 103 (or 113) and MATH 109/110, or MATH 119 or Math 220 or a higher-level math course or placement at Math Level III, or permission of instructor. Tech. fluency

GEOG 317 – Principles of Geographic Information Science (4cr): An examination of the basic theory, concepts, data structures, operations and applications of geographic information systems (GIS) as a science. Lectures supplemented by computer-based laboratory exercises. Three hrs. lecture and 2 hrs. lab. Fall. Prerequisites: GEOG 275 or permission of instructor. GEOG 310 recommended.

GEOG 330 – Global Climate Change (3cr): What causes Earth's climate to change? is one of the most important questions of our time. This course includes the evaluation of the natural and anthropogenic factors that cause a change in global and regional climates. Modern climate changes, future climate scenarios, policy, and mitigation strategies will also be explored. Spring, even numbered, years. Prerequisites: GEOG103/113

GEOG 340 -- Soil: Genesis, Nature and Characterization (3cr): Origin and processes of soil formation, change with time and environmental factors including use, identification and delineation on the landscape, and interpretation and usage of soil surveys. Two hrs. lecture and 2 hrs. lab./field session. Not open to students who have credit for former GEOG 440. Fall. Prerequisite: GEOG 207 completion or co-registration strongly recommended.

GEOG 360 – Food Systems (3cr): Geographic examination of the production, distribution and consumption of food. Cultural and spatial foundations of the global food system and its impacts on human and natural systems. Sustainable food systems. Fall, odd-numbered years.

GEOG 380 – Research Methods in Geography (3cr): Examines qualitative and quantitative methods for handling geo-spatial data. Design of geographic research, approaches to data collection and synthesis, inferential and descriptive geo-spatial statistics, application of statistical software, and presentation of findings. Two hrs. lecture and 2 hrs. lab. Spring. Prerequisites: GEOG 275 and 9 hrs. of geography or permission of instructor.

GEOG 405 – Physical Climatology (3cr): Overview of the physical processes that define Earth's global climate. Movement of energy and water throughout the climate system, global circulation, distribution of climate types, natural and anthropogenic controls of climate, land-atmosphere interactions, spatial and temporal patterns, climate variability and change, and analysis of climate data. Two hrs. lecture and 2 hrs. lab. Fall. Prerequisite: GEOG 103/113 and placement at Math Level 2 or above, or a C or better in a credit bearing mathematics course, or permission of instructor.

GEOG 406 – Management and Conservation of Natural Resources (3cr): Current problems associated with the use and misuse of natural resources. Fall. Prerequisites: GEOG 103/113 and GEOG 104/114 or GEOG 110 or permission of instructor.

GEOG 413 – Remote Sensing - Image Interpretation (3cr): Fundamental principles of remote sensing and image interpretation applications in geography; the remote sensing process,

Earth surface energy/matter interactions, photogrammetry basics, color theory and digital image display, introductory digital image processing and a survey of image types including panchromatic, color-infrared, multispectral, thermal and radar. Two hrs. lecture and 2 hrs. lab. Fall. Prerequisite: GEOG 275 or permission of instructor.

GEOG 420 – Topics in Mapping and Geospatial Sciences (3cr): A project-based course covering advanced topics in the mapping sciences and geospatial intelligence. Topics may include digital image processing, advanced cartographic design and/or geospatial analyses. Two hrs. lecture/discussion and 2 hrs. lab per week. May be repeated for up to 6 hours provided the topics are different. Spring. Prerequisites: GEOG 275, GEOG 310, GEOG 317, and GEOG 413 or permission of instructor.

GEOG 430 – Surface Water Hydrology (4cr): Physical principles governing occurrence and movement of water, including precipitation, evaporation and transpiration, runoff, infiltration, soil water movement, and stream channel morphology. Lab/field experience with stream gauging, infiltration measurement, soil hydraulic conductivity, flow frequency analysis and related phenomena. Human influence on surface water hydrology. Three hrs. lecture and 2 hrs. lab. Spring. Prerequisite: GEOG 103/113 or permission of instructor.

GEOG 433 – Surveying and Field Techniques (3 cr): Theory of measurements, computation and instrumentation; field work, use of Global Positioning Systems (GPS) and compilation of topographic base maps; evaluation of errors; profiling, grading, slope and grade stakes. Fieldwork will include the use of a variety of instruments. One hr. lecture and 4 hrs. lab. Variable. Recommended: GEOG 275.

GEOG 441 – Soil Analysis (3cr): Physical and chemical characteristics of soils as they relate to suitability for plant growth and reproduction. Laboratory and field testing of soil and soil-forming material. Physical properties of soil, moisture relationships, organic matter content and chemical constituents. Two hrs. lecture and 2 hrs. lab/field session. Fall. Prerequisite: GEOG 340 or permission of instructor.

GEOG 445 – Biogeography (3cr): Patterns of plant and animal distributions in the landscape are stressed and are considered in light of historical, environmental and biotic influences. Historical development of contemporary regional distributions, survey of world biomes and the importance of disturbance and human-induced changes on biotic distributions are considered. Variable. Prerequisite: GEOG 103 (or 113) or BIOL 149. BIOL 340 is recommended.

GEOG 452 – Rural Geography (3cr): Issues related to rural places, including population, livelihoods, environmental concerns, and trends. Topics may include exploration of rural geography concepts and research; examination of social, cultural, and environmental issues for rural areas and small towns; and concerns related to sustainability of rural livelihoods and communities. Spring, even-numbered years.

GEOG 460 – Natural Hazards in the Physical Environment (3cr): Study of hazards to human society arising from wind, water and earth either independently or from human activities.

Perception, prevention and mitigation of hazards; spatial distribution and impact on global populations. Fall. Prerequisite: GEOG 103 or permission of instructor.

GEOG 469 – Principles of Atmospheric Science (3cr): Introduction to forecasting, weather models, and physical dynamics of the atmosphere. Large-scale processes and horizontal flow, small-scale processes and the vertical dimension, Newton's laws of Motion, conservation of mass and energy, radiation, thermodynamics, and angular momentum. Spring of odd numbered years. Prerequisite: GEOG 205/PHSC 205 or GEOG405 and placement at Math Level 2 or above, or a C or better in a credit-bearing mathematics course, or permission of instructor

GEOG 473 – Environmental Law (3cr): A survey of federal and state environmental laws and regulations. History and role of environmental regulation related to air and water pollution, waste disposal and resource development. Fall.

GEOG 475 – Advanced Geomorphology (3cr): Investigation of the synergy between the processes of aeolian (wind), hydrologic (water), tectonic (geologic) and the cyrosphere (snow and ice) that shape the surface of the Earth. Exploration and classification of landforms of laboratory and field date utilizing and undertaking techniques such as; geomorphological mapping, sedimentology, environmental evidence and numeric models. Field trips to apply and practice data collection methodologies are required. Two hrs. lecture, 2 hrs. lab. Spring, odd-numbered years. Prerequisites: GEOG 207 or 208 or permission of instructor.

GEOG 477 – Advanced Geology (3cr): An in-depth examination of the Earth's origin, interior, and crustal materials; the geologic processes which have built up, deformed, weathered, and eroded the crust throughout deep time: the environmental interrelationships between humans and geologic processes and resources. By examining relating evidence of geologic processes, it is possible to examine the factors that initiate, drive and determine planetary evolution. Field component required. Two hrs. lecture, 2 hrs. lab. Spring, even-numbered years. Prerequisite GEOG 207 or permission of the instructor.

GEOG 482 – Senior Project I (3cr): First stage of the Senior Project, preparation and development of project design, identification of appropriate research methods, detailed project plan, initial background research (literature review) and preliminary data collection. Presentation in written report. Graded A/F. Every semester. Prerequisite: Senior standing, minimum 15 hours of geography, GEOG 380 or permission of instructor.

GEOG 483 – Senior Project II (3cr): Concluding stage of the Senior Project. Collection, presentation, analysis, interpretation, discussion and conclusions of original research by written thesis and oral exhibition. Graded A/F. Every semester. Prerequisite: GEOG 482.

GEOG 492 – Internship: Research in Geography (3cr): Academic component of internship. Requires co-registration in 495. Graded A-F. Every semester, summer.

MATH Courses

MATH 109 – Elements of Applied Probability and Statistics (3cr): For the non-math major; less rigorous than MATH 380. Elementary probability theory; collection, organization and analysis of data; descriptive statistics; the normal and binominal distributions; introduction to inferential statistics; and applications. Every semester. Prerequisite: a passing score on the Mathematics Placement test administered by the University or DVMT 095. MAY NOT BE USED TO SATISFY THE REQUIREMENTS FOR A MAJOR OR MINOR IN MATHEMATICS. MAY BE USED TO FULFILL CORE SKILL 3.

MATH 119 – College Algebra (3cr): Functions and their graphs, inverse functions, solutions of equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations and matrices. Every semester. Prerequisite: A passing score on the Mathematics Placement Test administered by the University or a grade of B or better in DVMT 100.

APPENDIX B. – 8-Semester Plan for Environmental Science (ENSC) Major

Semester 1 - Fall				
	Credits	Major	Other	GEP
ENGL 101 – First-Year Composition	3			CS1
ENSC 150 – Intro Env Science	4	X		C
MATH 119 – College Algebra	3	X		CS3
ORIE 101 – Intro. to Higher Education	1		X	
GEP Fine & Performing Arts	3			A
Semester Total	14			

Semester 2 - Spring				
	Credits	Major	Other	GEP
GEOG 103 – Physical Geography	4	X		C
BIOL 149 – General Biology	4	X		C
IDIS/SUST 155 – First-Year FSU Colloq.	3			E
GEP Humanities	3			B
GEP Social Science (GEOG 104 rec.)	3			D
Semester Total	17			

Semester 3 - Fall				
	Credits	Major	Other	GEP
CHEM 201	4	X		C
GEOG 205 or 207	3/4	X		
MATH 119	3	X		CS3
GEP Humanities	3			B
GEP Social Science	3			D
Semester Total	16/17			

Semester 4 - Spring				
	Credits	Major	Other	GEP
CHEM 202	4	X		
BIOL 160 or 161	4	X		
Advanced ENSC Elective 1	3/4	X		
GEP Identity & Difference	3			F
Elective	3			
Semester Total	14/15			

Semester 5 - Fall				
	Credits	Major	Other	GEP
BIOL 340	4	X		
Advanced ENSC Elective 2	3/4	X		
Advanced ENSC Elective 3	3/4	X		
ENGL 3xx – Advanced Writing	3			CS2
Elective	3			
Semester Total	16/17			

Semester 6 - Spring				
	Credits	Major	Other	GEP
Advanced ENSC Elective 4	3/4	X		
Advanced ENSC Elective 5	3/4	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective (300-400)	3			
Semester Total	15/17			

Semester 7 - Fall	Credits	Major	Other	GEP
Senior ENSC Req 1	3	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective (300-400)	3			
Elective	3			
Semester Total	15			

Semester 8 - Spring	Credits	Major	Other	GEP
Senior ENSC Req 2	3	X		
ENSC 485 Capstone	2	X		
Elective (300-400)	3			
Elective (300-400)	3			
Elective	3			
Semester Total	14			

Total Credits: 121 to 126

Appendix C: Articulation Agreement (see attached document)

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
Towson University: Doctor of Philosophy (Ph.D.) in Autism Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Towson University (TU) seeks approval to create a Doctor of Philosophy (Ph.D.) program in Autism Studies. This innovative Ph.D. program will be housed in the College of Health Professions' Institute for Well-Being and draws from faculty expertise across the institution, including the Colleges of Education, Health Professions, and Liberal Arts. TU's proposed Ph.D. program in Autism Studies is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism. This four-year, full-time program will draw from interdisciplinary experts, including practitioners, educators, and researchers who work with autism-related issues in their fields.

Students in the Ph.D. program will have the opportunity to become proficient in various research methodologies and apply these to pressing questions and topics within their own disciplines and across disciplines. They will collaborate with expert faculty, as well as external partners, as they deepen their research acumen and investigate significant issues related to autism and neurodiversity. The proposed doctoral degree requires successful completion of comprehensive exams, a dissertation with oral defense, and 60 credits, with 15 credits on the interdisciplinary foundation of autism, 18 credits on research and research methods, nine credits of cognate (self-selected courses across disciplines to deepen understanding of chosen topics), and 18 credits of dissertation study. TU possesses the necessary faculty expertise and financial, administrative, technical, and other infrastructure resources to adequately support the program.

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 fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) program in Autism Studies.

COMMITTEE RECOMMENDATION: Approval	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

TU

TOWSON UNIVERSITY

—

Kim E. Schatzel, Ph.D.
President

Office of the President

8000 York Road
Towson, MD 21252-0001

December 22, 2022

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

Towson University seeks your review and approval to offer a **Doctor of Philosophy (Ph.D.) in Autism Studies** in accordance with the Code of Maryland Regulations (COMAR) 13B.02.03.06.

The proposed program's innovative curriculum and interdisciplinary approach is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism, thereby helping to address an area of significant national need.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/rjme
cc: Dr. Darlene Smith, Interim Associate Vice Chancellor, Academic and
            Student Affairs, USM
        Dr. Melanie L. Perreault, Provost and Executive Vice President for
            Academic and Student Affairs
        Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
        Dr. Sidd Kaza, Associate Provost for Research and Dean of Graduate
            Studies
        Dr. Lisa Plowfield, Dean, College of Health Professions

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

Towson University
_____
Institution Submitting Proposal

Autism Studies
_____
Title of Proposed Program

Doctor of Philosophy   **Fall 2023**
Award to be Offered   Projected Implementation Date

1299.02   **30.9999**
Proposed HEGIS Code   Proposed CIP Code

Institute for Well-Being   **Dr. Lisa Plowfield**
Department in which program will be located   Department Contact

410-704-2132   **lplowfield@towson.edu**
Contact Phone Number   Contact E-Mail Address

_____   12/22/22
Signature of President or Designee   Date

A PROPOSAL FOR A PH.D. IN AUTISM STUDIES AT TOWSON UNIVERSITY

Table of Contents

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TOWSON UNIVERSITY

TU TOWSON UNIVERSITY

A. Centrality to Institutional Mission Statement and Planning Priorities

A1. Program Description and Alignment with Institutional Mission

Towson University (TU) submits this proposal to create a Doctor of Philosophy (Ph.D.) program in Autism Studies. This innovative Ph.D. program will be housed in the TU College of Health Professions' Institute for Well-Being (IWB) and draw from faculty expertise across campus. Specifically, the program will involve the Colleges of Education, Health Professions, and Liberal Arts, where faculty from multiple fields study the developmental course of autism across the lifespan at individual, family, and community levels. In addition, this program will be supported by autism-focused resources at TU, including: (1) the Hussman Center for Adults with Autism, with a focus on socialization and work-skills development programs; (2) the Speech and Language Center at the IWB, which addresses growth, development and social needs of individuals across the lifespan; (3) the Occupational Therapy Center at the IWB, which enhances skill development and participation in valued life roles; (4) the College of Education's Connections Immersion and Training Classroom, which serves children and their families in the Family Engagement Program; (5) the College of Education's Reading Clinic; and (6) the College of Liberal Arts' Research Collaborative with the Maryland State Department of Education.

TU's proposed Ph.D. program in Autism Studies is designed to strengthen graduates' research skills while deepening their knowledge and perspectives on autism. This four-year, full-time program will draw from interdisciplinary experts across TU, including practitioners, educators, and researchers who work with autism-related issues in their fields. Students in the Ph.D. program in Autism Studies will have the opportunity to become proficient in various research methodologies and apply these to pressing questions and topics within their own disciplines and across disciplines. They will collaborate with expert faculty, as well as external partners, as they deepen their research acumen and investigate significant issues related to autism and neurodiversity, which (as the proposal outlines) is an area of significant national need.

The National Institute of Mental Health describes autism as a neurological and developmental condition affecting how people interact with others, communicate, learn, and behave. Practitioners, educators, and researchers tend to approach autism from their own disciplinary perspectives. Recognizing the interconnectedness between the wealth of professionals who address autism-related issues, the proposed Ph.D. program in Autism Studies will provide essential connections across disciplines to advance research and leadership. In fact, this approach is integral to the program's design.

Rigorous coursework in statistical analysis, qualitative methods, and applied research will also prepare graduates to undertake studies in pursuit of autism research advancement. Students in the program will likely come from various educational backgrounds, including speech-language pathology, occupational therapy, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies.

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The proposed doctoral degree requires successful completion of 60 credits, with 15 credits of coursework on the interdisciplinary foundation of autism, 18 credits of coursework on research and research methods, nine credits of cognate (i.e., self-selected courses across disciplines to deepen understanding of chosen topics), and 18 credits of dissertation study. Students will complete comprehensive exams at the end of the second year of study. The dissertation will allow for either a traditional format or an alternative format requiring the submission of three manuscripts in the area of study (including one manuscript on dissertation study findings) to peer-reviewed journals. The program seeks to admit approximately seven students each fall.

The proposed Ph.D. program in Autism Studies is consistent with TU's mission to "foster intellectual inquiry and critical thinking, preparing graduates who will serve as effective leaders for the public good." The program also aligns with TU's commitment to "academic excellence, interdisciplinary study, research and public service." This program will capitalize on TU's expertise in autism and will prepare researchers to explore broad and deep perspectives on autism with a unique emphasis on original research contributing to interdisciplinary, cutting-edge knowledge.

A2. Strategic Goals Alignment and Affirmation of Institutional Priority

TU's 2020-2030 Strategic Plan identifies as a key goal the development of "new master's and doctoral programs in accordance with regional demand and institutional mission." The creation of this novel and much-needed doctoral program will enhance TU's reputation as a national leader in higher education, committed to interdisciplinary study and academic excellence. With this new doctoral program, the first of its kind in the University System of Maryland and state of Maryland, and one of only a few similar programs in the nation, TU will be better positioned to achieve R2 status and emphasize its position as an anchor institution in the region and state. Thus, TU's leadership considers the program's implementation an institutional priority.

Furthermore, the proposed Ph.D. program in Autism Studies responds to TU's goal to capitalize on "new facilities in STEM and health professions to develop new, high-demand academic programs that support state and national workforce needs." This innovative program, housed in the College of Health Professions (CHP) and its new facilities, responds to growing interest in autism and workforce demand in autism-related fields. The proposed program will not only contribute to academia by preparing much-needed future researchers, educators, health professionals, and social scientists, but will also contribute to the research literature through the work of students and faculty. Graduates from the proposed program will contribute to the growing understanding of autism and expanding evidence base in areas related to diagnosis, intervention, and advocacy.

The proposed Ph.D. program in Autism Studies would help TU reach its goal to "substantially increase grant activities and scholarly output, utilizing the full spectrum of student, staff, and faculty expertise." There is extensive autism expertise at TU, across the Colleges of Health Professions, Education, and Liberal Arts, and in the Hussman Center for

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Adults with Autism at the IWB. The proposed program brings this interdisciplinary expertise together to offer a unique opportunity for students and faculty to collaborate through scholarly activities and enhanced interdisciplinary research outcomes in autism.

This proposed research-intensive doctoral program together with TU's large, diverse student body and a committed faculty composed of highly capable and productive scholarly educators support the institution's drive to preeminent recognition as a national leader in higher education.

A3. Five-year Funding Plan

This Ph.D. program will be funded with TU R2 investment funding and reallocated support from across the university, as this program is built on already existing graduate courses and faculty expertise. During the internal university review and approval process for new academic programs, funds have been committed from the Division of Academic Affairs in dialogue with TU Administration and Finance. Resources and expenditures anticipated for the first five years are presented in Section L, Tables 1 and 2. Graduate student stipends, modest library and operational support, and four new faculty lines will be dedicated to the growth and development of this program during the initial five years. As faculty and student research grow, grant funds are expected to supplement university funding and be invested in the proposed program.

A4. Institutional Commitment

As outlined above, the proposed Ph.D. program is integral to the university's new research-driven mission and strategic vision, and thus TU is committed to its successful implementation.

TU has a rich infrastructure to support new academic programs. Administrative support for the program will be managed from within CHP with staff who are familiar with, understand, and manage graduate education and the needs of graduate students. TU's Office of Graduate Studies will also support administrative and operational needs for graduate program directors, guidance and review of student progression and success, graduate faculty status designations, and marketing. As indicated above and presented in Section L, financial support has been committed and will be reviewed annually to ensure sufficiency. Technical support is part of the University's infrastructure and will come from the Office of Technology Services. Further, technical support will also come directly from the colleges as they have dedicated staff for website development, computer technology needs and classroom support.

TU is committed to student success; students admitted are provided with sufficient time for program completion. Doctoral students are provided up to 10 years to complete their degree. TU anticipates, however, that faculty mentors and advisors will guide students in this program, and full-time completion is expected within four years from admission and matriculation.

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

B1. Program Demand and Need

The need to prepare researchers, educators, and policy makers in the area of autism is critical. The Centers for Disease Control reported the autism prevalence rate's increase from 6.7 per 1,000 children in 2000 to 23.0 per 1,000 children in 2018, illustrated in Figure 1 below.[1] This increased prevalence has overwhelmed school districts, mental health services, adult service agencies, and other systems in the region, state, and beyond. The increasing numbers of individuals and families experiencing autism, particularly with co-occurring or complex conditions (e.g., intellectual disability, mental health conditions), has intensified the need for research, policy, and programming that meet the complex and multifaceted needs of this population. Expertise in autism-related research methods to explore evidence-based interventions, educational approaches, and population needs are among some of the most critical areas for knowledge advancement and research in our state, region, and beyond.

Figure 1: Prevalence of Autism in the U.S.
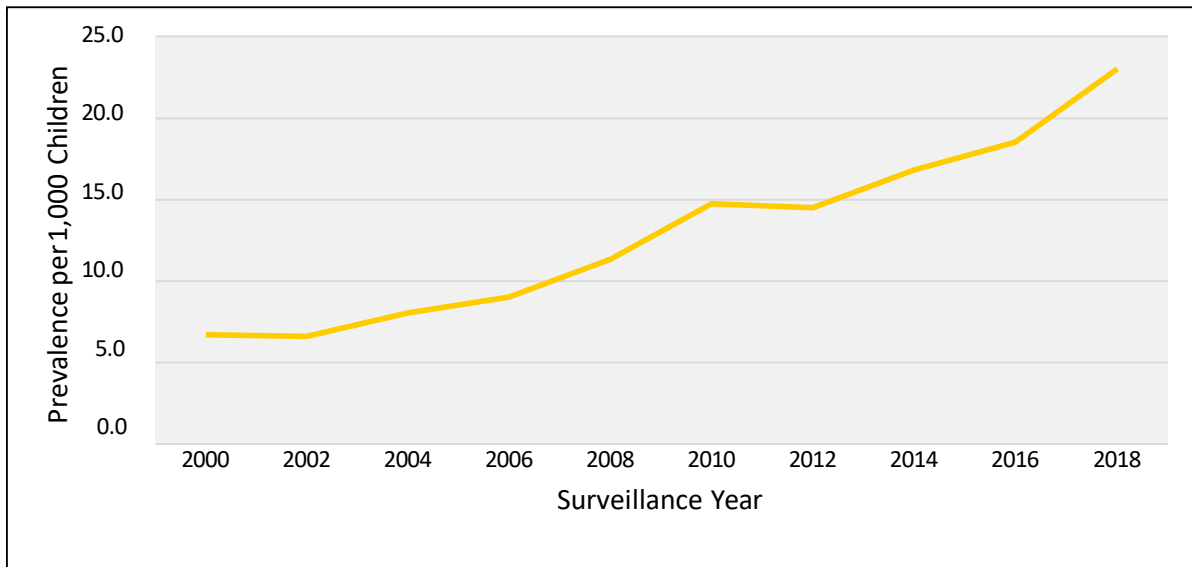
Sources: Centers for Disease Control and Prevention, RESI

B2. Alignment with Maryland State Plan for Higher Education

One of the three goals outlined in the new 2022 Maryland State Plan for Higher Education is to "promote and implement practices and policies that will ensure student success." Embedded within this overarching goal is the priority (Priority 5) to "maintain the commitment to high-quality postsecondary education in Maryland." The highly interdisciplinary nature of the proposed Ph.D. in Autism Studies—which TU envisages will

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[1] "Data & Statistics on Autism Spectrum Disorder," Centers for Disease Control and Prevention, accessed June 6, 2022, https://www.cdc.gov/ncbddd/autism/data.html.

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attract graduates of Maryland's postsecondary institutions (including HBIs) with degrees in speech-language pathology, occupational therapy, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies—addresses the Priority 5 action item by identifying an "innovative" field of study. Moreover, the collaborative nature of the program, in which students will be able to engage with multiple colleges and units within TU and interact with practitioners, educators, and researchers, supports the Priority 5 action item of providing practical "real world" experiences.

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

C1. Pipeline and Employment Opportunities

Although programs exist in the state that provide certifications and applied training in special education and autism studies, there are currently no doctoral programs specifically focused on autism studies available in Maryland.

The pipeline of students likely to pursue TU's Ph.D. program in Autism Studies will draw from many different disciplines including, but not limited to, speech-language pathology, occupational therapy and occupational science, education, child life, rehabilitation science, social services, public health, political science, school psychology, psychology, and family studies. The proposed Ph.D. program will draw students who are professionals committed to investigating and expanding knowledge about autism, effective service provision, and impacts on families and communities.

Students completing the proposed Ph.D. program in Autism Studies at TU would be well-equipped to pursue a variety of employment opportunities that require a research doctoral degree. TU expects that, over time, six to seven students would graduate from the program annually to fill the demand for these advanced roles. These could include positions within the National Institute of Mental Health in Bethesda and the Kennedy Krieger Institute in Baltimore. Occupations pursued by graduates of the Ph.D. program may include, but are not limited to, special education consultant, autism specialist, data scientist, health scientist researcher and administrator, post-secondary professor, and autism research coordinator.

Due to the specialized nature of the positions for which applicants with a doctoral degree would align, representative data for these professional subsets are difficult to obtain. However, Figure 2 below shows a sampling of potential occupations for which graduates of the proposed Ph.D. program would be compatible.

C2. Market Demand

See Figure 2 for expected vacancies in careers aligning with the research and professional training included in the proposed Ph.D. in Autism Studies. All the selected occupations are projected to exceed the Maryland average growth rate of 10 percent between 2018 and 2028. Additionally, every occupation has a higher average wage than Maryland's average

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of $65,900 across all occupations. The demand for tenure-track positions with a Ph.D. degree in Autism Studies is projected to increase significantly across fields as autism prevalence and attention to the field continue to grow.

C3. Anticipated Vacancies and Training Needs

Figure 2: Select Related Occupations and Characteristics for Maryland

Occupation	Annual Mean Wage, 2021	2018-2028	
		Projected Growth	Projected Annual Openings
Post-secondary Assistant Professor in Relevant Fields (Education, Health Specialties, Social Work, Psychology)	$80,000	14-15%	870
Medical and Health Services Managers	$135,870	20%	1,750
Training and Development Managers	$130,050	11%	180
Data Scientists	$117,660	11%	20
Clinical and Counseling Psychologists	$93,330	23%	270
Occupational Therapists	$86,460	29%	330
Speech-Language Pathologists	$85,850	33%	300
Instructional Coordinators	$79,470	15%	258
Educational, Guidance, and Career Counselors and Advisors	$72,730	16%	940

Sources: O*Net, RESI, U.S. Bureau of Labor Statistics, Projections Central

In terms of training needs, TU's proposed Ph.D. program in Autism Studies would not only provide in-depth instruction through interdisciplinary experts, but also include statistical analysis and methodology training that equips students to conduct high-level research on autism. Additionally, the advanced nature of the degree program would allow graduates to pursue other roles that require a doctoral degree, such as program administration, leadership, and research, among others.

C4. Projected Supply of Prospective Graduates

As indicated above, there are very few similar programs at the doctoral level in the nation and none in the state of Maryland – the University of Maryland's Ph.D. in Special Education is included as the closest in the state in terms of content. Information related to the most relevant programs in the state and nationwide is provided below. Some of the comparable programs in other states utilize an apprentice model that allows them to accept a small number of new students per year. TU anticipates admitting approximately seven students into the Ph.D. program each fall and that most students will complete the degree in four years.

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Figure 3: Similar Programs in Maryland and Across the Nation

Fall New Enrollment in Similar Programs						
Institution	Program Name	2017	2018	2019	2020	2021
University of Maryland	Ph.D. in Special Education	8	3	0	2	2
University of Texas, Austin	Ph.D. in Autism and Developmental Disabilities	6	10	13	11	9
University of North Texas	Ph.D. in Intellectual Disability/Autism	1	3	6	3	3
Columbia University	Ph.D. in Applied Sciences of Learning and Special Education with a Focus in Intellectual Disability/Autism	1	2	1	2	2

D. Reasonableness of Program Duplication

D1. Similar Programs

Although there are several programs in the region that offer a master's degree or graduate certificate in autism (see Appendix A for more information about these programs), none of the programs identified contain the advanced doctoral-level research training required of TU's program, and there are no comparable Ph.D. (or any other type of doctoral degree award) programs that Towson's proposed program would duplicate. As seen in Figure 3 above, there are very few Ph.D. programs that focus on Autism Studies across the nation, such as those offered by Columbia University, University of Texas at Austin, and University of North Texas. Cambridge College Boston has a program with some overlap in content (Applied Behavior Analysis with a Specialization in Autism Intervention), but it is conducted through a distance-learning model and has a specific focus on one category of autism intervention.

D2. Program Justification

This type of advanced degree provides students with the expert knowledge and tools required to pursue roles in research and leadership to improve systems and practices in education, health care, and related fields, while also contributing to changes in culture and improvement of outcomes, among other opportunities. Additionally, by utilizing interdisciplinary experts in the planned curriculum, students will gain a broad scope of knowledge across diverse fields of employment. These methods will help to ensure that students are able to effectively investigate key research areas across a diverse range of settings and content areas.

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E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

None of the four HBIs in the state of Maryland offer doctoral programs similar to the Ph.D. program in Autism Studies proposed here. Interested and qualified students who graduate from a variety of high-demand programs at Maryland HBIs (e.g., social work, vocational rehabilitation counseling, education, special education, family studies, health professions) would provide a pipeline for this program and may apply to the proposed Ph.D. program to further their education in autism studies and research. As such, the program has the potential to enhance the demand for relevant programs at Maryland's HBIs.

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

As indicated above, there are no programs currently offered at the doctoral level in autism studies at any of Maryland's four HBIs. Consequently, given the specialized subject-area and doctoral-level focus of the proposed Ph.D. degree, TU does not anticipate that its implementation will impact the uniqueness and institutional identities and missions of HBIs.

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

G1 Program Development and Faculty Oversight

The curriculum for the Ph.D. program in Autism Studies was developed by faculty from the College of Health Professions, the College of Education, and the College of Liberal Arts (see Figure 5), drawing upon faculty members' expertise in autism and program development. Through an iterative and collaborative process, courses and content areas were discussed by the interdisciplinary team and reviewed for relevance to the proposed degree program and its learning outcomes. The faculty who will oversee the program are identified in Section I1; they are tenured and tenure-track faculty with expertise in a wide range of disciplines that investigate and address issues of autism.

G2. Educational Objectives and Learning Outcomes

The educational objectives of TU's proposed Ph.D. in Autism Studies are to prepare students to become proficient in various research methodologies while deepening their knowledge and perspectives on autism, such that graduates of the program will be able apply these research skills and content knowledge to pressing questions and topics within their own disciplines and across disciplines.

The following are the proposed learning outcomes for students who enroll in the Ph.D. program in Autism Studies:

1. Develop substantive core research-based knowledge in the field of autism and a related discipline (e.g., education, occupational therapy, sociology).
2. Apply interdisciplinary research-based perspectives and practices to promote collaboration and innovation in the field of autism research and practice.
3. Master methodologies required to evaluate and conduct independent research.

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4. Design and conduct original research in the field of autism.
5. Demonstrate the ability to effectively communicate research findings and autism knowledge more generally to professionals and laypeople.

G3. Assessment and Documentation of Student Learning Outcomes

TU's Office of Assessment within the Division of Academic Affairs coordinates the assessment of student learning outcomes. Assessment of student learning occurs at the course, program and institutional levels and involves academic and co-curricular activities. The Office of Assessment works collaboratively with faculty and staff to support analysis and research of TU's curriculum, courses, departments, and programs to improve student learning through effective, faculty and staff-driven assessment of academic programs and student learning outcomes achievement.

Specifically, the Office of Assessment provides information and resources for assessment, maintains the technological infrastructure to support academic assessment, supports faculty and programs through workshops and consultation, and assists with collection, analysis, and distribution of institutional and programmatic assessment data.

The proposed Ph.D. in Autism Studies will employ a variety of assessment measures appropriate at the doctoral level to assess student learning, including (but not limited to) course papers, presentations, comprehensive examinations, and preparation of a dissertation and oral defense. Figure 4 maps assessment activities to specific learning outcomes.

Figure 4. Assessment of Learning Outcomes

Learning Outcome	Assessment Method
1. Develop substantive core research-based knowledge in the field of autism and a related discipline such as education, occupational therapy, or sociology.	*Measure 1: Grade on final presentation in Autism in Children course (SPED 620, IDHP 621)* *Measure 2: Grade on final paper in second-year Cognate course* *Measure 3: Successful completion of Comprehensive Exams*
2. Apply interdisciplinary research-based perspectives and practices to promote collaboration and innovation in the field of autism.	*Measure 1: Grade on team project in Laws, Policy, Ethics, and Advocacy course (IDHP 741, PSYC 791, SPED 765)* *Measure 2: Grade on debate in first-year Seminar course (IDHP 650)* *Measure 3: Successful completion of interdisciplinary courses across at least two colleges in the university*
3. Master methodologies required to evaluate and conduct independent research.	*Measure 1: Final grade on Quantitative Methods course (OCTH 610, EDUC 790)* *Measure 2: Final grade on Qualitative Methods course (OSC 890, GEOG 620, EDUC 791)*

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Learning Outcome	Assessment Method
4. Design and conduct original research in the field of autism.	*Measure 1: Grade on dissertation proposal* *Measure 2: Grade on mentored dissertation progress*
5. Demonstrate the ability to effectively communicate research findings and autism knowledge more generally to professionals and laypeople.	*Measure 1: Grade on Grant Writing course (PRWR 619)* *Measure 2: Grade on final teaching demonstration in teaching and presentation research course (e.g., SPED 604)*

Achievement of student learning outcomes will be documented in a variety of ways. For example, grades earned at the individual assignment and course level will be documented in TU's learning management system (Blackboard), while the final approved version of the dissertation will be submitted to the Office of Graduate Studies and archived in TU's library. More generally, assessment data will be recorded, archived, and tracked over time by the program director, who can draw on the expertise and resources of TU's Office of Assessment for assistance. Assessment data will be disseminated annually to program faculty and to CHP's Associate Dean for Academic Affairs, who has overall responsibility for assessment within the college, for consideration in the context of program improvement.

G4. Program Requirements

This Ph.D. program is a 60-credit hybrid program following completion of a master's degree in a related field of study. Full-time study is planned understanding, however, that part-time study will be available. Courses will be taught in-person on the main TU campus and through virtual educational platforms. Admitted students will be offered fellowship or research assistantship support so they can focus on research during their studies.

Required courses will be divided into four major areas of study: Interdisciplinary Foundations of Autism (Core), Research and Research Methods, Cognate, and Dissertation Study. See below for a program outline, with course descriptions included in Appendix B and a year-by-year program of study in Appendix C.

- **Interdisciplinary Foundations of Autism (Core)** (15 credits): These courses will cover topics related to autism across the lifespan, including diagnosis, intervention, and transitions to adulthood and beyond.
    - **First-year Seminar** (3 credits; *IDHP 650 Historical and Current Perspectives of Autism)*
    - **Family Collaboration** (3 credits; sample courses: *SPED 605 Working with Families of Students with Disabilities, FMST 601 Applied Family Relationships, FMST 610 Family-Professional Collaboration)*
    - **Autism in Children** (3 credits; sample courses: *IDHP 621 Contemporary Issues for Infants and Children on the Autism Spectrum, SPED 620 Educating Students with Autism Spectrum Disorders)*
    - **Autism in Teens and Adults** (3 credits; sample courses: *IDHP 623 Contemporary Issues for Adolescents and Adults on the Autism Spectrum, SPED 629 Transition for Students with ASD Across the Lifespan)*

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- o **Laws, Policy, Ethics, and Advocacy** (3 credits; sample courses: *IDHP 741 Ethical and Legal Issues in Clinical Practice, PSYC 790 Ethical, Legal and Professional Issues in Psychology, SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy)*
- **Research and Research Methods** (18 credits): These courses will address quantitative methods and statistics, qualitative methods, applied research, and grant writing, with the opportunity for electives in areas such as program evaluation. Along with the applied research course, students will complete an early research project to prepare them for the dissertation process.
  - o **General Research Methods** (3 credits; sample courses: *OCTH 613 Advanced Research Methods in Occupation-Based Practice, EDUC 789 Research Methods, Design, and Analysis)*
  - o **Quantitative Methods** (3 credits; sample courses: *OCTH 610 Data Analysis in Occupation-Based Research and Evidence-Based Practice, EDUC 790 Advanced Measurements and Statistics in Education)*
  - o **Qualitative Methods** (3 credits; sample courses: *OSC 890 Qualitative Research: Occupation and Life Narrative, GEOG 620 Qualitative Methods, EDUC 791 Advanced Qualitative Research Methods)*
  - o **Grant Writing** (3 credits; sample courses: *PRWR 619 Grant and Community Writing)*
  - o **Applied Research** (3 credits; sample courses: *FMST 620 Project in Family Focused Program Development (mixed methods action research), FMST 615 Applied Research Methods in Family Science, WMST 609 Applied Research Methods and Skills I, SPED 604 Action Research in Special Education)*
  - o **Self-selected Research Course** (3 credits; sample courses: *FMST 880 Graduate Project in Family Studies, PSYC 615 Introduction to Research Methods in Counseling, PSYC 687 Advanced Experimental Design I, PSYC 688 Advanced Experimental Design II, PSYC 689 Multivariate Analysis, PSYC 691 Independent Investigation in Psychology, PRWR 619 Grant and Community Writing, OSC 770 Special Topics in Occupational Science)*
- **Cognate** (9 credits): Students select courses that allow them to develop interdisciplinary breadth and depth of autism-related knowledge and research in their area of study. Examples of cognate areas may include intellectual disabilities, neurodiversity, cultural and disability studies, family studies, and mental health.
  - o *Sample Courses*
    IDHP 641 Communication, Behavior, and Participation Linkages for People on the Autism Spectrum
    IDHP 642 Program Design and Implementation in Autism
    PSYC 611 Developmental Psychology
    PSYC 622 Advanced Multicultural Psychology
    PSYC 722 Advanced Multicultural Counseling
    GEOG 652 Geographies of Health

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SOSC 606 Sociological Insight
SOSC 609 Developmental Human Learning: A Lifespan Approach
SPED 621 Formal and Informal Assessment Techniques for Students with ASD
SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum
SPPA 600 Language Development and Disorders from Birth through Preschool
SPPA 606 Language Development and Disorders in School-Age Children SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology SPPA 710 Written Language Development and Disorders
SPPA 714 Augmentative and Alternative Communication HLTH 619 Management of Post-Acute Care Services HLTH 657 Health Advocacy Across Service Settings

- **Dissertation Study** (18 credits): These credits will span the development, proposal, data collection, analysis, writing, and defense of the dissertation project. Students will register for dissertation credits in their college of focus.

In addition to their course of study, students will obtain teaching and leadership experience in autism studies; this may be completed as a graduate assistantship, during the cognate courses, or through an individualized opportunity that reflects the experience of the student.

Students will each be matched with a faculty mentor(s) based on their area of interest and research focus. The faculty mentor(s) will serve as the Dissertation Chair(s). Dissertation committees will consist of a minimum of four faculty members with graduate faculty status, including the Dissertation Chair(s). At least two academic departments must be represented on this interdisciplinary committee.

G5. General Education Requirements

Not applicable.

G6. Specialized Accreditation and Certification

Not applicable.

G7. Outside Contracts

Not applicable.

G8. Program Information Assurances

A handbook will be offered to all incoming students outlining the Ph.D. in Autism Studies' policies, curriculum, requirements, expectations, technology, campus supports and resources, and financial aid details. Students will provide a signature assuring review and comprehension of the handbook's contents prior to the start of coursework. For

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prospective student information, this handbook will also be available on the program website.

G9. Advertising, Recruiting, and Admissions Materials Assurances

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent the program and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, other print and online promotional materials, etc. More specifically, a tenured or tenure-track faculty member will be appointed as program director. Working in collaboration with the Office of Graduate Studies, the program director will oversee recruitment, communicate with prospective students, and monitor student progress during their time in the program. As noted above, a student handbook will be available on the website to provide clear and accurate program information. An admissions committee of interdisciplinary faculty members will conduct annual evaluation of applications and issue admissions decisions using a pre-established framework based on existing doctoral program guidelines at TU.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

I1. Quality of Program Faculty

TU's faculty for the proposed Ph.D. Program in Autism Studies are interdisciplinary and are housed in various departments and colleges across campus, including the College of Health Professions, College of Education, and College of Liberal Arts. The figure below shows the faculty with autism-related and other relevant expertise and consists of four full professors, five associate professors, four assistant professors, and three new tenure-track faculty. All tenured and tenure-track faculty have earned a doctoral degree in relevant disciplines and conduct research in areas relevant to autism studies. The faculty have been productive in producing high quality and high impact research and are committed to interdisciplinary education and practice. See Figure 5 below for additional information about the faculty, their fields of study, and sample courses they could teach. Note that all faculty could serve as mentors and/or dissertation committee members. Additional interdisciplinary faculty will teach courses on methods and cognate areas.

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Figure 5. Faculty Resources

Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
Existing Faculty					
Connie Anderson[1]	1.0	Ph.D./Sociology and Marriage and Family Therapy	Associate Professor	Full-time	• *IDHP 621 Contemporary Issues for Infants and Children on Autism Spectrum* • *IDHP 623 Contemporary Issues for Adolescents and Adults on Autism Spectrum* • *IDHP 641 Communication, Behavior and Participation Linkages for People on the Autism Spectrum* • *IDHP 642 Program Design and Implementation in Autism* • *IDHP 650 Historical and Current Perspectives of Autism*
Briella Chen[2]	1.0	Ph.D./Special Education	Assistant Professor	Full-time	• *SPED 604 Action Research in Special Education* • *SPED 620 Educating Students with Autism Spectrum Disorders* • *SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum*
Kelly Coburn[1]	1.0	Ph.D./Speech-Language Pathology	Assistant Professor	Full-time	• *SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology* • *SPPA 714 Augmentative and Alternative Communication*
Patty Rice Doran[2]	1.0	Ed.D./Special Education	Professor	Full-time	• *SPED 621 Formal and Informal Assessment Techniques for Students with ASD* • *SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy*

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Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
Karen Eskow[3]	1.0	Ph.D./Social Work	Professor	Full-time	• *FMST 601 Applied Family Relationships* • *FMST 610 Family-Professional Collaboration* • *FMST 620 Project in Family Focused Program Development* • *FMST 880 Graduate Project in Family Studies*
Maria Fracasso[3]	1.0	Ph.D./Psychology	Professor	Full-time	• *OSC 997 Dissertation Research*
Amanda Ginter[3]	1.0	Ph.D./Family Science	Associate Professor	Full-time	• *FMST 601 Applied Family Relationships* • *FMST 610 Family-Professional Collaboration* • *FMST 620 Project in Family Focused Program Development* • *FMST 880 Graduate Project in Family Studies*
Kay Holman[2]	1.0	Ph.D./Special Education	Associate Professor	Full-time	• *SPED 604 Action Research in Special Education* • *SPED 620 Educating Students with Autism Spectrum Disorders* • *SPED 605 Working with Families of Students with Disabilities*
Greg Knollman[2]	1.0	Ph.D./Special Education	Assistant Professor	Full-time	• *SPED 629 Transition for Students with ASD Across the Lifespan* • *SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy*
Beth Merryman[1]	1.0	Ph.D./ Policy Sciences	Professor	Full-time	• *OSC 997 Dissertation Research*
Danika Pfeiffer[1]	1.0	Ph.D./Speech-Language Pathology	Assistant Professor	Full-time	• *SPPA 710 Written Language Development and Disorders* • *SPPA 600 Language Development and Disorders: Birth-Five*

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Faculty Name	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full- or Part-time)	Sample Courses Faculty Could Teach
S. Craig Rush[3]	1.0	Ph.D./School Psychology	Associate Professor	Full-time	• *PSYC 622 Advanced Multicultural Psychology* • *PSYC 611 Developmental Psychology*
Kaitlyn Wilson[1]	1.0	Ph.D./Speech-Language Pathology	Associate Professor	Full-time	• *IDHP 650 Historical and Current Perspectives of Autism* • *SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology*
New Faculty					
Assistant/ Associate Professor, College of Health Professions	1.0	Ph.D./Autism Research	Assistant/ Associate Professor	Full-time	TBD
Assistant/ Associate Professor, College of Education	1.0	Ph.D./Special Education	Assistant/ Associate Professor	Full-time	TBD
Assistant/ Associate Professor, College of Liberal Arts	1.0	Ph.D./ Interdisciplinary Studies	Assistant/ Associate Professor	Full-time	TBD

[1] Faculty from the College of Education
[2] Faculty from the College of Health Professions
[3] Faculty from the College of Liberal Arts

I2. Ongoing Faculty Training

The Faculty Academic Center of Excellent at Towson (FACET) is Towson University's faculty development center. FACET's mission is to support an inclusive and collaborative faculty community and foster a culture of excellence in scholarship and teaching. FACET supports faculty through a combination of programs, resources, funding, and access to partners across campus. All faculty have access to programs, workshops, meetings, and conferences to support pedagogy that meets the needs of students. Working in collaboration with the Office of Technology Services, FACET also recommends, reviews, and provides programs to support faculty development and advancing skills with Blackboard, TU's learning management system. FACET provides one-on-one or small group, virtual or face-to-face meetings with an instructional design team, who also perform course reviews. Faculty may attend open meetings as well as request consultation from FACET staff.

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J. Adequacy of Library Resources

Towson University's Cook Library (https://libraries.towson.edu) is prepared to support an interdisciplinary Ph.D. program in Autism Studies through synchronous and asynchronous instruction, point-of-need reference consultations, and the provision and curation of specialized resources. TU affiliates in the program have access to over 44 health and medicine subject-specific databases, including bibliographic, reference, and image resources, over 11,000 journal subscriptions within health and biological sciences domains, and an extensive collection of books and e-books to support evidence-based practice, with an already substantial initial collection of over 500 books and e-books on the subject of autism. Cook Library databases such as MEDLINE, CINAHL Plus with Full Text, PsycINFO, and ERIC index important autism journals such as the *Journal of Autism and Developmental Disorders*, *Autism Research*, and *Autism & Developmental Language Impairments*.

In addition to a dedicated subject specialist liaison librarian, CHP is supported by specialized, health-related research guides, such as 'Planning for Your Literature Review in the Health Professions' (https://towson.libguides.com/expert-reviews), 'Searching for Evidence in the Health Professions' (https://towson.libguides.com/searching-for-evidence), 'Research Impact' (https://towson.libguides.com/research-metrics), and a YouTube channel with videos to support searching and methods research (https://www.youtube.com/channel/UCMqAATLPshn8Znip6E3QMSw). Towson University students and faculty have access to on-demand chat and a 24/7 study space in the Cook Library Building.

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

K1. Assurance of Physical Facilities, Infrastructure and Equipment

TU's existing physical facilities, infrastructure and instructional equipment are sufficient to support the needs of the program. The proposed Ph.D. program will be housed in the College of Health Professions and its Institute for Well-Being. TU is currently constructing a $185 million, 240,000 square foot CHP building with estimated completion in summer 2024. This building will allow for high-tech simulation and instruction, and include a 350-seat auditorium, 19 collaborative classrooms, and over 20 collaborative lab/research spaces to strengthen interprofessional education and scholarship. Additional unique spaces include an activities of daily living lab, a pediatric lab, a therapy garden for educational purposes, and a makerspace.

Additional space for applied research related to autism will be available at the IWB, which is home to the Hussman Center for Adults with Autism. Staff and faculty offices, classrooms, and research labs will be housed in existing CHP and IWB spaces until the transition to the new CHP building in 2024. Additional interdisciplinary faculty offices and research labs will be housed in their existing, established spaces in their respective college buildings.

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K2. Assurance of Distance Learning Resources

While most courses will be delivered on the main TU campus via face-to-face instruction, the university is able to support distance education. During the COVID-19 pandemic, Towson University expanded its resources and expertise in delivering services to support distance education. The program will rely on FACET for such expertise and all students will be assured access to TU's institutional e-mail system and Blackboard learning platform.

L. Adequacy of Financial Resources with Documentation

With a formal shift in university mission to recognize research as a core component, Towson University is investing in doctoral research programs in areas of faculty specialization and research. The Ph.D. in Autism Studies has adequate resources to meet the needs of this interdisciplinary program. This degree program will be funded with existing resources, new graduate student funding, University R2 investment funds, and reallocated faculty effort from the College of Education, College of Health Professions, and the College of Liberal Arts. The majority of graduate courses already exist in focused areas such as special education, autism studies, occupational therapy, and psychology. A minimum of four faculty FTEs and part-time administrative staff support will be reallocated to support this program (Table 1. Resources).

Expenditures for the program include four faculty FTEs, to include three tenure-track research faculty and one lecturer who will support research faculty teaching in the program. Faculty hires will occur during Years 1 through 4 of the proposed program. In addition to faculty resources, graduate assistantships for full-time doctoral students, library resources, marketing, and faculty scholarship travel funds are requested (Table 2. Expenditures). As the program unfolds, Towson University anticipates the University's commitment to and investment in the strategic goal of achieving R2 Carnegie Classification and tuition and fees to provide adequate funding support.

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TABLE 1: RESOURCES					
Resources Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Reallocated Funds	**$324,320**	**$721,073**	**$942,259**	**$970,528**	**$999,644**
a. Reallocated Funds-Faculty Support[1]	$187,650	$450,986	$530,874	$546,801	$563,205
b. Reallocated Funds-Admin Staff Support[1]	$11,120	$11,454	$11,797	$12,151	$12,516
c. Reallocated Funds-University R2 Investment[2]	$125,550	$258,633	$399,588	$411,576	$423,923
2. Tuition/Fee Revenue[3,4]	**$130,909**	**$243,733**	**$365,400**	**$380,074**	**$395,323**
Number of Full-time Students	7	14	21	21	21
In-State	5	10	15	15	15
Out of State	2	4	6	6	6
Annual Tuition Rate In-State[4]	$12,024	$12,505	$13,005	$13,525	$14,066
Annual Tuition Rate Out of State[4]	$24,912	$25,908	$26,945	$28,023	$29,144
Subtotal Tuition	$109,944.00	$200,130	$297,360	$309,360	$321,900
Annual Fees - University Fees	$20,965	$43,603	$68,040	$70,714	$73,423
3. Grants, Contracts & Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	**$455,229**	**$964,806**	**$1,307,659**	**$1,350,602**	**$1,394,967**

[1]Re-allocated funds are based on incumbent faculty FTEs dedicated to program with salary and fringe rates. Salary and fringe rates increase by three percent annually.

[2] University funds will be reallocated and invested in this program to support of the TU strategic priority to achieve R2 Carnegie Classification.

[3]Student enrollments are calculated at 75 percent in-state and 25 percent out-of-state. It is anticipated that all students will enroll on a full-time basis.

[4]Tuition and fees increase by four percent annually.

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TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Total Faculty Expenses (b + c below)	**$90,350**	**$225,111**	**$367,876**	**$519,004**	**$534,573**
a. #FTE	1.0	2.0	3.0	4.0	4.0
b. Total Salary[1]	$65,000	$161,950	$264,659	$373,384	$384,585
c. Total Benefits (39% fringe rate)[1]	$25,350	$63,161	$103,217	$145,620	$149,988
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[2]	**$62,500**	**$31,800**	**$33,708**	**$35,730**	**$37,874**
6. New or Renovated Space	**$0**	**$0**	**$0**	**$0**	**$0**
7. Other Expenses (a + b + c + d + e below)	**$235,570**	**$469,254**	**$718,306**	**$741,763**	**$766,028**
a. Travel	$9,000	$9,000	$9,000	$9,000	$9,000
b. Program Support/Operating	$5,000	$7,500	$10,000	$10,000	$10,000
c. Marketing	$5,000	$5,000	$5,000	$5,000	$5,000
d. Tuition Waiver	$80,976	$168,430	$262,751	$273,261	$284,191
e. Student Stipends[3]	$135,594	$279,324	$431,555	$444,502	$457,837
TOTAL (1-7)	**$388,420**	**$726,165**	**$1,119,890**	**$1,296,497**	**$1,338,475**

[1]Salaries/costs increase by three percent per year.

[2] One-time funding of $32,500 with yearly ongoing subscriptions of $30,000; ongoing subscription costs increase by six percent annually.

[3]Doctoral student assistantships (two fellowships; five research assistantships per program cohort).

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M. Adequacy of Provisions for Evaluation of Program

M1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes

Course evaluations takes place primarily in two ways. The faculty review courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Additionally, student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students can assess instructor performance (e.g., ability to communicate clearly; quality of student- instructor interaction; preparedness) and suggest "improvements" for a course.

Evaluation of faculty takes place using policies and procedures established by TU's promotion, tenure/reappointment and merit committees and occurs at the department, college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G3 outlines the various assessment measures that will employed throughout the program and shows their alignment with specific student learning outcomes. For the dissertation research courses, student achievement is assessed via the preparation and oral defense of the dissertation proposal and dissertation, whereas in the traditional instructor-led courses, assessment measures exist for each learning outcome. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director, with the support of TU's Office of Assessment, will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M2. Evaluation of Program Educational Effectiveness

The assessment of the program in relation to academic matters will be guided by the Office of Assessment and CHP's assessment committee, following established TU policies and procedures to collect and analyze data, including review of the program's assessment plan

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to ensure that learning outcomes remain appropriate and students are meeting expectations.

On matters relating to retention, student and faculty satisfaction, cost-effectiveness, and other key performance indicators, the program and/or CHP work closely with multiple units within TU, such as the Office of the Provost, Enrollment Services, Student Services, etc., to review data on a regular basis (e.g., each semester or annually) and, when needed, develop action steps or plans to improve the program.

Additionally, TU will conduct a comprehensive evaluation of the Ph.D. program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

N. Consistency with the State's Minority Student Achievement Goals

The proposed Ph.D. program aligns with TU's cultural diversity goals and its initiatives to create a more inclusive TU. With the diversity of faculty and student backgrounds from across the university and the interdisciplinary nature of the curriculum, the proposed program will allow for recruitment and retention of a diverse group of future leaders in autism studies. In addition, the program's focus on neurodiversity and the range of autism experiences aligns with TU's Goal 1.2.3 from the 2020-25 Diversity Strategic Plan to "increase student participation in faculty scholarship related to diversity, equity and inclusion." Furthermore, the proposed Ph.D. program inherently responds to Goal 3.1.2 to "foster a spirit of collaboration across units."

Additionally, because none of the HBIs in the state of Maryland offer Ph.D. programs like the proposed Ph.D. program in Autism Studies, this program will offer quality educational opportunities to graduates from these institutions from a variety of backgrounds and majors. Collaboration between TU and Maryland's HBIs in advertisement and recruitment for the proposed program will enhance the diversity of the program's student body and aligns with the state's goal to increase minority student achievement.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

Not applicable.

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Appendix A. Relevant Program Summaries Towson

University

Post-Baccalaureate Certificate, Autism Studies Certificate

This certificate is aimed at a diverse group of individuals who are working with children and/or adults with ASDs (autism spectrum disorders) in a variety of settings (e.g., educational, healthcare, workplaces). Program curriculum includes topics on common ASD traits, "co-occurring conditions, epidemiology, evidence-based interventions, classroom and workplace strategies, family impact, research and key policy issues."[2] This 16-unit certificate is offered online through the College of Health Professions and typically takes one to two years to complete. In the 2020-2021 academic year, there were 21 students enrolled in this certificate program.[3]

Post-Baccalaureate Certificate, Autism Spectrum Disorder in the Classroom Certificate

This program is targeted to those currently teaching or professionals in a related field who want to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Program curriculum includes completing application assignments that enable implementation of learned skills in the classroom, interacting with faculty and experts in ASDs, and engaging with community partners tasked with supporting individuals with ASDs and their families. This 15-unit certificate is offered through in-person courses from the College of Education.[4] In the 2020-2021 academic year, there were 12 students enrolled in this certificate program.[5]

Master's in Special Education, Teacher as Leader in Autism Spectrum Disorder Concentration

This master's degree specialization aims to equip graduates with expert knowledge on effective, evidence-based educational practices for students with ASDs. Students in this concentration will learn from faculty with extensive research and classroom experience with ASDs and gain effective strategies for interacting and collaborating with families, communities, and invested agencies. This 36-unit degree typically requires two to three years of in-person instruction to complete.[6] In the 2020-2021 academic year, there were a

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[2] "Autism Studies Certificate," Towson University, accessed August 1, 2022, https://catalog.towson.edu/graduate/degree-certificate-programs/health-professions/autism-studies-certificate/#text.
[3] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1.
[4] "Autism Spectrum Disorder in the Classroom Post-Baccalaureate Certificate," Towson University, accessed August 1, 2022, https://www.towson.edu/coe/departments/specialed/grad/autism-classroom-certificate/.
[5] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1, accessed September 12, 2022, https://www.towson.edu/ir/documents/f_maj_hdct_dup_gr.pdf.
[6] "Teacher as Leader in Autism Spectrum Disorder Concentration," Towson University, accessed August 1, 2022, https://www.towson.edu/coe/departments/specialed/grad/special-education/autism/#:~:text=The%20program%20offers%20you%3A,students%20who%20are%20experienced%20teachers.

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total of 140 graduate students enrolled in a Special Education master's degree program at Towson University (includes both Special Education Concentration and Teacher as a Leader in Autism Spectrum Disorder Concentration).[7]

University of Maryland, College Park

Graduate Certificate, Supporting Children with Intensive Behavior Needs

This certificate program is designed for educators who work with students who have intense behavioral needs and are aiming to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Covered topics include the neuroscience of learning, principles of behavior change, school leadership, educational law, and team management.[8] Online courses are taught by faculty from both University of Maryland and Kennedy Krieger Institute, and the program also includes on-site educational opportunities at Kennedy Krieger Institute.[9,10]

University of Maryland (Universities at Shady Grove, Rockville)

Master's in Special Education, Specialty in Autism Spectrum Disorders

This master's degree program is targeted to professionals who are aiming to increase their skills and knowledge to effectively work with students and families impacted by ASDs. Program curriculum includes learning primary and associated traits of individuals with ASDs and related developmental delays and disabilities; utilization of evidence-based methods to increase classroom, behavioral, and self-determination skills and classroom management; and gaining strategies for social and communication challenges.[11] Courses are presented in a combination of in-person, online, and hybrid formats.[12] In Fall 2021, a total of 77 students were enrolled in a University of Maryland Special Education graduate degree program (not exclusive to the Specialty in Autism Spectrum Disorders concentration).[13]

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[7] Towson University, "Duplicated Headcount of Graduate Students by College and Major: Fall Term 2016 Through 2021," 1.

[8] "Supporting Children with Intensive Behavior Needs," University of Maryland, accessed September 12, 2022, https://academiccatalog.umd.edu/graduate/programs/support-children-Z137/#text.

[9] "Supporting Children with Intensive Behavior Needs," University of Maryland, accessed August 1, 2022, https://education.umd.edu/academics/programs/certificates/supporting-children-intensive-behavior-needs.

[10] Unable to obtain enrollment and/or graduation data for this certificate program.

[11] "M.Ed. in Special Education - Focus Autism," University of Maryland, The Universities at Shady Grove, accessed August 1, 2022, https://shadygrove.umd.edu/academics/degree-programs/med-special-education-focus-autism.

[12] "Special Education, Master of Education (M.Ed.), Specialty: Autism Spectrum Disorders - Off Campus," University of Maryland College of Education, accessed September 12, 2022, https://education.umd.edu/academics/programs/off-campus/special-education-master-education-med-specialty-program-non.

[13] "Number of Registered Majors," University of Maryland, accessed September 12, 2022, https://reports.umd.edu/tableaupublic/1804.

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Johns Hopkins University

Graduate Certificate, Education of Students with Autism and Other Pervasive Developmental Disorders

This certificate program is targeted towards parents, teachers, and other individuals who work with and support those diagnosed with an ASD, particularly in kindergarten through 12th grade educational settings. This 18-credit program covers a range of topics including descriptive and diagnostic characteristics of ASDs, identifying and implementing evidence-based practices, and learning research methods to measure the effectiveness of these approaches. Additionally, students in the program will be able to use the results of their assessments to develop educational programs that increase positive skills and behaviors. This online program can be completed in one year over three semesters, however students have up to three years to complete the requirements.[14] In 2019 there were 6 students enrolled in this certificate program at Johns Hopkins University.[15]

Master's in Special Education, dual focus on Severe Disabilities with Emphasis in Autism Spectrum Disorders

This master's degree program aims to prepare teachers for working with students requiring specialized instruction and intensive support, including those with ASDs. Program curriculum includes focused training for teaching individuals with severe disabilities; classroom behavior management; relevant legal and federal requirements, using formal and informal assessments of student performance, and collecting and evaluating data to inform academic and behavioral decisions. This 36-credit master's degree takes between two and five years for students to finish in-person courses, and also requires the completion of an internship.[16] In 2019, there were 53 master's degrees in Special Education awarded by Johns Hopkins University across all specialties (not exclusively Severe Disabilities with Emphasis in Autism Spectrum Disorders).[17]

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[14] "Graduate Certificate – Education of Students with Autism and Other Pervasive Developmental Disorders," Johns Hopkins School of Education, accessed August 1, 2022, https://education.jhu.edu/academics/gc_autism/.
[15] Maryland Higher Education Commission, "Trends in Enrollment by Program 2006-2019," 72, accessed September 13, 2022, https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2019EnrollbyProgram.pdf.
[16] "Master of Science in Special Education: Severe Disabilities with an Emphasis in Autism Spectrum Disorders," Johns Hopkins School of Education, accessed August 1, 2022, https://education.jhu.edu/academics/msse_severe/.
[17] Maryland Higher Education Commission, "Trends in Enrollment by Program 2006-2019," 75.

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Appendix B. Descriptions of Course Options in Program Outline

EDUC 789 Research Methods, Design, and Analysis

Provides an overview of the philosophical and epistemological underpinnings of research methods, as well as an introduction to the theory and practice of qualitative, quantitative, and mixed methods. Prepares students to complete advanced coursework in qualitative and quantitative research methods and applications.

EDUC 790 Advanced Measurements and Statistics in Education

An advanced statistics course for doctoral students focusing on using multivariate statistics in educational research designs. Course covers statistical analyses ranging from multiple regressions, canonical correlation through multivariate analysis of variance and covariance, as well as discriminate function analysis. Advanced skills of experimental and nonexperimental designs, and uses of contemporary statistics software will be developed.

EDUC 791 Advanced Qualitative Research Methods

Focus on developing in-depth knowledge and skills in the use of qualitative methodology. Designed for doctoral students and includes philosophical foundations of qualitative inquiry, building the conceptual framework for a study, the methodological issues of research design, issues of validity and logic, as well as data analysis and representation. Through intense reading and writing, students will examine the advances and challenges presented by recent developments and new applications in qualitative research methodology.

FMST 601 Applied Family Relationships

Course explores the fundamental components of the development and maintenance of family relationships. Students will critically analyze various perspectives and techniques of interpersonal relationships and will apply knowledge through case analysis. Content will include topics such as conflict resolution, intimacy and distance in relationships, relationship enhancement and maintenance, and exploration of family stories through case analysis.

FMST 610 Family-Professional Collaboration

Problem-based learning from a multidisciplinary perspective to enhance professional and family collaboration.

FMST 615 Applied Research Methods in Family Science

Program evaluation methodology for assessment of practice of human services.

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FMST 620 Project in Family Focused Program Development

Exploration of complex relationships in family program development, and student involvement in a family focused service-learning project. Students will conduct initial field exploration to identify a focus area that could benefit from creative family programming.

FMST 880 Graduate Project in Family Studies

Implementation and documentation of a research project specific to child life or administration of child life programs or family involvement in a practice setting.

GEOG 620 Qualitative Methods

Exploration of qualitative methods in geography. Basic principles of research design, ethical and procedural considerations.

GEOG 652 Geographies of Health

Interrelationship between health and our social and physical environments. Emphasis on geographic approaches to inequalities in health, well-being and care.

HLTH 619 Management of Post-Acute Care Services

Examination of the long-term care industry, including relevant political and regulatory structures, issues of access, availability, and other managerial challenges of working with post-acute care populations.

HLTH 657 Health Advocacy Across Service Settings

Study of skills and knowledge to advocate for vulnerable populations, including experience in the investigation of complaints and relevant interview processes.

IDHP 621 Contemporary Issues for Infants and Children on the Autism Spectrum

Theoretical and applied perspectives of current issues related to infants and children on the autism spectrum; family concerns; and considerations of educational, community, and home contexts.

IDHP 623 Contemporary Issues for Adolescents and Adults on the Autism Spectrum

Overview of theoretical and applied perspectives of current issues related to adolescents and adults on the autism spectrum with a primary focus on person-centered strategies and evidence-based practice.

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IDHP 641 Communication, Behavior, and Participation Linkages for People on the Autism Spectrum

An analysis and application of positive communication and behavioral management strategies to promote social participation and inclusion of people on the autism spectrum.

IDHP 642 Program Design and Implementation in Autism

Program needs assessment, design, and evaluation for people on the autism spectrum to support participation in educational, work, home, and community settings.

IDHP 650 Historical and Current Perspectives of Autism

Explores historical and current perspectives of autism. The course will cover the evolution of ideas surrounding autism etiology, treatment, education, and advocacy.

IDHP 741 Ethical and Legal Issues in Clinical Practice

Provides interdisciplinary exploration of legal and ethical issues in clinical practice, research, administration, and teaching. Includes emphases on cultural diversity, truth-telling, informed consent, confidentiality, accountability, reimbursement pressures, new technologies/treatments, end-of-life care, licensure, practice, and ethics.

OCTH 610 Data Analysis in Occupation-Based Research and Evidence-Based Practice

In depth examination of quantitative and qualitative data in health-related literature and application of data analysis procedures in occupation-based research.

OCTH 613 Advanced Research Methods in Occupation-Based Practice

Application of qualitative and quantitative research methods.

OSC 770 Special Topics in Occupational Science

Explore topics of special interest in occupational science theory and research.

OSC 890 Qualitative Research: Occupation and Life Narrative

Qualitative methods used in the study of occupation and other related social sciences.

OSC 895 Applied Project

Design and implementation of an applied research project in occupation that has the potential to be developed into a dissertation topic.

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OSC 997 Dissertation Research

Design, implementation and documentation of focused study of applied occupation in community systems.

PRWR 619 Grant and Community Writing

Theory and practice of writing grant proposals, fundraising, and writing as social action for communities and non-profits. Includes the study of rhetoric and writing as it applies to nonprofits, civic engagement, advocacy, etc.

PSYC 611 Developmental Psychology

Psychological structures and functions in human development across the life span. Both theoretical and research approaches are presented.

PSYC 615 Introduction to Research Methods in Counseling

Principal methods of behavioral research emphasizing concepts rather than statistical procedures. Preparation of counselors to evaluate methods, designs, and results of counseling research.

PSYC 622 Advanced Multicultural Psychology

Promotion of cultural awareness and understanding of relevant theories, terminology and techniques for communicating and working with individuals of diverse backgrounds.

PSYC 687 Advanced Experimental Design I

Treatment of descriptive and inferential statistical methods and design considerations.

PSYC 688 Advanced Experimental Design II

Treatment of advanced analysis of variance designs and related techniques.

PSYC 689 Multivariate Analysis

Multivariate statistical methods useful in behavioral scientific research. Topics: correlation, regression, factor analysis, discriminate analysis.

PSYC 691 Independent Investigation in Psychology

An opportunity for graduate students to undertake research problems according to their interest and training under the direction of a faculty member.

PSYC 722 Advanced Multicultural Counseling

Self-awareness, theoretical, assessment and treatment issues in the areas of multicultural counseling.

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PSYC 790 Ethical, Legal and Professional Issues in Psychology

Treatment of ethical, legal and professional issues related to the practice of school, clinical and counseling psychology.

SOSC 606 Sociological Insight

Theories, methods and substantive issues in sociology. Consideration of recent advances in sociological research.

SOSC 609 Developmental Human Learning: A Lifespan Approach

Provides graduate students with basic theories, historical development and application of scientific methods to human learning.

SPED 604 Action Research in Special Education

Structured reflection of an action research project completed within a classroom, school, or district with a review of fundamental concepts and practices in special education research.

SPED 605 Working with Families of Students with Disabilities

The role of the family system and the impact of having a child with a disability on that system. Practice in strategies for effective communication and family support.

SPED 620 Educating Students with Autism Spectrum Disorders

Provides an in-depth introduction into the characteristics, assessment methods, and instructional issues related to educating a student with an autism spectrum disorder in the classroom.

SPED 621 Formal and Informal Assessment Techniques for Students with ASD

Information related to both formal and informal assessment for students with autism spectrum disorders. Participants will improve observation skills, learn administration procedures, interpret assessment results, and improve programming.

SPED 622 Social Thinking and Connectedness for Students on the Autism Spectrum

Theories and research on social development, social communication, social connectedness, and instructional techniques for individuals on the autism spectrum.

SPED 629 Transition for Students with ASD across the Lifespan

Practical application of legal requirements for preparing students with autism spectrum disorder for transition across the lifespan including from early childhood services to school age supports from class to class, school to school, into employment, post-secondary and adult settings, including prevocational and vocational methodologies, student-centered planning and interagency linkages.

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SPED 765 Leading Change in Autism: Advocacy, Law and Education Policy

Federal and state laws, policies and regulations guiding provision of services for students with autism and related conditions; advocacy in fostering legal, policy and educational change.

SPPA 600 Language Development and Disorders from Birth through Preschool

Theoretical and applied aspects of normal, delayed, and disordered language development in children ages 0 to 5 with an emphasis on family-centered assessment and intervention practices.

SPPA 606 Language Development and Disorders in Children

Characteristics of language disorders, assessment and intervention techniques for children and adolescents including the culturally linguistically different and specific disorder populations.

SPPA 615 Autism Spectrum Disorders and Speech-Language Pathology

Information for speech-language pathologists to assess, treat, and support individuals with autism spectrum disorders in speech, language, and social communication.

SPPA 710 Written Language Development and Disorders

Language theory and application for the development of written language skills in children. Assessment and intervention within the classroom curriculum.

SPPA 714 Augmentative and Alternative Communication

Compensatory or augmentative use of various nonspeech communication modes with persons whose impairments prevent effective verbal communication.

WMST 609 Applied Research Methods and Skills I

How to interpret, evaluate, and conduct research about women and gender issues in organizations and society, using the computer, the Internet, and statistical software for accessing and producing information.

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Appendix C. Program of Study

Year	Fall	Spring	Summer	Credits
1	• **First-year Seminar: Historical and Current Perspectives of Autism (3)** • **Autism in Children Course (3)** • *General Research Methods (3)*	• **Autism in Teens and Adults Course (3)** • **Laws, Policy, Ethics and Advocacy Course (3)** • *Quantitative Methods (3)*		18
2	• **Family Collaboration Course (3)** • *Qualitative Methods (3)* • <u>Cognate Course #1 (3)</u>	• *Applied Research (with early research project defense) (3)* • <u>Cognate Course #2 (3)</u>
 • <u>Cognate Course #3 (3)</u>	Comprehensive Exams • *Grant Writing (3)*	21
3	• *Research Elective (3)* • Dissertation (3) (Identify Topic and Advisor)	• Dissertation (6) (Literature Review, Proposal)		12
4	• Dissertation (6) (Research, Analysis)	• Dissertation (3) (Analysis, Writing, Defense)		9
Core in bold, *Research and Research Methods in italics*, <u>Cognate underlined</u> TOTAL CREDITS				**60**

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
Towson University Doctor of Philosophy (Ph.D.) in Business Analytics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Towson University (TU) seeks approval to establish a Doctor of Philosophy (Ph.D.) in Business Analytics. This program will be housed in the College of Business and Economics, which is accredited by the Association to Advance Collegiate Schools of Business and will be the first of its kind in the University System of Maryland and the State of Maryland.

The proposed Ph.D. degree is a full-time research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors.

The degree requires a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research. The program will be delivered on TU's main campus, with most courses taught face-to-face and a small number delivered via a hybrid instructional mode. TU possesses the necessary faculty expertise and financial, administrative, technical, and other infrastructure resources to adequately support the program.

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 projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Towson University to offer the Doctor of Philosophy (Ph.D.) in Business Analytics.

COMMITTEE RECOMMENDATION: Approval	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

TOWSON.ED~

TU

TOWSON UNIVERSITY

—

Kim E. Schatzel, Ph.D.

President

Office of the President

8000 York Road
Towson, MD 21252-0001

January 17, 2023

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

Towson University seeks your review and approval to offer a **Doctor of Philosophy (Ph.D.) in Business Analytics** in accordance with the Code of Maryland Regulations (COMAR) 13B.02.03.06.

This full-time research program is designed to prepare scholarly educators specializing in supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies.

If you have any questions or require additional information, please contact Rhodri Evans, Assistant Provost for Assessment, Accreditation and Compliance, at rhodrievans@towson.edu or by phone at 410-704-3312.

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/rjme

cc: Dr. Darlene Smith, Interim Associate Vice Chancellor, Academic
          and Student Affairs, USM
        Dr. Melanie L. Perreault, Provost and Executive Vice President for
          Academic and Student Affairs
        Dr. Clare N. Muhoro, Associate Provost for Academic Affairs
        Dr. Sidd Kaza, Associate Provost for Research and Dean of Graduate
          Studies
        Dr. Judy Harris, Interim Dean, College of Business & Economics

OI *410.704.2356*   **F** *410.704.3488*
presidentsoffice@towson.edu
www.towson.edu

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

Towson University
Institution Submitting Proposal

Business Analytics
Title of Proposed Program

Doctor of Philosophy   **Fall 2023**
Award to be Offered   Projected Implementation Date

0503.00   **52.1302**
Proposed HEGIS Code   Proposed CIP Code

Department of Business Analytics and
Technology Management   **Dr. Chaodong Han**
Department in which program will be located   Department Contact

410-704-4658   **chan@towson.edu**
Contact Phone Number   Contact E-Mail Address

Signature of President or Designee   1/17/23
                                                                        Date

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UNIVERSITY

A PROPOSAL FOR A PH.D. IN BUSINESS ANALYTICS PROGRAM AT TOWSON UNIVERSITY

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A. Critical Centrality to Institutional Mission and Planning Priorities

A1. Program Description and Alignment with Institutional Mission

Towson University (TU) submits this proposal to create a Doctor of Philosophy (Ph.D.) in Business Analytics program, which will be housed in the Association to Advance Collegiate Schools of Business (AACSB)-accredited College of Business and Economics (CBE), and which will be the first of its kind in the University System of Maryland (USM) and the State of Maryland.

The Ph.D. in Business Analytics program is a full-time research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The program aims to provide students with research methodologies to develop innovative and independent research and with instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors. Admitted students will be offered financial support, a mixture of fellowships and research/teaching assistantships, to cover their tuition and stipends so that students can focus on research during their studies.

The degree requires a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research. The program will be delivered on TU's main campus, with most courses taught face-to-face and a small number delivered via a hybrid instructional mode.

The establishment of a new research-focused Ph.D. degree program in Business Analytics fully aligns with TU's new expanded mission statement, which the USM Board of Regents approved in September 2022. TU's mission statement now includes a greater emphasis on research and provides the authority to grant research doctoral degrees, paving the way for the university's ongoing pursuit to achieve an R2-Doctoral Carnegie Classification.

A2. Strategic Goals Alignment and Affirmation as an Institutional Priority

Towson University's 2020-2030 Strategic Plan embraces a vision for a bolder and brighter future through academic excellence, which includes the goal of developing selective new doctoral programs that meet regional needs and align with the institution's mission. More specifically, the program will support TU's mission and strategic plan goals to increase the institution's commitment to graduate student research and prepare more students to be academics and researchers in high-need areas such as business/data analytics, where there is a growing need for qualified scholarly educators. The launch of this and other new doctoral programs will serve as a key driver for TU to

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achieve a high research activity Carnegie status and thus the university administration considers its implementation an institutional priority.

A3. Five-Year Funding Plan

Towson University plans to allocate funds to support the Ph.D. program for the first five years as follows: $417,137 in Year 1, $654,207 in Year 2, $898,755 in Year 3, $1,143,592 in Year 4, and $1,143,910 in Year 5 (see Table L2 – Expenses for a detailed breakdown of the anticipated expenditures needed to implement the program). While the program will primarily be delivered by existing tenured and tenure-track faculty, the Provost's Office has approved one new tenure-track position to support program implementation.

A4. Institutional Commitment

As outlined above, the proposed Ph.D. program is integral to the university's new research-driven mission and strategic vision, and TU's commitment to the program is evident in the funding allocated to support the program's implementation over a five-year period (see section L for further details).

The Ph.D. in Business Analytics program already has most of the necessary administrative and technical supports and physical facilities in place to operate successfully. The Department of Business Analytics and Technology Management that will house the degree is well-established at TU and can draw upon 12 tenured or tenure-track faculty to teach in the program and serve as dissertation advisers, etc. (see section I for a listing of faculty who will teach in the program). Additionally, the department intends (with the college and central administration's endorsement) to hire one tenure-track faculty position in year one to help implement the program (see sections I and L.2 for further details).

The administrative support expenses needed to support the program are minimal, and the department is not seeking any capital investments or specialized facilities, since current classroom/office space in CBE will suffice. At the institutional level, the Office of Technology Services is able to provide comprehensive technical assistance to faculty and students, while the only program-specific technology supports required are computer desks for students. Beyond the aforementioned new faculty position, other major expenditures relate to student expenses (stipends, tuition remission, and conference attendance/travel).

TU is committed to student success; students admitted are provided with sufficient time for program completion. Doctoral students are provided up to 10 years to complete their degree. TU anticipates, however, that faculty mentors and advisors will guide students in this program, and full-time completion is expected within four years from admission and matriculation.

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

B1. Program Demand and Need

The field of business/data analytics cuts across all sectors of the new data-driven ("big data") economy, which is rooted in the STEM (science, technology, engineering, and mathematics) disciplines, and in which Maryland is celebrated as a national leader. A number of colleges and universities across the State have started to offer a variety of innovative programs in business/data analytics at the undergraduate and graduate levels to prepare students to work with analytical tools and technologies in this data-driven economy. However, there are no such programs currently offered at the doctoral level in Maryland. Consequently, TU's proposed Ph.D. in Business Analytics will fill an existing market gap in higher education in Maryland, serving as the culminating degree for students pursuing doctoral degree in this field, and thereby helping to address the need for advancement and evolution of knowledge. Furthermore, in producing highly trained scholarly educators, Towson will create a cadre of graduates able to serve as faculty in business, management, data science as well as other business/data analytics programs offered elsewhere in the State, and who, in turn, will help prepare students for rewarding employment and career success in the new data-driven economy.

B2. Alignment with Maryland State Plan for Higher Education

One of three goals outlined in the new 2022 Maryland State Plan for Higher Education is to "promote and implement practices and policies that will ensure student success." Embedded within this overarching goal is the priority (Priority 5) to "maintain the commitment to high-quality postsecondary education in Maryland." The goal of this doctoral program is to transform graduate students into scholarly educators, which fully aligns with Priority 5. As indicated above, business/data analytics lies at the cutting-edge of the new data-driven economy, and thus this proposed degree offering addresses the Priority 5 action item by identifying "innovative fields of study." Moreover, doctoral students enrolled in the program will be provided with pedagogical training and teaching assistantship opportunities and will be required to work with faculty mentors to present their independent research at national/international academic conferences and publish in high quality academic journals. These activities support the Priority 5 action item of providing practical "real world" experiences.

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

C1. Employment Opportunities

The proposed Ph.D. program will prepare graduates primarily for postsecondary faculty positions in the field of business/data analytics. There is a growing need for trained

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scholarly educators to conduct research and teach in these degree programs which, in turn, will produce graduates to work in the big data economy.

Framework for Market Study

The following framework guides the current market study:
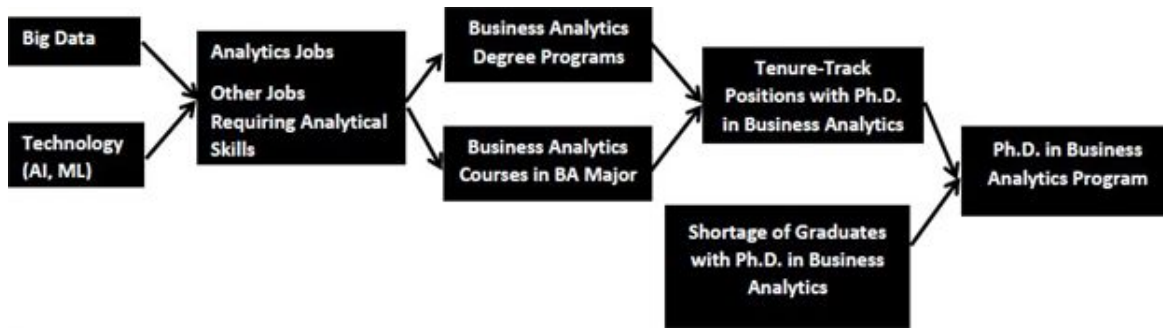
The underlying assumption is that the big data economy enabled by advanced technologies (e.g., machine learning, artificial intelligence) has created a demand for new jobs in business analytics or transformed traditional jobs requiring analytical skills. The U.S. Bureau of Labor Statistics (2021) reported that approximately 63,000 people were employed nationwide in the occupation category of data analytics, including business intelligence analyst, data analyst, business analyst and data scientist. As of May 2020, such data analytics occupations are projected to grow by 32% in 2030 (reaching 83,000 positions).[1] However, this is likely an underestimate of the demand for talent in data analytics since non-data analyst jobs increasingly also require data analytics skills.

A 2017 IBM report estimated that job roles which require data analytics skills would reach 2.72 million in the United States by 2020, including an increase in demand for data-driven decision makers.[2] In order to lead analytics teams or craft a company's digital strategy, executives will need a foundational understanding of data and analytics as well. A 2018 McKinsey study showed that the job demand gap for business analytics ranged from 140,000 to 190,000.[3]

To educate the new workforce, colleges and universities have started to integrate business analytics courses in their curriculum or to offer new programs in business analytics, leading to an increasing demand for tenure-track positions with Ph.D. in

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[1] U.S. Bureau of Labor Statistics, Occupational Employment and Wages, May 2020. https://www.bls.gov/oes/current/oes152098.htm (accessed on October 16, 2022).

[2] IBM (2017), IBM Predicts Demand for Data Scientists Will Soar 28% by 2020. https://www.forbes.com/sites/louiscolumbus/2017/05/13/ibm-predicts-demand-for-data-scientists-will- soar-28-by-2020/?sh=6a37bd447e3b (accessed on October 18, 2022).

[3] McKinsey Co. (2018), *Analytics Comes of Age*. https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/McKinsey%20Analytics/Our%20Insights/Analytics%20comes%20of%20age/Analytics-comes-of-age.ashx (accessed on October 18, 2022).

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Business Analytics. Meanwhile, the supply of graduates with Ph.D. in Business Analytics has lagged behind and resulted in a shortage of qualified educators in business analytics for years to come.

C2. Market Demand and Training Needs

A systematic study published in *Issues in Information Systems* (IIS, 2021), was conducted on formal business analytics degree programs offered by all 535 U.S. AACSB-accredited business schools. The study found that no business school offered a formal degree program in business analytics in 2014.[4] Seven years later, 348 out of 535 U.S. AACSB-accredited business schools (65 percent) were offering degree programs in business analytics either at the undergraduate or graduate level, or both (not including business analytics certificates or minor programs). For even those business schools that do not offer degree programs in business analytics, at least one business analytics course is required for the most popular undergraduate major – business administration. The study also reported that a total of 1,540 faculty were assigned to teach in business analytics programs, 1,075 of whom held a Ph.D. degree.

According to the 2021 IIS study, the AACSB annual reports showed the demand for tenure-track assistant professor positions in AACSB-accredited business schools as follows:

Year	2019	2020	2021
No. of Tenure-Track Positions Posted by AACSB Schools	64	90	121
Annual Growth Rate in Demand		41%	34%

The statistics reported in the 2021 IIS study are an underestimate for the number of programs in business analytics offered and the overall demand for tenure-track faculty positions, since non-AACSB-accredited business schools were not included in the study. It is estimated that approximately 25-30 percent of all business schools in the United States are AACSB-accredited. Therefore, there are at least 1,200 other business schools in the United States which may be accredited by other accreditation bodies or not accredited at all. At the lower end of estimates, the demand for tenure-track (or equivalent) assistant professor positions at all non-AACSB-accredited business schools is likely to be at least double the demand by all AACSB-accredited business schools.

C3. Anticipated Vacancies and Training Needs

Given the current high growth rates of demand for tenure-track (or equivalent) assistant professor positions, TU assumes a modest annual growth rate for the period 2021-2028

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[4] Zheng, Hameed, Lavoie & Sendall (2021). An Overview of Current Business Analytics Programs across US AACSB Schools, *Issues in Information Systems*, 22 (2), pp. 306 – 317.

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and projects the number of tenure-track assistant professor position needed for all U.S. business schools as follows:

Year	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
No. of Tenure-Track Asst. Prof. Positions Posted in AACSB-Accredited Business Schools	**64**	**90**	**121**	145	167	192	211	232	244	256
Estimated No. of Tenure-Track Asst. Prof. Positions in Non-AACSB-Accredited Business Schools	128	180	242	290	334	384	422	464	488	512
Estimated Total No. of Positions	192	270	363	435	500	576	633	697	732	768
Estimated Annual Growth Rates for 2022-2028		**41%**	**34%**	20%	15%	15%	10%	10%	5%	5%

Using the number of tenure-track assistant professor vacancies posted by AACSB-accredited business school for Years 2019, 2020 and 2021 as a baseline, TU estimates that the number of tenure-track (or equivalent) assistant professors positions needed by all U.S. business schools, including AACSB-accredited and non AACSB-accredited schools, may have reached 363 in 2021. The projected number of tenure-track positions for business analytics may exceed 768 by 2028, when the first cohort of graduates from TU's proposed Ph.D. in Business Analytics goes to the job market.

In terms of training needs, the program will prepare scholarly educators with research expertise in fields such as economic theory, data analytics, machine learning, supply chain management, and management information systems. Meanwhile, business schools have an increasing demand for instructors who are trained in the discipline of business analytics and equipped with innovated teaching pedagogies.

C4. Projected Supply of Prospective Graduates

Per the MHEC program enrollment database, a number of colleges and universities have started to offer programs related to business/data analytics. Enrollment has increased dramatically over the period 2017-2021.

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School Name	Degree Level	PGM-CD	Program Name	CIP	2017	2018	2019	2020	2021
Capitol Technology University	BACHELORS	50701	DATA SCIENCE	307001	0	3	3	5	5
Capitol Technology University	MASTERS	50301	BUSINESS ANALYTICS & DATA SCIENCE -	521302	0	3	5	3	3
Frostburg State University	POST BACCALAUREATE CERTIFICATE	50603	BUSINESS ANALYTICS	520201	0	0	0	1	1
Goucher College	BACHELORS	179900	INTEGRATIVE DATA ANALYTICS	300801	0	0	1	5	5
Johns Hopkins University	MASTERS	50603	BUSINESS ANALYTICS & RISK MNGT	521399	59	82	164	210	280
Johns Hopkins University	MASTERS	220703	DATA ANALYTICS AND POLICY	450102	89	110	108	46	132
Johns Hopkins University	MASTERS	170200	DATA SCIENCE	270501	97	179	249	347	456
Johns Hopkins University	POST BACCALAUREATE CERTIFICATE	220703	DATA ANALYTICS AND POLICY	450102	13	20	16	7	7
Johns Hopkins University	POST-MASTERS CERTIFICATE	170200	DATA SCIENCE	270501	0	1	0	0	0
Loyola University Maryland	BACHELORS	70202	DATA SCIENCE	110401	0	7	19	21	32
Loyola University Maryland	MASTERS	70201	DATA SCIENCE	110401	23	29	34	44	35
McDaniel College	MASTERS	50700	DATA ANALYTICS	521301	0	0	0	22	68
McDaniel College	POST BACCALAUREATE CERTIFICATE	50701	DATA ANALYTICS	521301	0	4	2	0	0
Mount St. Mary's University	BACHELORS	79900	DATA SCIENCE	307001	0	0	0	3	7
Mount St. Mary's University	POST BACCALAUREATE CERTIFICATE	79900	DATA SCIENCE	270599	0	0	0	2	0
Salisbury University	BACHELORS	170101	DATA SCIENCE	307001	0	0	0	9	13
Univ. of MD Global Campus	MASTERS	50300	DATA ANALYTICS	521302	363	329	296	273	255
Univ. of MD Global Campus	POST BACCALAUREATE CERTIFICATE	50301	FOUNDATIONS IN BUSINESS ANALYTICS	521302	18	17	22	17	10
Univ. of MD, College Park	BACHELORS	59903	OPERATIONS MGMT AND BUSINESS ANALYT	521301	85	120	135	163	166
Univ. of MD, College Park	MASTERS	50300	BUSINESS ANALYTICS	521302	74	161	209	201	214
					821	1065	1263	1379	1689

The total enrollment in various data/business analytics or closely related programs at the bachelor's, post-baccalaureate certificate, master's, and post-master's certificate level across Maryland totaled 1,689 as of fall 2021 (up from 821 enrollments statewide as of fall 2017), and a number of these programs have seen significant growth in the past five years. Note that not all programs offering business/data analytics tracks under traditional majors may be captured by the MHEC database. It has become popular that some analytics courses are required in schools without formal degrees in business analytics. TU anticipates that the programs listed in the above table will serve as a pipeline to the proposed Ph.D. degree and that TU will enroll six new doctoral students each year in the first five years of the program.

D. Reasonableness of Program Duplication

D1. Similar Programs

Per TU's research, no university in the State of Maryland currently offers a full-time, research-focused Ph.D. program in business analytics that prepares graduates for an academic career. Arguably, the closest program to TU's proposed degree is Capital Technology University's (CTU) 54-credit Ph.D. program in Business Analytics and Data Science. However, CTU's program, which was approved by MHEC in 2015, is "designed to prepare accomplished professionals for senior positions in either public or private sectors," and "to enable professionals from the field to understand and evaluate the scope and impact of decision sciences and associated technology from the institutional as well as from an industry and global perspective." CTU's program is delivered online and taught by working professionals in the field (https://www.captechu.edu/degrees-and-programs/doctoral-degrees/business-analytics-and-data-science-phd).

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In contrast, TU's proposed program will be taught through a mix of face-to-face and online instructional modes by full-time tenured or tenure-track faculty with Ph.D. degrees and is a research-focused program designed to prepare students to pursue an academic career as scholarly educators.

	Fall Enrollment in Similar Programs					
Institution	Program Name	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Capitol Technology University	Ph.D. in Business Analytics & Data Science	41	40	44	41	39

Source: MHEC Trends in Enrollment Data by Program

	Degrees Awarded in Similar Programs					
Institution	Program Name	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)	Year 4 (2020)	Year 5 (2021)
Capitol Technology University	Ph.D. in Business Analytics & Data Science	0	2	9	8	8

Source: MHEC Trends in Degrees and Certificates by Program

D2. Program Justification

U.S. business schools have not started to provide Ph.D. degree programs in business analytics until recent years. A recent survey of the AACSB database shows that only 149 U.S. AACSB-accredited business schools offered full-time doctoral programs, and only 42 of which offered doctoral degrees in areas related to business analytics.[5] There are a number of Ph.D. programs in data science programs offered outside of business schools. According to a 2019 *Harvard Business Review* article, however, quantitative and analytic skills are considerably more valuable when combined with business know-how, which helps data analysts identify patterns, develop insights, and empathize with users, who are managers and decision makers across their organizations.[6] Given the cycle of four-to-five years to earn a typical Ph.D. degree, there is a severe shortage of graduate students with Ph.Ds. in business analytics, and graduates with doctoral

[5] AACSB (2022). AACSB Accredited Schools.
https://www.aacsb.edu/accredited?searchTerm=Ph.D.+in+Business+Analytics&countries=united-states&educations=doctoral&formats=full-time (accessed on August 15, 2022)
[6] Stobierski, Tim (2019). The Advantages of Data-Driven Decision-Making, Harvard Business Review.
https://online.hbs.edu/blog/post/data-driven-decision-making (accessed on August 16, 2022)

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degrees in business analytics obtained from an AACSB-accredited business school are likely to become very attractive in the academic job market.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)

Based on TU's research, none of the four HBIs located in the State of Maryland currently offer a doctoral program in business analytics, data analytics or a related discipline. Therefore, TU does not anticipate its proposed Ph.D. degree will negatively impact the implementation or maintenance of high-demand programs at HBIs. Instead, TU's program could attract HBI graduates seeking to pursue doctoral studies in the field of business/data analytics and ultimately prepare scholars to teach and conduct research at HBIs in related disciplines

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

As indicated above, there are no programs currently offered at the doctoral level in business analytics, data analytics or a related discipline at any of Maryland's four HBIs. Consequently, given the specialized subject-area and doctoral-level focus of the proposed Ph.D. in Business Analytics, TU does not anticipate that its implementation will have an impact on the uniqueness and institutional identities and missions of HBIs.

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

G1. Program Establishment and Oversight

The Ph.D. in Business Analytics curriculum was developed by faculty within the Department of Business Analytics and Technology Management in CBE, drawing upon the market data presented above and faculty expertise in business analytics methodologies and the areas of research focus, including supply chain management and technology management. The program receives support from other departments across TU. Additionally, the Department of Economics within CBE will contribute one fundamental methods course (ECON 601 Introduction to Econometrics) and the Department of Marketing within CBE will contribute one course in interdisciplinary foundations of business management (MKTG 770 Marketing Analytics and Metrics). Outside CBE, the Department of Computer and Information Systems and the Department of Mathematics will contribute another methodology course in the area of data mining and machine learning (COSC 757 Data Mining, COSC 760 Big Data Analytics or MATH 547 Statistics for Risk Modeling).

The program proposal was vetted through a rigorous review and approval process involving the department, college, TU's academic senate, and the Provost's Office and engaging both faculty and administrators.

A tenured or tenure-track faculty member will be appointed as program director, responsible for recruitment, communication with prospective students and student

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progress during their studies. The program director may rotate on a three-year term. The program director will be supported by the chair of the Department of Business Analytics and Technology Management.

G2. Program Educational Objectives and Learning Outcomes

The Ph.D. in Business Analytics program is a full-time, research program that prepares graduate students, who are motivated to pursue an academic and research career, to be scholarly educators with two areas of research emphasis: supply chain management and technology management. The primary educational objectives of the program are to train students in research methodologies, enabling them to develop innovative and independent research, and provide students instructional opportunities to effectively teach business analytics courses based on cutting-edge technologies as independent instructors.

Students who complete the program are expected to demonstrate the following learning outcomes:

1. Master methodologies required to evaluate and conduct independent research.
2. Develop substantive core knowledge in their area of research emphasis.
3. Design and conduct original research in their area of research emphasis.
4. Demonstrate the ability to effectively communicate the results of their research.
5. Demonstrate the ability to teach undergraduate or graduate level courses as an independent instructor.

G3. Assessment and Documentation of Student Learning Outcomes

The program will employ a variety of assessment measures appropriate at the doctoral level to assess student learning, including (but not limited to) course papers, presentations, comprehensive examinations, and preparation of a dissertation and oral defense. The table below maps specific assessment activities to specific learning outcomes.

Assessment of Learning Outcomes

Learning Outcomes	Assessment
Develop substantive core knowledge in an area of research emphasis	Course grades and assignments; comprehensive exams
Master methodologies required to evaluate and conduct research	Course grades and assignments; comprehensive exams
Design and conduct original research in an area of research emphasis	Submissions to peer reviewed journals Dissertation preparation
Demonstrate the ability to effectively communicate the results of their research	Conference presentations Oral defense of dissertation

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Learning Outcomes	Assessment
Demonstrate the ability to teach undergraduate or graduate level courses as an independent instructor	Course evaluations Doctoral peer evaluations

Achievement of student learning outcomes will be documented in a variety of ways. For example, grades earned at the individual assignment and course level will be documented in TU's learning management system (Blackboard), while the final approved version of the dissertation will be submitted to the Office of Graduate Studies and archived in TU's library. Student conference presentations and journal publications will be recorded and reported by program director to the department. More generally, assessment data will be recorded, archived, and tracked over time by the program director, who can draw on the expertise and resources of TU's Office of Assessment for assistance. Assessment data will be disseminated to program and department faculty, as well as to CBE's assessment committee, for review annually for consideration in the context of program improvement and consistent with best practices.

In addition to course-based assessment data, course evaluation data collected and analyzed will provide an indirect data source to measure student achievement of learning outcomes.

G4. Program Requirements and Course Descriptions G4.1

Admissions Requirements

Admission to the program will be highly competitive. Minimum requirements include official transcripts showing a 3.0 cumulative GPA (on a scale of 4.0) for all undergraduate and graduate course worked completed, a master's degree, three letters of recommendation, statement of research plan, demonstrated strong quantitative, analytical and communication skills, and GRE or GMAT scores. An admissions committee comprised of tenured and tenure-track faculty members will be responsible for evaluation of applications and admission decisions.

G4.2 General Requirements

Students enrolled in the program will be required to satisfy the following requirements:

1. Earn a minimum of 60 credits: nine credits in interdisciplinary foundations of business management; 15 credits in research methods; 12 credits for seminars in business analytics research, including six credits in research seminars related to the declared area of research emphasis; and 24 credits in dissertation research.
2. Form a doctoral advisory committee by the end of the first year after admission, comprising three tenured or tenure-track faculty members. The chair of the committee must be a member of the graduate faculty and the Business Analytics and Technology Management department. The doctoral advisory committee will approve the student's program of study and guide the student's research activities.

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3. Pass a written qualifying exam on the foundational course subjects prior to being admitted to candidacy.
4. Develop and defend a dissertation proposal.
5. Complete and successfully defend a dissertation based on timely and original research in declared area of emphasis: supply chain management or technology management.
6. Attend and present own research at national or international research conferences.

G4.3 Program of Study

Interdisciplinary Foundations of Business Management (9 credits):

- MKTG 770 Marketing Analytics and Metrics (3)
- EBTM 720 Supply Chain Analytics (3)
- EBTM 760 Business Data Warehousing (3)
  - or COSC 760 Big Data Analytics (3)

Research Methods (15 credits):

- ECON 601 Introduction to Econometrics (3)
  - or MATH 646 Regression Analysis (3)
- COSC 757 Data Mining (3)
  - or MATH 547 Statistics for Risk Modeling (3)
- EBTM 719 Introduction to Business Research (3)
- EBTM 739 Survey Research (3)
- EBTM 749 Decision Analytics (3)

Research Seminars in Business Analytics (6 credits)

- ETBM 729 - Seminar in Empirical Business Research (3)
- EBTM 772 - Seminar in Machine Learning for Business Analytics (3)

Research Seminars in Area of Research Emphasis (6 credits) (select one option):

Supply Chain Management Emphasis (6 credits)

- EBTM 751 Seminar in Supply Chain Research I (3)
- EBTM 752 Seminar in Supply Chain Research II (3)

or Technology Management Emphasis (6 credits)

- EBTM 761 Seminar in Management Information Systems Research I (3)
- EBTM 762 Seminar in Management Information Systems Research II (3)

Dissertation Research (24 credits):

- EBTM 997 Dissertation Research

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Each student will be matched with a faculty mentor (or mentors) for their chosen area of research emphasis. The faculty mentor(s) shall serve as the dissertation chair or co-chairs. The dissertation committee consists of a minimum of four tenured or tenure-track faculty members with graduate faculty status including the dissertation.

G4.4 Example Study Plan

	Fall	**Spring**	**Summer**
Year 1	• ECON 601 Introduction to Econometrics or MATH 646 Regression Analysis • EBTM 719 Introduction to Business Research • MKTG 770 Marketing Analytics and Metrics	• EBTM 720 Supply Chain Analytics • EBTM 729 Seminar in Empirical Business Research • EBTM 760 Business Data Warehousing or COSC 760 Big Data Analytics	

Year 2	• EBTM 739 Survey Research
	• COSC 757 Data Mining or MATH 547 Statistics for Risk Modeling
	• Research Emphasis
	   ○ EBTM 751 Seminar in Supply Chain Research I
	   ○ or EBTM 761 Seminar in Management Information Systems Research I
		• EBTM 749 Decision Analytics
		• EBTM 772 Seminar in Machine Learning for Business Analytics
		• Research Emphasis
		   ○ EBTM 752 Seminar in Supply Chain Research II
		   ○ or EBTM 762 Seminar in Management Information Systems Research II
			Comp. Exams
			
			Admission to Candidacy

Year 3	• EBTM 997 Dissertation Research - 6 credits each semester; 12 credits per year • Students work with advisors to identify dissertation topics, collect data, develop methodologies, and conduct analysis • Defend dissertation proposal		
Year 4	• EBTM 997 Dissertation Research - 6 credits each semester; 12 credits per year • Defend dissertation • Journal manuscript preparation and submissions		

G4.5 Course Descriptions

EBTM 719 Introduction to Business Research

Introduces fundamentals of business research methods, including the formulation of research questions, qualitative and quantitative research methods, structure of a business research paper, main databases and software packages for business research, citation styles and reference management, business research ethics, research grant writing, main business academic journals, particularly in the fields of information systems and business analytics. Students learn how to make the lifecycle of a paper publication. 3 credits.

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EBTM 720   Supply Chain Analytics

Addresses analytics applied in different stages of supply chain and focuses on how technology is used to collect and analyze data to support decision making in the supply chain. Topics include supply chain decision support systems, supply chain optimization technologies, supply chain intelligence, supply chain visibility and collaborative technologies, and other emerging supply chain technologies. 3 credits.

EBTM 729   Seminar in Empirical Business Research

Reviews and extends knowledge and applications of regression models in empirical business research. Covers design and specifications of regression models to address research questions. Other topics include reporting and interpreting regression results, mediation models, moderation models, non-linear effects, instrumental variables, and generalized regression models concerning panel data. 3 credits.

EBTM 739   Survey Research

Focuses on survey research and structural equation modeling. Topics include survey instrument design, survey data collection, issues associated with survey research and testing for non-response bias and common method variance, assessment of reliability, convergent and discriminant validity, measurement model analysis, structural model analysis, mediation analysis, moderation analysis, latent growth curve model, among others. Students to learn and practice structural equation modeling tools (AMOS and SmartPLS) through hands-on labs. 3 credits.

EBTM 749   Decision Analytics

Provides a broad foundation in decision models and techniques used in industry and research for technical and managerial problems. Focuses on applications of techniques as well as interpretations of results. Covers both quantitative and qualitative methods, including decisions under multiple objectives, utility theory, influence and affinity diagrams, biases in probability assessment, risk and uncertainty management, defining decision attributes and alternatives, simulation, optimization, and stochastic modeling. 3 credits.

EBTM 751   Seminar in Supply Chain Research I

Surveys literature on supply chain research. Topics include supplier management, customer management, inventory management, lean manufacturing, logistics and distribution. Students are required to critique literature and submit a research proposal. 3 credits.

EBTM 752   Seminar in Supply Chain Research II

Reviews advanced topics in supply chain research, including supply chain sustainability, supply chain technologies and digital transformation, global supply chain, supply chain

disruption, supply chain risk management and other emerging topics in contemporary supply chain management. Students are required to collect data, build and test own research models, and complete a research paper. 3 credits.

EBTM 760   Business Data Warehousing

Covers fundamental technologies that improve the management of data within organizations: relational models, SQL, NoSQL, data warehouse architecture and design, visualization, master data management, and data preparation. Also introduces features of major cloud warehouse platforms and explores real-world case studies of data warehouse projects. 3 credits.

EBTM 761   Seminar in Management Information Systems Research I

Surveys contemporary research in information systems and introduces research methods used to address current issues and challenges related to information systems. Students are required to collect data, construct and test their own research models, and complete a research paper. 3 credits.

EBTM 762   Seminar in Management Information Systems Research II

Provides students with an in-depth understanding of research in the field of information systems and is primarily focused on understanding how information technologies have shaped society and businesses. Introduces key societal and business challenges related to digital technologies and systems. Students learn to critique relevant literature, identify their own research topics, and initiate research design. 3 credits.

EBTM 772   Seminar in Machine Learning for Business Analytics

Emphasizes hands-on data analysis experience. Covers various statistical methods and machine learning tools for analyzing large, complex real-world data in business and industry. Topics include advanced techniques in machine learning: nonparametric smoothing methods, generalized additive models (for nonlinearity), advanced tree methods (bagging, boosting, and random forests), advanced dimensionality reduction techniques (sparse principal component analysis), text mining, and sentiment analysis. Discusses recently developed techniques published in academic journals so students can learn to initiate their research questions and draft research proposal. 3 credits.

EBTM 997   Doctoral Dissertation Research

A requirement to maintain doctoral student status during the completion of Comprehensive Exam, Dissertation Proposal Defense and ultimately, Dissertation Defense. 1-6 credits.

COSC 757   Data Mining

This course provides students with an understanding of the field of data mining and knowledge discovery in data (KDD). Students will become familiar with the foundations

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of data mining from a number of perspectives and will explore cutting-edge research in data mining published in academic journals and conferences. Students will also gain hands-on experience with data mining tools. 3 credits.

COSC 760   Big Data Analytics

Study of big data analytics, including the management of various public and private datasets from business, health care, multimedia, cyber-physical systems (CPS), Internet of Things (IoTs), and social media. Hands-on experience with managing the collection, ingestion, storage, analytics, and interpretation of big data using various cloud-based big data frameworks and NoSQL databases such as Hadoop, MongoDB, CouchDB, Elasticsearch, and Spark. Introduction to various big data analytics methods using distributed machine learning libraries. Current research and future trends in big data analytics from the current literature will be explored. 3 credits.

ECON 601   Introduction to Econometrics

The problem of testing economic theories against empirical data; the formulation and estimation of regression models; the use of the method of multiple regression in testing the various hypotheses of economic theories; serial correlation; the problem of identification; application of simultaneous equation model. 3 credits.

MATH 547   Statistics for Risk Modeling

The theory and applications of key statistics for risk modeling concepts and procedures including supervised versus unsupervised learning, regression versus classification, the common methods of assessing model accuracy, data checking and validation, generalized linear models, principal component analysis, decision tree models, bagging, boosting, and random forests, cluster analysis, K-means clustering, and hierarchical clustering. R or a similar software package is used for data analysis. 3 credits.

MATH 646   Regression Analysis

Theoretical and applied aspects of regression analysis including linear regression, generalized linear models, model selection, multicollinearity, leverage points, transformations, AIC, BIC, AICC, ANOVA tests, serially correlated errors, logistic regression, deviance, and simple models for stationary time series. 3 credits.

MKTG 770 Marketing Analytics and Metrics

Focuses on learning how to use various analytics tools: multivariate linear regression, logistic regression, principal component analysis, multidimensional scaling, clustering and classification, market basket analysis, choice modeling, conjoint analysis. Students will be expected to use state-of-the-art programming language to analyze real-world large data sets and make strategic recommendations for managerial actions. 3 credits.

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G5. General Education Requirements

General education requirements do not apply to this program.

G6. Specialized Accreditation or Graduate Certification Requirements

There are no specialized accreditation or graduate certification requirements for this program and its students.

G7. Contracting

Contracting does not apply to this program.

G8. Program Information Assurances

Towson University will provide students and prospective students with clear and complete information about the program and the various supports/resources available to them through multiple mechanisms and in a timely manner.

Academic Unit	Documents / Information
University	University Catalog
College	College Program Catalog
Department / Program	Program Handbook, Program Brochure, Program Website, Department Website
Course	Syllabus
Academic Advisor	Academic Advising
Ph.D. Program Director	Advising / Information
Student Advisory Committee	Advising and Approves Study Plan

G9. Advertising, Recruiting, and Admissions Materials

TU regularly reviews its advertising, recruiting, and admissions materials to ensure that they clearly and accurately represent the program and services available, and that there is consistency across different modes of communication such as the TU website, the academic catalog, other print and online promotional materials, etc. More specifically, the Department of Business Analytics and Technology Management will provide much of the program material, which are written by faculty members for distribution. The program will be advertised at conference websites, such as Decision Sciences Institute (DSI) and INFOMRS.

H. Adequacy of Articulation

Not applicable.

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I. Adequacy of Faculty Resources

I1. Faculty Summary

The Department of Business Analytics and Technology Management consists of nine tenured faculty, including three full professors and three associate professors, and three tenure-track assistant professors. All tenured and tenure-track faculty have earned a Ph.D. degree in disciplines including business analytics, operations/supply chain management, information systems, and industrial engineering. The Provost's Office has budgeted one tenure-track position to support this program. Two tenured faculty members from other departments (Economics and Marketing) in CBE, who also hold Ph.D. degree in relevant fields, will be teaching courses for this program as well. Meanwhile, the program is supported by two departments outside of CBE: the Department of Computer and Information Systems, which contributes COSC 757 Data Mining, and the Department of Mathematics, which contributes MATH 547 and MATH 646.

Department faculty have been productive in producing high quality and high impact research. Over the period AY2016-2021, a total of 17 peer reviewed journal articles were published in A or A* journals as identified by the Australian Business Dean's Council (ABDC) journal ranking list.

Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Existing Faculty					
Cheng, Feng	1	Ph.D. in Supply Chain Management, Arizona State University	Assistant Professor	Full-time	EBTM 729 Seminar in Empirical Business Research EBTM 751/752 Seminars in Supply Chain Research
Han, Chaodong	1	Ph.D. in Supply Chain Management, University of Maryland, College Park	Full Professor / Department Chair	Full-time	EBTM 729 Seminar in Empirical Business Research EBTM 751/752 Seminars in Supply Chain Research

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Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Li, Xiaolin	1	Ph.D. in Management Systems, Kent State University	Full Professor	Full-time	EBTM 739 Survey Research EBTM 761/762 Seminars in Management Information Systems Research
Mohamed, Mona	1	D.Sc. in Information Technology, Towson University	Assistant Professor	Full-time	EBTM 760 Business Data Warehousing
Nag, Barin	1	Ph.D. in Management Science, University of Maryland, College Park	Full Professor	Full-time	EBTM 749 Decision Analytics
Otto, James	1	Ph.D. in Management Information Systems, University of Kentucky	Associate Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Parolia, Neeraj	1	Ph.D. in Business Administration, University of Central Florida	Associate Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Pillutla, Sharma	1	Ph.D. in Operations Management, Syracuse University	Full Professor	Full-time	EBTM 749 Decision Analytics
Scala, Natalie	1	Ph.D. in Industrial Engineering, University of Pittsburgh	Associate Professor	Full-time	EBTM 720 Supply Chain Analytics EBTM 749 Decision Analytics

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Faculty Name	FTE	Highest Degree Earned/Field of Study/Institution	Rank	Status	Proposed Courses Faculty Will Teach
Tomasi, Stella	1	Ph.D. in Management Information Systems, Temple University	Full Professor	Full-time	EBTM 760 Business Data Warehousing EBTM 761/762 Seminars in Management Information Systems Research
Yao, Dong	1	Ph.D. in Management Science, University of Wisconsin–-Milwaukee	Full Professor	Full-time	EBTM 749 Decision Analytics EBTM 719 Introduction to Business Research
Zhu, Xiaorui	1	Ph.D. in Business Analytics, University of Cincinnati	Assistant Professor	Full-time	EBTM 772 Seminar in Machine Learning for Business Analytics
Zhao, Yongchen	1	Ph.D. in Economics, State University of New York at Albany	Associate Professor	Full-time	ECON 601 Introduction to Econometrics
Chang, Hua	1	Ph.D. in Marketing, Drexel University	Associate Professor	Full-time	MKTG 770 Marketing Analytics and Metrics
New Faculty					
New Hire (starting Fall 2023)	1	Ph.D. in Business Analytics	Assistant Professor	Full-time	EBTM 772 Seminar in Machine Learning for Business Analytics EBTM 719 Introduction to Business Research

I2. Faculty Training

TU provides faculty with an abundance of resources related to evidence-based best practices in teaching. These resources, available for faculty across all ranks and titles, are available through the Provost's Office and also, for CBE faculty, through the college.

The Faculty Academic Center of Excellence at Towson (FACET), a unit under the Provost's Office, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for

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faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level.

In particular, FACET promotes an "on-demand" approach to pedagogical training, in which teaching resources are provided based on a recent needs assessment survey of faculty. Current areas in which all faculty can obtain readily accessible best practice teaching tools/pedagogical training include:

- Strategies for student engagement.
- Facilitating group work.
- Supporting students for success.
- The Scholarship of Teaching and Learning (SoTL): Guide to understanding and doing SoTL (Vanderbilt University).
- Open Educational Resources (OERs): Guide to finding, adapting, creating, and using OERs (Maryland Open-Source Textbook Initiative).
- Universal Design for Learning (UDL).

At the college-level, CBE provides professional development support for faculty through conference travel as well as faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university, and college workshops.

Additionally, both FACET and TU's Office of Technology Services provide comprehensive training and technical assistance to faculty in support of the university's learning management system (LMS), Blackboard, which is a long-standing and widely utilized LMS. Faculty can draw upon a broad range of resources and undertake training on teaching best practices and pedagogy in relation to Blackboard regardless of whether they are teaching face-to-face, hybrid, and fully online courses.

J. Adequacy of Library Resources

The library resources available will be sufficient to meet the needs of students and faculty in the program. TU's Cook Library houses an extensive collection of materials relating to business and economics, including print and electronic books, online government documents, and a compilation of scholarly journals (print and electronic). The library provides access to over 20 economics-relevant databases such as EconLit, NBER, Business Source Complete, JSTOR, and SpringerLink.

Faculty and students can access the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page.

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In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well as across USM affiliated institutions. Cook Library also provides access to resources in other libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

Furthermore, CBE has subscription to CompuStat via WRDS and students in the program will have access to the following software: Stata, SAS, M Plus (CBE has it), Qualtrics, SPSS, SAP, and Mathematica.

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

The current physical facilities, infrastructure and instructional equipment are sufficient to support the needs of the program. There is existing office space in CBE that can be converted into doctoral student offices and TU's long-term master plan includes the construction of a new building to house the college. Additionally, Cook Library has a data studio and the department has launched a data analytics lab (sponsored by P&G Foundation) that students in the program can use.

L. Adequacy of Financial Resources with Documentation

L1. Table 1 – Program Resources and Narrative Rationale

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	$328,577	$477,087	$662,595	$848,392	$848,710
2. Tuition/Fee Revenue (c + e below)	$88,560	$177,120	$236,160	$295,200	$295,200
a. Number of Full-time Students Enrolled	6	12	18	24	24
b. Credit Hour Tuition Rate (Weighted)	$660	$660	$660	$660	$660
c. Subtotal Tuition	$71,280	$142,560	$190,080	$237,600	$237,600
d. Fees per Credit Hour	$160	$160	$160	$160	$160
e. Subtotal Fees	$17,280	$34,560	$46,080	$57,600	$57,600
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1–4)	$417,137	$654,207	$898,755	$1,143,592	$1,143,910

Reallocated Funds: Includes faculty and administrative staff expenses (Table 2: Program Expenditures: line items 1 and 2); equipment and travel expenses (Table 2: Program Expenditures: line items 4 and 7d); and student tuition remission and stipends (Table 2: Program Expenditures: line items 7b and 7c).

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Tuition/Fee Revenue: Assumes six students are admitted in each fall semester: three in-state and three out-of-state in terms of state of residency. In-state tuition is $482 per credit hour; out of state tuition is $838 per credit hour. Weighted tuition is estimated at $660 per credit hour. It is anticipated that each student will take 18 credits in Years 1 and 2 and 12 credits in Years 3 and 4. In Year 3, six students will take 12 credits in dissertation research while 12 students will take 18 credits in coursework. In Year 4, 12 students will take 12 credits in dissertation research and 12 students will take 18 credits in coursework. Table 1 does not assume that students will enroll on a part-time basis since the proposed doctoral program is designed for full-time study.

Grants, Contracts and Other External Sources: While it is anticipated that students will have opportunities to join research projects and receive additional funding through grants and contracts while enrolled in the program, this is not guaranteed.

Other Sources: No other sources of revenue are anticipated.

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L2. Table 2 - Program Expenditures and Narrative Rationale

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	$173,750	$180,700	$187,928	$195,445	$203,263
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$125,000	$130,000	$135,200	$140,608	$146,232
c. Total Benefits	$48,750	$50,700	$52,728	$54,837	$57,031
2. Total Administrative Staff Expenses (b + c below)	$5,767	$5,767	$5,767	$5,767	$5,767
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$5,340	$5,340	$5,340	$5,340	$5,340
c. Total Benefits	$427	$427	$427	$427	$427
3. Total Support Staff Expenses (b + c below)	$0	$0	$0	$0	$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$7,500	$7,500	$7,500	$7,500	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses (b + c + d below)	$230,120	$460,240	$697,560	$934,880	$934,880
a. #Students Enrolled	6	12	18	24	24
b. Student Stipend	$160,712	$321,424	$482,136	$642,848	$642,848
c. Student Tuition Remittance	$69,408	$138,816	$208,224	$277,632	$277,632
d. Student Conferences and Travel	$0	$0	$7,200	$14,400	$14,400
TOTAL (1–7)	$417,137	$654,207	$898,755	$1,143,592	$1,143,910

Faculty: Assumes one new full-time tenure track faculty position (starting Year 1) with a four percent annual cost-of-living adjustment and 39 percent fringe benefit rate.

Administrative Staff: The Ph.D. program director will receive a summer stipend of $5,340 with an eight percent FICA for handling administrative tasks during the summer.

Support Staff: No additional support staff is needed.

Equipment: Student computer desks costing $1,250 for each incoming student. No additional expenses assumed beyond Year 4.

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Library: No additional library expenditures are anticipated. The current subscriptions to database and journals offered by TU's Cook Library and CBE can be shared with the Ph.D. program.

New or Renovated Space: No additional facilities expenditures are anticipated.

Other Expenses: The program anticipates admitting six new students each year, who are expected to graduate in four years. Two fellowships ($35,000 in stipend for each recipient) and four 20-hour teaching assistantships ($22,678 in stipend for each recipient) have been budgeted for a duration of four years. The doctoral teaching/research tuition remittance rate is estimated at an in-state rate of $482 per credit hour per student per semester. Conference and travel expenses are budgeted at a rate of $1,200 for each student admitted to candidacy starting in Year 3.

M. Adequacy of Provisions for Evaluation of Program

M1. Procedures for Evaluating Courses, Faculty and Student Learning Outcomes

Course evaluation begins during the initial development of the course in the curricular review process. Course proposals are evaluated for:

- Appropriateness of course difficulty and workload.
- Effective assessment and grading practices in the course.
- Course syllabus consistency with the guidelines established by TU, which reflect best practices in course development.

These elements of a course are reviewed by the department, the CBE Curriculum Committee, and the University Curriculum Committee. The primary focus at the department level is to ensure course content accuracy and program alignment, the focus at the college and university level is to facilitate the production of quality course proposals. In addition, college and university level reviews include addressing any resource issues, determining if conflicts exist between departments/colleges.

Ongoing evaluation of courses takes place primarily in two ways, namely review by department faculty and student evaluation. The faculty review courses taught on an annual basis to determine strengths and concerns related to a course as well as to make sure that the content identified in the course syllabus is being covered. If a review indicates concerns or problems with a course, faculty work to develop strategies for addressing/rectifying problems. Student evaluation of courses takes place at the end of every semester. Using a tool developed by TU faculty that allows for quantitative and qualitative feedback, students can assess instructor performance (e.g., ability to communicate clearly; quality of student- instructor interaction; preparedness) and suggest "improvements" for a course.

Evaluation of faculty takes place using policies and procedures established by TU promotion, tenure/reappointment and merit committees and occurs at the department,

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college, and university level. The main areas of evaluation include teaching, scholarship, and service. Tools used as part of the annual evaluation process include review of the individual's portfolio that includes, but is not limited to, the following:

- Evidence of scholarship (e.g., articles in scholarly journals; presentations at scholarly meetings).
- Service work.
- A synopsis of teaching related-activities (e.g., courses taught; new instructional procedures; interdisciplinary, diversity, international, and technology-related projects).
- Review of course syllabi.
- Peer teaching observation reports.
- Quantitative and qualitative student evaluation of instruction.

Section G3 outlines the various assessment measures that will employed throughout the program and shows their alignment with specific student learning outcomes. For the dissertation research courses, student achievement is assessed via the preparation and oral defense of the dissertation proposal and dissertation, whereas in the traditional instructor-led courses, assessment measures exist for each learning outcome. On an annual basis, specific learning outcomes are identified for assessment purposes. The program director will oversee the processes involved in the assessment of student learning outcomes, including collection and analysis of data, and creation of action plans, as necessary.

M2. Evaluation of Program Educational Effectiveness

The assessment of this program will be guided by the University's Office of Assessment, following established TU policies and procedures, including review of the program's assessment plan to ensure that learning outcomes remain appropriate and students are meeting expectations. CBE's assessment committee will also work with the University's Office of Assessment to collect, analyze, report on, and use data related to institutional effectiveness, accreditation, student success, satisfaction and retention, and campus performance against key benchmark indicators.

Furthermore, with CBE being accredited by AACSB, the program will be required to adhere to rigorous professional standards in order for the college to remain accredited.

Additionally, TU will conduct a comprehensive evaluation of the Ph.D. program every seven years as part of the USM-mandated Periodic Review of Academic Programs process. The purpose of the review is to promote continuous program improvement and ensure that the needs of students are being met. Each program will prepare a self-study, engage an external reviewer to evaluate the program and identify strengths and areas for improvement, and submit a final report to the USM Board of Regents for review and approval.

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N. Consistency with the State's Minority Student Achievement Goals

TU has a strong record of a commitment to diversity, equity, and inclusion principles. This is evidenced by the fact that Towson is only one of a handful of universities in the country to have no achievement gap, meaning that underrepresented student groups achieve the same or better academic success as the entire student population. In 2020, the university introduced its inaugural Diversity Strategic Plan. The plan, "*A More Inclusive TU: Advancing Equity and Diversity (2020–25)*," is firmly grounded in the premise that TU's ongoing success is dependent on the university's capacity to shift perspectives and approaches and strategically place diversity, equity, and inclusion at the core of its mission.

The department anticipates recruiting students into the doctoral program from TU's diverse undergraduate population and as well as from Maryland's HBIs, since none of these institutions offer a comparable doctoral degree. In turn, graduates from TU's program could potentially be hired in the future as faculty at HBIs to teach in their undergraduate/master's/certificate programs in business/data analytics, thereby strengthening the capacity of HBIs.

Also specific to the context of the proposed Ph.D. program is TU's participation in recruitment at The PhD Project, an organization founded by the KPMG Foundation, Citibank, AACSB, and the Graduate Management Admission Council (GMAC) to advance workplace diversity by increasing diversity of business schools. While The PhD Project is focused on development of diverse faculty, similar strategies can be used to recruit and retain minority students in the Ph.D. in Business Analytics program. Additionally, The PhD Project continues support and resources with individuals as they become students in doctoral programs and later as faculty.

O. Relationship to Low Productivity Programs Identified by The Commission

Not applicable

P. Adequacy of Distance Education Programs

Not applicable. The vast majority of courses will be delivered on the main TU campus via face-to-face instruction. A small number of courses, including EBTM 720 and MKTG 770, are currently delivered in a hybrid mode: some class sessions are scheduled on campus face-to-face and some class sessions may be delivered as synchronous or asynchronous online. Through FACET, TU is able to assure that online courses meet quality standards and maintain academic rigor and faculty are certified to teaching online courses.

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UNIVERSITY SYSTEM *of* MARYLAND	**BOARD OF REGENTS** SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Academic Program Proposal:
University of Baltimore: Master of Science (M.S.) in Counseling Psychology

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The University of Baltimore (UBalt) has offered a M.S. in Applied Psychology, which includes two areas of concentration (AOC), Counseling Psychology and Industrial and Organizational Psychology, for over 40 years. As the concentrations evolved, they shared fewer courses and changes to accreditation standards required additional course changes within the Counseling Psychology AOC. As a result, splitting the program into two distinct M.S. programs is the best course of action to fulfill the needs of current and future students. This proposal requests a discrete M.S. program in Counseling Psychology.

The proposed M.S. in Counseling Psychology will have the same mission as the existing Counseling Psychology AOC, which is to provide generalist training rooted in the scientist-practitioner model and is primarily designed for students interested in becoming licensed mental health counselors. The existing Counseling Psychology AOC has successfully achieved its goals, as 84% of license-eligible graduates over the past five years obtained mental health counselor licensure. Further, the Bureau of Labor Statistics (BLS) Occupational Outlook Projections estimate mental health counselor employment growth to be 22.1% from 2021 to 2031, and the Maryland State growth rate is projected to be 23.35%. The proposed program will train students to meet the present and future mental health needs of the region and the State, and UBalt is uniquely qualified to prepare and deliver the proposed curriculum.

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 fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Master of Science in Counseling Psychology.

COMMITTEE RECOMMENDATION: Approval	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

February 8, 2023
Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783
Dear Dr. Perman,

The University of Baltimore currently offers a Master of Science degree in Applied Psychology with two active concentrations: Counseling Psychology (accredited by the Masters in Psychology and Counseling Accreditation Council - MPCAC) and Industrial-Organizational Psychology. Both concentrations have had excellent job placement records, but as they evolved, they shared fewer courses and evolving accreditation and market demands require the need to split them into two distinct academic programs. UBalt is requesting to split this program by adding two dedicated programs, the M.S. in Counseling Psychology and a M.S. Industrial-Organizational Psychology The proposal contained herein pertains to the Counseling Psychology program.

The current Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track, or one of two specializations (Practitioner Specialization or Science Specialization). Following degree completion, students in the Practitioner Specialization, accredited by MPCAC, transition into UBalt's Post-Master's Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 needed for licensure in Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Curricular approvals must be in place by June 2024 and the change fully implemented by September 2025. We propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. This will require a restructuring of the existing program so that all 60 credits are completed as part of the new M.S. in Counseling Psychology.

The proposed M.S. in Counseling Psychology will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration. The program is fully in line with the mission of the university, as well as that of MPCAC.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review.

Sincerely,

Catherine Andersen

Catherine Andersen
Interim Provost
Encl.
cc: Darlene Smith, Interim Vice Chancellor for Academic Affairs USM

**Office of the Executive
Vice President and Provost**

**UNIVERSITY OF
BALTIMORE**

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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

The University of Baltimore
_____
Institution Submitting Proposal

Counseling Psychology
_____
Title of Proposed Program

MS
_____
Award to be Offered

Fall 2023
_____
Projected Implementation Date

2001-02
_____
Proposed HEGIS Code

42.2803
_____
Proposed CIP Code

Yale Gordon College of Arts and Sciences
Department in which program will be located

Ron Castanzo, PhD – Associate Dean
Department Contact

rcastanzo@ubalt.edu

410-837-1927
_____
Contact Phone Number

Contact E-Mail Address

2/8/2023

Catherine Andersen
_____
Signature of President or Designee

Date

Proposed Master of Science in Counseling Psychology

The University of Baltimore

Founded in 1925, The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. Its vision is to be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges. The University's central values are Student Growth and Success; Pursuit of Knowledge, Community and Civic Engagement; Diversity, Equity and Inclusion; Ethical Engagement; Affordability; and Responsible and Resourceful Stewardship.

UBalt has been offering a Master of Science degree in Applied Psychology since 1978. The program evolved over the decades as the field did, moving from the early areas of concentration: Biofeedback, Geropsychology, Psychotherapeutic Processes & Individualized Assessment, and Organizational/Personnel Psychology to the program it has offered for the past 25 years, with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and are now at the point of splitting into two distinct academic programs so that the programs can best fulfill the needs of current and future students.

This proposal requests a discrete Master of Science (MS) program in Counseling Psychology.

A.   Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The stated mission of the University of Baltimore (UBalt) is to provide career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. In the service of this mission, UBalt has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over the last 40 years. The MS in Applied Psychology program prepares students for careers in counseling or industrial and organizational psychology, or for doctoral studies in these fields. To better help implement the mission of the university, we propose eliminating the MS in Applied Psychology, and create two separate programs in its place: a MS in Counseling Psychology and a MS in Industrial and Organizational Psychology (IOP). This document will specifically address the proposed MS in Counseling Psychology.

Presently, the Applied Psychology - Counseling Psychology concentration is a 48-credit degree program. Students in this concentration are enrolled in either the Counseling Psychology Track (i.e., the regular course sequence), or one of two specializations (the Practitioner Specialization or the

Science Specialization). Following degree completion, students in the Practitioner Specialization, which is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC; a CHEA-recognized accrediting body), typically transition into UBalt's Post-Master's Certificate in Professional Counseling Studies (CPCS) program, where they complete an additional 12 credits so they can obtain the requisite 60 academic credits needed for licensure in the State of Maryland.

In 2021, MPCAC announced that all accredited programs must transition to a 60-credit degree. Appropriate curricular approvals must be in place by June 2024 and the change must be fully implemented by September 2025. Presently, only the Practitioner Specialization is accredited by MPCAC, therefore we propose to change the Practitioner Specialization from a 48-credit degree to a 60-credit degree. Under this change, students in the Practitioner Specialization would no longer be required to take the extra step of applying to, and transitioning into, the CPCS concentration after completing the MS. Although transitioning to a 60-credit program will not result in new or different course offerings than those that are currently provided, it will require a restructuring of the existing program so that all 60 credits are completed as part of the MS.

In light of these necessary changes and given the two current Applied Psychology concentrations share little coursework, we further propose to eliminate the shared Applied Psychology Program and create two new programs that are substantially based on the existing concentrations (please also see corresponding IOP Program Proposal).

Within the newly proposed MS in Counseling Psychology Program, which will be developed using existing courses offered through UBalt's Applied Psychology and Certificate in Professional Counseling Studies programs, we specifically propose the below changes to the existing structure. For additional reference, side-by-side tables depicting the current and proposed programs can be found in the attached excel spreadsheet.

MS in Counseling Psychology Program Level

• Eliminate Applied Psychology Program and create MS in Counseling Psychology Program in place of the existing Applied Psychology – Counseling Psychology Concentration
• New program will be a variable 48-60-credit degree consisting of one General Counseling Psychology Track (48 credits) and one Specialization (Practitioner; 60 credits)
• Modify admission requirements to be more consistent with general trends and expectations in the field of master's level mental health counseling training. Specifically, the following changes are proposed:
    ○ Eliminate the GRE requirement
    ○ Add a requirement that applications include completed vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision

General Counseling Psychology Track
• 48-credit degree • Modify degree requirements to the existing Counseling Psychology Track in the following ways: ○ Remove the below courses as requirements:

▪ APPL 631: Intermediate Statistics for Behavioral Science
▪ APPL 632: Research Methods for Applied Psychology
    ○ Add the below courses as requirements:
        ▪ APPL 633: Research and Evaluation
        ▪ One Elective

Practitioner Specialization

• Expand the Practitioner Specialization from 48 credits to a 60-credit degree so it is aligned with MPCAC accreditation requirements
• Add the below courses as requirements:
    ○ APPL 621: Substance Abuse Counseling
    ○ APPL 626: Family Therapy
    ○ Any one of the following:
        ▪ APPL 616: Advanced Treatment Techniques
        ▪ APPL 662: Treatment of Trauma
        ▪ APPL 663: Treatment of Depressive Disorders
        ▪ APPL 666: Treatment of Anxiety Disorders
    ○ One Elective

Science Specialization Changes
• Eliminate the Science Specialization, which generally serves only a few students annually, each of whom could be equally (or better) served through the Counseling Psychology Track or the Practitioner Specialization.

The proposed MS in Counseling Psychology Program will adhere to the same mission as the existing Applied Psychology - Counseling Psychology Concentration, which is to provide generalist training rooted in the scientist-practitioner model and is designed for students interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. The program is fully in line with the mission of the university, as well as that of MPCAC, which strives to "promote master's degree level preparation in the practice of scientifically-based, culturally responsive counseling and psychological services that promote the public interest of all people."

2.   Program supports the institution's strategic goals and priorities

The mission of UBalt assures that the university's emphasis on career-oriented education attracts students with clear professional objectives and provides them with a broad foundation of knowledge to meet the rapidly changing conditions of today's work environment, as well as equipping them with the latest skills and techniques for productive careers in the public and private sectors. The Yale Gordon College of Arts and Sciences, which houses the MS in Applied Psychology Program (and will house the proposed MS in Counseling Psychology), seeks to train students in becoming reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world.

The proposed program aligns with these institutional goals. The program is "career-focused" in that it helps prepare students for careers as licensed mental health counselors and psychologists (when combined with doctoral level study in psychology). Students are engaged in the community and help contribute directly to the positive mental health of the community through their clinical work

as part of supervised field placement experiences at organizations across the region. The program's emphasis on diversity and multiculturalism is embedded throughout the curriculum, as are ethics and social justice advocacy.

Further, as part of its strategic plan, UBalt has identified five Signature Areas of Excellence. They include the following:

- Law, Justice and Public Affairs
- Business and Entrepreneurship
- Communication and Design
- Psychology, Health and Human Services
- Cybersecurity, Gaming and Technology

The proposed program is aligned with Signature Area 4: Psychology, Health and Human Services. The proposed program expands the offerings in the Psychology, Health and Human Services area as it ensures that an MPCAC accredited program will be represented within this area of excellence, aligns the program with a professional career pathway, and strengthens the university's academic reputation and strategic position.

3.   Five-Year Funding Plan

The MS in Applied Psychology has been in existence for over 40 years, the Practitioner Specialization was developed in 2014 (and accredited in 2022), and across the past five years, the Counseling Psychology Concentration has maintained an average annual student population of approximately 86 students. As noted previously, all classes in the proposed program are already offered through the MS in Applied Psychology or the Certificate in Professional Counseling Studies. It is expected that no new courses or sections will be required as a result of the proposed revised MS in Counseling Psychology Program that would replace the MS in Applied Psychology – Counseling Psychology Concentration.

4. Provide a description of the institution's a commitment to:
a)   ongoing administrative, financial, and technical support of the proposed program
b)   continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The University of Baltimore remains committed to continuing this program, and the program recently completed and submitted to the University System of Maryland its latest 7-year program review. The Practitioner Specialization obtained MPCAC accreditation in 2022, and the university has fully supported the program in this endeavor and intends to continue to do so (including coverage of application fees, site visit fees, as well as annual fees during the period of accreditation). Further, in response to MPCAC accreditation stipulations, the university supported the creation of an additional lecturer position so that the program could add a Field Placement Coordinator. The program has four other full-time core faculty members, as well as an advisor dedicated to the program. Further, it is notable that after the departure of a counseling psychology faculty member in Spring 2022, the university demonstrated its continued support of the program by funding a new hire in Summer 2022, maintaining current faculty numbers. Finally, the goal of

transitioning the Practitioner Specialization from 48 credits to a 60-credit program is included in the College of Arts and Sciences 2022-2023 Academic Action Plan. Taken together, UBalt has been steadfast in its commitment to supporting the program and its continued success.

The proposed program will require no new courses as it is being created in place of the existing Applied Psychology Program – Counseling Psychology Concentration. As such, students may simply use existing courses to complete the program. Therefore, additional administrative, financial, and technical support of the program is not required, above and beyond the support already in place.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

According to 2021 data from the National Alliance on Mental Illness (NAMI)[1], approximately 17% of adult Marylanders have a mental health condition. Increasing access to mental health care is critical need as there is approximately 1 mental health provider for every 400 Maryland residents[2] and 18% of the Maryland population lives in a community that is considered to not have enough mental health professionals. Further, 46% of adolescent Marylanders with depression did not receive any mental health care in the last year. Finally, according to Maryland's Behavioral Risk Factor Surveillance System data[3], racially minoritized individuals are significantly less likely to report having ever seen a provider for a mental health problem, despite equal or greater burden of mental health disorders in minoritized populations. Given the mental health needs of the region, and the voluminous data suggesting deficiencies in access to mental health care, particularly among minoritized populations, there is a clear demand and need for the program in terms of meeting present and future mental health needs of the region and the State.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The proposed program does not directly strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs, however it should be noted the proposal will have no adverse impact on the capacity of historically black institutions to provide such programs.

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[1] https://www.nami.org/Advocacy/State-Fact-Sheets
[2] https://unitedwaynca.org/blog/mental-healthcare-access-by-state/
[3] http://www.marylandbrfss.org/cgi-bin/broker

2. Evidence that the perceived need is consistent with the 2022 Maryland State Plan for Higher Education

The 2022 State Plan for Higher Education, which identified goals and priorities using an "equity lens," states that in part because of the COVID-19 pandemic's toll on the general population's mental health, "[h]igher education will need to be responsive to this… [by] expanding programs that train mental health professionals" (MHEC, 2022, p. 24). Further the State Plan identified the importance of maintaining the commitment to high quality post-secondary education in Maryland, and that "[i]nstitutions should consider becoming more specialized in their current academic offerings as opposed to expanding offerings beyond existing programs (Goal 2: Student Success; Priority 5). The University of Baltimore has one of the state's most diverse student populations, and most students are from the greater Baltimore region. It is also a federally recognized Minority Serving Institution. The proposed program, which brings our existing Practitioner Specialization in line with MPCAC accreditation requirements, will expand opportunities for our diverse student body in their specialized path to becoming fully licensed mental health practitioners.

Another element of Goal 2, Priority 5, is the expansion and promotion of real-world experiences such as internships. Students complete a minimum of two field placement experiences in the program and all students in the Practitioner Specialization complete three semesters of field placement. These are intensive clinical training experiences that provide practice experience for students, help them apply classroom concepts to clinical care, and serve to cultivate professional relationships that lead to employment. For example, the Practitioner Specialization requires a minimum of 700 hours of supervised clinical experience across 3 semesters. Of the 700 hours required on-site and in direct support of clinical work, 280 hours (40%) are required direct clinical contact hours. Students undergo intensive supervision via a mentorship model with supervisors required to be licensed mental health practitioners. The structure of the field placement experience is consistent with MPCAC standards, as well as licensure requirements for professional counselors outlined by the Maryland Board of Health and statutes in neighboring states and the District of Columbia.

The State Plan also recommends both analyzing systems that impact how specific student populations access affordable and high-quality postsecondary education (Goal 1: Student Access; Priority 4), as well as improving systems that prevent timely completion of an academic program (Goal 2: Student Success; Priority 6) As the majority of classes are held in the late afternoon or evening, the MS in Counseling Psychology Program at UBalt is ideal for non-traditional students juggling multiple obligations and facing unique challenges that can hinder their success. Further, all students in the Counseling Psychology Program are assigned an individual faculty mentor who they are required to meet with at least annually. Mentors provide guidance on a variety of issues related to professional development, including licensure, career planning, and identifying internships the best meet student needs. Further, all students receive an individualized program of study from the program advisor, which supports their progression in the program and planning for a career.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

The Counseling Psychology Program primarily prepares students for careers as licensed mental health counselors or for doctoral level study in psychology, and graduates of the proposed 60-credit Practitioner Specialization would meet all academic and clinical supervision requirements necessary to be licensed as a mental health counselor in Maryland[4] and numerous other states (including neighboring states and the District of Columbia) and hired as an entry-level counselor. Mental health counselors work in a variety of settings including community mental health clinics, hospitals, schools, universities, jails and prisons, and private practices, among others.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook reports that in 2021, there were 351,000 jobs in the mental health counselor classification in the United States. Occupational outlook projections estimate employment growth among mental health counselors to be 22.1% from 2021 to 2031[5], which is considered much faster than average, and resulting in a net increase of 77,500 jobs. The growth rate in the State of Maryland during this period is projected to be similar to nationwide BLS projections, but slightly higher at 23.35%[6].

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to O*Net, mental health counselors are classified under Job Zone Five: Extensive preparation needed, and the occupation requires at least a master's degree. Annual job openings from 2020 to 2030 are projected to be 800 in the State of Maryland and 43,600 across the United States[7].

4. Provide data showing the current and projected supply of prospective graduates.

Recent internal data demonstrate there is both a robust supply of prospective students and graduates for the proposed program, and that the existing Applied Psychology - Counseling Psychology Concentration has been successful in achieving its goal of preparing students to become licensed mental health counselors following graduation. Across the past five years, average annual enrollment was 86 students. Further, enrollment has flourished since the onset of the COVID-19 pandemic, with an average annual enrollment of 97 students across the past three years. Across the

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[4] https://health.maryland.gov/bopc/Pages/gradprofessional.aspx
[5] https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm
[6] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[7] https://www.onetonline.org/link/localtrends/21-1014.00?st=MD

past five years, 84% of license-eligible graduates obtained mental health counselor licensure in Maryland as a Licensed Graduate Professional Counselor (LGPC) or Licensed Clinical Professional Counselor (LCPC), or their equivalent licensures in nearby states and districts. Further, 98% of program students passed the National Counselor Examination (NCE), a requirement for mental health counselor licensure, on the first attempt. In sum, program enrollment is robust, and the program is successful in preparing students for licensure as a professional counselor.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

While the MS in Applied Psychology – Counseling Psychology Concentration is one of four known counseling psychology programs in the State of Maryland, the practitioner specialization is just one of three programs in Maryland accredited by MPCAC. Frostburg State University offers a MPCAC accredited MS in Counseling Psychology, although given that Frostburg is 150 miles northwest of Baltimore and accepts fewer than 15 students each year, the two programs likely draw from different pools of student prospects. Towson University's MA in Psychology – Counseling Psychology Concentration is the only other MPCAC accredited program in the region, and thorough consideration of duplication with Towson's program is warranted. When considering the issue of program duplication, it is important to note the <u>proposed program aligns with offerings UBalt already provides and, again, adds no new courses</u>. Next, in some ways, the proposed program is less duplicative with Towson as compared to UBalt's existing Counseling Psychology Concentration. Specifically, the existing program includes practitioner and science specializations, similar to Towson's practitioner and research tracks. Given UBalt's Science Specialization has a similar aim and structure to Towson's Research Track, the proposed elimination of the Science Specialization would better distinguish the two programs. Finally, the UBalt program offers the vast majority of classes in the evenings, which is convenient for students who work during the day or are otherwise juggling multiple responsibilities. A large proportion of Towson's classes are offered during the mornings and afternoons, which suggests the two programs may draw from somewhat different pools of student prospects. Additionally, UBalt students are more racially and ethnically diverse than Towson's student body, further evidencing the different prospect pools of both institutions.

2. Provide justification for the proposed program

As previously discussed, UBalt's Applied Psychology – Counseling Psychology Concentration possesses robust student enrollments, and the program is successful in preparing students for licensure as a professional counselor. The Practitioner Specialization must transition to a 60-credit program to remain consistent with MPCAC accreditation requirements. In part because of this needed change, and following self-studies of both concentrations, the Applied Psychology Program as a whole has re-evaluated its structure and determined that splitting the concentrations into two separate programs (and eliminating the existing Science Specialization) is the optimal path forward. The IOP and Counseling Psychology concentrations presently share little coursework, have separate program directors, and they largely function as separate, yet collaborative, programs. Through a formal separation, we can recognize this reality and market our programs in a manner that is clearer and less confusing to prospective applicants.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Among Maryland's Historically Black Institutions (HBIs), the proposed UBalt program shares the most similarities with Bowie State University's MA in Mental Health Counseling. Like UBalt, Bowie's program also prepares students to become licensed mental health counselors. A primary distinction between the two programs is accreditation, and therefore each program's underlying philosophy and structure. The UBalt program is accredited by MPCAC, whereas Bowie's program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While both accreditations allow one to fulfill requirements to become a professional counselor, MPCAC accredits master's in psychology programs (e.g., psychology, counseling psychology, etc.), whereas CACREP does not accredit psychology programs, but rather counseling and counselor education. These distinctions result in fundamental differences in program faculty fields of training, program structure, and professional identity. Further, as previously noted, it is important to again state the <u>proposed program aligns with offerings UBalt already provides and, again, adds no new courses</u>. Given these factors, including the fact these programs have been co-existing for years, we suggest the impact on Bowie State's MA program will be negligible.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs

The present proposal is not believed to have any potential negative impact on the uniqueness and institutional identities and missions of HBIs. As noted above, among Maryland's HBIs, the UBalt Applied Psychology - Counseling Psychology Concentration shares the most similarities with Bowie State University's MA in Mental Health Counseling. However, given the differences in accreditation (CACREP for Bowie State and MPCAC for UBalt), and the resulting differences in domains such as program structure, training philosophy, and professional identity, the two programs are fundamentally unique.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program

The University of Baltimore has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology, for over 25 years, with the origins of the program going back four decades. The Practitioner Specialization of the Counseling Psychology Concentration, which is accredited by MPCAC, has been in existence since 2014. As MPCAC now requires the Practitioner Specialization to transition from 48 credits to a 60-credit degree, the current concentrations share little coursework, and following insights gleaned from IOP's recent program review, we are proposing to discontinue

the shared Applied Psychology Program, which will be replaced by the two new programs, both of which are substantially based on the existing concentrations. The Counseling Psychology program currently includes five core full-time program faculty (see Section I), and the program director is Dr. Courtney Gasser, PhD.

2.   Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Program Mission Statement

The Counseling Psychology Program at the University of Baltimore (UBalt) adheres to a generalist training philosophy that is rooted in the scientist-practitioner model of training. The program is designed for students who are interested in becoming licensed mental health counselors, as well as those interested in doctoral work in the helping professions. Flexible curriculum offerings aim to support students who enter the program directly from undergraduate work, career changers, and working adults. The program prepares students for practice in multidisciplinary clinical settings such as hospital- and community-based mental health, private practice, school-based mental health, and substance abuse treatment facilities. Students prepare to provide a range of clinical and advocacy services in the counseling profession. The program focuses on education in professional identity and ethics, and contextual factors in developmental, vocational, educational, social, health, and mental health issues.

The curriculum emphasizes research and theory as they inform evidence-based practice, integrative theoretical treatment conceptualization, assessment and advanced treatment interventions. The common factors model is embedded in the program's clinical curriculum, emphasizing the importance of therapeutic relationships and strengths-based counseling interventions. The program infuses multicultural and social justice advocacy awareness in all coursework.

The faculty emphasizes self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work. The program requires experiential clinical training exercises in many courses, in addition to practice and internship requirements.

Program-Level Student Learning Outcomes

Upon graduating from the M.S. in Applied Psychology program, students will be able to:

- integrate theory and research knowledge appropriate to counseling psychology
- construct solutions for real-world problems in counseling psychology
- integrate knowledge and valuation of ethical principles and standards into the design and/or implementation of original plans
- integrate knowledge of and appreciation for cultural diversity and social justice into the creation and/or implementation of original plans.

3. Explain how the institution will:
a) provide for assessment of student achievement of learning outcomes in the program

The MS in Applied Psychology - Counseling Psychology Concentration has been actively engaged in assessment of learning outcomes for about a decade, and the proposed changes will have a limited effect on these practices. The program director oversees course data collection and program assessment procedures under the direction of the Associate Dean. Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University.

b) document student achievement of learning outcomes in the program

This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to make adjustments to the curriculum, then reassessed in the following year as part of the continuous improvement cycle. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

This program participates in the USM Program Review process that includes a self-study process and external peer evaluation. The last review was submitted in 2021. Finally, as UBalt is accredited by the Middle States Commission on Higher Education, the overall assessment process at UBalt was reviewed during the most recent accreditation of the University in 2017.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

List of Courses

APPL: 601 THE BIOLOGICAL BASIS OF BEHAVIOR (3) Surveys the current knowledge of the structure and function of the nervous system, with an emphasis on how this information contributes to understanding behavior and mental processes. Introduces neuroscience and demonstrates how different types of information are integrated in this interdisciplinary field. Students gain insight into how biochemical, anatomical, and physiological approaches contribute to the understanding of behavior and clinical phenomena. Addresses multicultural and social justice advocacy considerations.

APPL: 602 PROFESSIONAL IDENTITY, ETHICS, AND LEGAL ISSUES IN THE PRACTICE OF COUNSELING AND PSYCHOLOGY (3) Focuses on the development of professional identity, pathways to credentialing and licensure, and legal and ethical issues in professional counseling and psychology. Students examine professional organizations, credentialing bodies, and the ethical codes relevant to the practice of counseling and psychology. Emphasis on ethical standards of the

American Counseling Association and resolution of ethical dilemmas through the application of an ethical decision-making model. Addresses multicultural and social justice advocacy considerations.

APPL: 603 LEARNING AND COGNITION (3) Emphasizes the study of the major theories and models of human learning from the perspectives of both behaviorism and cognitive science. Includes an experiential overview of how people acquire, store and use information. Theoretical and empirical information is applied to the understanding of human behavior in a wide variety of settings. Address multicultural and social justice advocacy considerations as they relate to issues in human learning.

APPL 605: ADVANCED THEORIES OF PERSONALITY AND Counseling (3) An advanced exploration of theories regarding personality and counseling. Includes discussion of treatment implications and research related to each theory or therapy. Addresses multicultural and social justice advocacy considerations.

APPL 606: BASIC COUNSELING TECHNIQUES (3) An overview of the basic skills and techniques required for conducting counseling sessions, including multicultural and social justice considerations. Explores listening skills, relationship-building, intake, and ongoing assessment, etc. Basically, experiential in nature, with students engaging in self-reflective activities, practicing and evaluating counseling styles and abilities, and participating in varied classroom activities such as mock counseling role plays and/or interviews.

APPL 608: APPLIED ASSESSMENTS AND PROCEDURES (3) An exploration of current procedures employed in the evaluation of behavior within the context of multicultural and social justice factors. Focuses on the observation and interpretation of behavioral information and its relationship to choice of assessment procedures. Reviews representative measures of intellectual ability, achievement, aptitude, personality, and psychological motor functioning.

APPL 610: PSYCHOPATHOLOGY AND DIAGNOSIS (3) Examines issues in the epidemiology, diagnosis, and treatment of psychiatric disorders. Major attention is given to changing applied and theoretical perspectives in the light of contemporary research methodologies and findings. Addresses ethical, multicultural and social justice advocacy considerations in relation to psychiatric classification and diagnosis.

APPL 613: HUMAN DEVELOPMENT (3) Survey of the biological, psychological, and social changes that accompany the developmental process. Includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death. Addresses multicultural and social justice advocacy considerations.

APPL 614: COMMUNITY PSYCHOLOGY (3) Provides an introduction to the central concepts, strategies, findings, and values of community psychology to help students develop broader perspectives on individual and community functioning and well-being. Explores the interdependence of individuals and their communities and environments, with foci on social issues and policies, underserved and marginalized groups, social justice and social change, and prevention of social and mental health problems. Emphasizes research and interventions at the level of small groups, organizations, institutions, and communities to reduce stress, enhance the quality of life, prevent emotional and behavioral disorders, and empower individuals and their communities.

APPL 616: ADVANCED TREATMENT TECHNIQUES (3) Examines the application of theoretically and empirically based change strategies in mental health counseling. Surveys several theoretical approaches to a variety of clinical problems, with an emphasis on empirically supported principles of change. Multicultural and social justice advocacy considerations in the application of behavioral change strategies are addressed. Includes applications to both children and adults.

APPL 617 PERSONALITY ASSESSMENT (3) Examines the rationale, psychometric properties and utility of some of the major personality assessments in use today within the context of multicultural and social justice considerations. Focuses primarily on objective measures of personality, but projective measures are introduced. Emphasis is given to the professional, ethical and cultural competency responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 618: INTELLECTUAL ASSESSMENT (3) Examines the theoretical background, rationale, and validity of the major assessments of intellectual abilities currently in use. Emphasizes the professional, ethical, multicultural, and social justice responsibilities associated with the assessment process and to administration and interpretation procedures.

APPL 619: PSYCHOLOGICAL ASSESSMENT (3) Examines the rationale and validity of the more predominant intelligence tests, projective measures, interest inventories, and personality measures currently in use. Focus also includes professional and ethical responsibilities associated with the assessment process and provides familiarity with administration and interpretation procedures.

APPL 620: INTRODUCTION TO CLINICAL NEUROPSYCHOLOGY (3) Survey of basic clinical neuropsychology, focusing on the psychometric foundations of different diagnoses based on the clinical presentation of human brain dysfunction. Discusses cognitive, behavioral, emotional, and social symptoms of the major neuropsychological disorders. Issues of assessment in impaired populations are addressed, including the provision of effective psychological services to the neuropsychologically impaired individual.

APPL 621 SUBSTANCE ABUSE COUNSELING (3) Provides a review of current literature regarding the etiology, psychology, risk factors, and social phenomena associated with substance (including alcohol) use and related disorders. Emphasizes evidence-based contemporary and traditional treatment methods employed by outpatient clinics and inpatient units. Addresses issues related to ethical, multicultural, and social justice advocacy considerations in the treatment of substance use disorders.

APPL 622: GROUP COUNSELING (3) An introduction to the theory and practice of group psychotherapy, including consideration of history and theory as well as practical considerations and clinical techniques. Explores ethical considerations for therapists who lead groups. Addresses multicultural and social justice advocacy considerations. Incorporates an experiential component into the class periods.

APPL 623: CAREER COUNSELING (3) Introduces the primary theories that explain how individuals make career choices and the specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Addresses multicultural and social justice considerations in career counseling.

APPL 625: MULTICULTURAL COUNSELING (3) Explores the impact of social phenomena, such as privilege and oppression, on cultural group membership and human development. Topics include race, ethnicity, gender, gender identity, sexual orientation, ability status, age, national origin, religion, socioeconomic status, and language. Examines multicultural counseling relationships and research, as well as social justice advocacy considerations for the practicing therapist. Self-reflection and experiential exercises raise awareness of self as a cultural being. Course knowledge is applied to out-of-class experiences as well as to psychological assessment, case conceptualization, and treatment planning.

APPL 626: FAMILY THERAPY (3) Presents an overview of various family therapy theories and techniques, including systems theory and family life-cycle development. Explores the integration of these techniques into the therapy process with couples and families. Special attention is given to specific issues, such as the impact of race, culture, and gender on a family therapeutic intervention.

APPL 627: CHILD AND ADOLESCENT THERAPY (3) Provides an understanding of the psychological disorders of childhood and adolescence. Covers the assessment, diagnosis, and treatment of a broad range of disorders that typically arise in childhood or adolescence and examines the factors that contribute to their development. Addresses multicultural and social justice advocacy considerations in working with children and adolescents.

APPL 628: COLLEGE COUNSELING (3) Provides an understanding of the issues and psychological problems of college students and how those issues and problems are treated in the college setting. Covers the assessment and treatment of disorders that characterize young adulthood

and the core knowledge and skills of college counselors and provides an orientation to college and university counseling centers. Addresses multicultural and social justice advocacy considerations for working with college students in a university setting.

APPL 629: SPECIAL TOPIC: TOPICS IN COUNSELING (3) Theoretical assumptions, techniques, and effectiveness of interventions associated with behavioral and psychological problems of the aged, alcoholics, sexual deviants, criminal offenders and/or problems encountered in marriage and family situations. Specific topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 631: INTERMEDIATE STATISTICS FOR BEHAVIORAL SCIENCE (3) The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results.

APPL 632: RESEARCH METHODS FOR APPLIED PSYCHOLOGY (3) Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question.

APPL 633: RESEARCH AND EVALUATION (3) Surveys methods used to investigate questions and acquire knowledge in counseling and psychology and provides students with the skills necessary to critically evaluate counseling and clinical research literature. Topics include principles and techniques of qualitative and quantitative models; needs assessment; program evaluation; ethical, multicultural and social justice considerations in the research process; and the role of the mental health counselor as a knowledgeable research consumer.

APPL 639: SPECIAL TOPICS: APPLIED STATISTICS (3) Study of one major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor interests. Topic may vary from semester to semester. May be repeated for credit as course topic changes.

APPL 661: DEATH, DYING, LOSS, AND GRIEF (3) Models of adjustment to loss and their application to counseling individuals and groups who have experienced significant loss through death, illness and injury, divorce, and major life transitions. Emphasis on issues related to death and dying (including social, psychological, and cultural factors that influence grieving). Also explores significant loss areas to which grief intervention perspectives and techniques can be applied.

APPL 662: TREATMENT OF TRAUMA (3) Exposes students to the current approaches to treatment of trauma being used by clinicians. Emphasizes the development and application of skills in conducting empirically-supported therapy for trauma-related conditions. Addresses issues in the ethical assessment and treatment of trauma-related conditions, including multicultural and social justice advocacy considerations.

APPL 663: TREATMENT OF DEPRESSIVE DISORDERS (3) Provides students with knowledge and skills in current evidence-based approaches to treatment of depressive disorders, as well as disorders that frequently co-occur with depression (e.g., anxiety, substance use, personality disorders). Emphasizes cognitive and cognitive-behavioral treatments, though other theoretical approaches are noted. Addresses ethical, multicultural and social justice advocacy considerations in the assessment and treatment of depression.

APPL 665: CLINICAL SUPERVISION (3) Provides didactic preparation in clinical supervision knowledge and skills. Emphasizes ethics, multiculturalism, social justice advocacy, supervisory relationship dynamics, models of supervision, modes of evaluation, supervision research, and tools to conduct effective clinical supervision with counselor trainees.

APPL 666: TREATMENT OF ANXIETY DISORDERS (3) Provides students with a theoretical and empirical understanding of the development, maintenance, and current evidence-based treatment of anxiety and related disorders, including cultural and social justice considerations. Emphasizes behavioral and cognitive-behavioral treatments, although other theoretical approaches are discussed as well.

APPL 703: PRACTICUM IN COUNSELING (3) Experience in the application of: behavioral change methods and skills, ethical and legal requirements, and multicultural competence and social justice advocacy in a clinical or counseling setting. The student 1) functions as a professional under the supervision and guidance of an on-site counselor, and 2) attends scheduled group supervision meetings on campus several times during the course of the semester. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 704: PRACTICUM IN RESEARCH (3) Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade.

APPL 705 PRACTICUM IN ASSESSMENT (3) Supervised experience in the use of assessment procedures in situations relevant to student interest and vocational goals. Students spend the equivalent of one day per week at an approved training site. A maximum of 6 credits may be applied toward the degree.

APPL 708: INTERNSHIP IN COUNSELING (1 - 3) Builds upon APPL 703 Practicum in Counseling, allowing students to practice and further integrate counseling skills, ethical and legal requirements, and multicultural competence and social justice advocacy in clinical or counseling settings. Students accrue at least 100 hours of supervised clinical experience for each credits taken. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment.

APPL 779: DIRECTED STUDY IN APPLIED PSYCHOLOGY (1 - 3) The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: completion of required core and approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.

APPL 789: RESEARCH PROPOSAL DEVELOPMENT (3) Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The end product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies grade. Pass/fail grading.

APPL 799: THESIS IN APPLIED PSYCHOLOGY (3 - 6) An independent and original research effort supervised closely by full-time faculty. It should be founded in the literature of applied psychology. The student is expected to demonstrate an ability to formulate research questions as testable hypotheses, to analyze data using appropriate research methods and design and statistical tools, and to present the entire work in a well-written document using APA style. The number of credits is determined when the proposal is approved. Eligible for continuing studies (CS) grade; otherwise grading is pass/fail.

Program Requirements:

No more than 6 credits with passing grades lower than B- can be applied to the degree. To maximize career opportunities, advisement is recommended when selecting electives. Various courses in applied psychology and other disciplines (criminal justice, management, human services administration, legal and ethical studies, negotiations and conflict management, public administration, and integrated design) are permitted as electives, though may not count toward fulfilling LCPC licensure requirements. However, a maximum of 12 credits outside the department are permitted, and such electives are subject to the approval of the program director.

General Counseling Psychology Track (48 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3

APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3
Supervised Field Placement Experience (6 Credits):		
APPL 703	Practicum in Counseling Psychology	6*
Electives (6 Credits):		
Students complete two elective courses for a total of six credits		6

* Must be taken for at least two semesters, for a total of 6 credits.
Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Practitioner Specialization (60 credits)

Course	Title	Credits
Core Courses (36 Credits):		
APPL 601	The Biological Basis of Behavior	3
APPL 602	Ethics and Legal Issues in the Practice of Psychology	3
APPL 603	Learning and Cognition	3
APPL 605	Advanced Theories of Personality and Counseling	3
APPL 606	Basic Counseling Techniques	3
APPL 610	Psychopathology and Diagnosis	3
APPL 613	Human Development	3
APPL 622	Group Counseling	3
APPL 623	Career Counseling	3
APPL 625	Multicultural Counseling	3
APPL 633	Research and Evaluation	3
One of the Following:		
APPL 608	Applied Assessment Procedures	3
APPL 617	Personality Assessment	3
APPL 618	Intellectual Assessment	3

Supervised Field Placement Experience (9 Credits):		
APPL 703	Practicum in Counseling Psychology	3
APPL 708	Internship in Counseling Psychology	6*
Specialization Required Courses (9 Credits):		
APPL 621	Family Therapy	3
APPL 626	Substance Abuse Counseling	3
One of the Following:		
APPL 616	Advanced Treatment Techniques	3
APPL 662	Treatment of Trauma	3
APPL 663	Treatment of Depressive Disorders	3
APPL 666	Treatment of Anxiety Disorders	3
Electives (6 Credits):		
Students complete two elective courses for a total of six credits		6

* Must be taken for at least two semesters, for a total of 6 credits.
Note: All courses already exist in the Applied Psychology and Certificate in Professional Counseling Studies Graduate Programs.

Admissions Standards: For unconditional acceptance into the MS in Counseling Psychology program, applicants are expected to have:
- a bachelor's degree in psychology with a minimum cumulative grade point average of 3.0 from a regionally accredited college or university
- grades of B or better in psychology statistics and research methods courses
- a professional or academic letter of recommendation submitted on the student's behalf
- a statement of personal interest
- a vignette-based essay(s) on topics related to culture, diversity, and responses to clinical supervision

5.   *Discuss how general education requirements will be met, if applicable*

Not applicable

6.   *Identify any specialized accreditation or graduate certification requirements for this program and its students.*

The Practicum specialization is accredited by MPCAC and thus conforms to the curriculum standards and requirements set forth by this organization. MPCAC accredited programs 1) should be identifiable as educating counseling and psychological service practitioners, using evidence-based counseling and psychological principles and theories as they apply to specific populations and settings; 2) must be the equivalent of at least 2 academic years of full-time study and 60 credits which must include supervised experience; 3) include significant supervised experiences with a minimum of 600 hours across at least 2 semesters; 4) the coursework should emphasize the

scientist-practitioner model; and 5) the program must demonstrate evidence of students' professional competence in 11 core domains via academic and applied experiences[8].

7.   If contracting with another institution or non-collegiate organization, provide a copy of the written contract

Not applicable

8.   Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system,
availability of academic support services and financial aid resources, and costs and
payment policies.

A program page is established on the UBalt website, and the program also operates a program-specific page on the Sakai Learning Management System (which will soon be converted to Canvas). Combined, both pages provide students with current information on curriculum, course and degree requirements, technology competence and other skills required for the degree, equipment requirements for the degree, and links to financial aid and tuition and fee costs. Also listed are student support services available to the wider university community.

Students in the Applied Psychology - Counseling Psychology Concentration are extensively advised at all levels, and these advising practices will continue in the newly proposed program. Following admission, all students meet with the program advisor, where they review the curriculum and degree requirements, and register for first-semester classes. All students then attend a program orientation, which consists of an in-person meeting with program faculty, as well as review of several asynchronous informational recordings (which are also posted on the program Sakai page). At (or prior to) orientation, students also submit a signed statement of agreement, indicating they have read and agree to standards and expectations outlined in the program manual and standards and expectations document (consistent with MPCAC requirements). Students undergo advising from several sources: the Program Director, Dr. Courtney Gasser; a program advisor located in the Dean's Office; and their assigned faculty mentor. Consistent with MPCAC standards, all students are assigned a faculty mentor, which is one of the five core program faculty, who they meet with a minimum of once a year, but often more frequently. In addition, students are provided with degree requirements sheets by their advisor, and guides to graduation are also available online through the program pages. Students can also access degree audit themselves through the MyUBALT portal.

Dr. Gasser and the advisor are the primary point of contact with the students on curriculum and degree requirements. They, along with their faculty mentor, may also provide students with referrals

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[8] http://mpcacaccreditation.org/

to the academic support services provided by the Bogomolny Library, including tutoring services in math, writing, and other subjects. Further, information about academic support services is provided to students each year via email, and this information is also included in a syllabus supplement on course Sakai pages. Academic coaching and workshops are available, and all library academic support services are available both online and on campus. The Center for Excellence in Learning, Teaching and Technology (CELTT) provides a number of video guides for UBalt's Learning Management System (Sakai). All courses have a Sakai page, regardless of modality.

The University offers computer labs for students to use for free in the Bogomolny Library, the Student Center, and the Academic Center.

Faculty members all have a web page as well, where contact information is listed. Faculty office hours are identified on syllabi.

All such requirements are also part of the program's responsibilities through MPCAC accreditation, and UBalt's responsibilities through its Middle States regional accreditation.

9. *Provide assurance and any appropriate evidence that advertising , recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available*

Recruitment, advertising, and admissions materials clearly and accurately represent the proposed program and the services available, as is consistent with standards for Middle States accreditation and MPCAC. UBalt's marketing professionals have extensive higher education experience. The UBalt website readily provides information on programs, costs, and services, as well as admission requirements. The Consumer Information web page and UBalt Fact Book, posted on the Institutional Research page, provide information necessary to support advertising materials. The University's graduate catalog is updated annually and posted online.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions

Not applicable

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

Program Faculty

1. Provide a brief narrative demonstrating the quality of program faculty

There are presently five core faculty members in the Applied Psychology – Counseling Psychology Concentration that teach in the proposed Counseling Psychology Program. In addition, psychology faculty that primarily teach in other programs (e.g., undergraduate psychology) teach in the program as well. On average, between 2 and 7 adjunct faculty teach within the program each year. Regardless of type of faculty, per MPCAC accreditation standards, all faculty hold graduate degrees in psychology, counseling, or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area. Further, program faculty members are assigned to provide classroom, research, and clinical instruction and supervision only in areas for which they have demonstrated competence. Summary list of core program faculty is below:

- Dr. Courtney Gasser, PhD, LP, NCC; Licensed Counseling Psychologist; Associate Professor; Program Director MS in Applied Psychology – Counseling Psychology Concentration; Full-time; Courses: APPL 605, 606, 608, 617, 618, 619, 623, 665, APPL 703, APPL 708, electives
- Dr. John Donahue, PsyD; Licensed Clinical Psychologist; Associate Professor; Program Director Certificate in Professional Counseling Studies; Full-time; Courses: APPL 608, APPL 610, APPL 616, APPL 633, APPL 662, APPL 663, APPL 666
- Dr. Sepideh Soheilian, PhD; Licensed Counseling Psychologist; Assistant Professor; Full-time; Courses: APPL 602, APPL 605, APPL 610, APPL 703, APPL 708
- Dr. Erin Richardson, PhD; Licensed Clinical Professional Counselor; Lecturer; Field Placement Coordinator; Full-time; Courses: APPL 602, APPL 610, APPL 622, APPL 625, APPL 627, APPL 703, APPL 708
- Dr. Kevin Vinson, PhD; Licensed Graduate Professional Counselor; Lecturer; Full-time; Courses: APPL 602, APPL 606, APPL 622, APPL 633

2. *Institutional support for ongoing pedagogical training*

a) *Pedagogy that meets the needs of the students*

Program faculty are active in professional organizations, both academic and professional, and maintain currency in their fields through research, grant projects, consulting, and collaboration. The institution also fully covers costs for the program's annual membership dues to the Council of Master's in Counseling Training Programs (CMCTP), an organization with the primary purpose of fostering the advancement of education in Master's level counselor training programs. The university has also assisted in partially funding a faculty member to represent the program at CMCTP conferences (usually, up to $1200). Generally, faculty have the opportunity to apply for travel funding once a year for up to $1200 worth of funding for conference travel, if budget is approved and/or available. Faculty may also apply for summer research grants to support their research and/or pedagogical training.

b) *The learning management system*

UBalt's Center for Excellence in Learning, Teaching and Technology (CELTT) is also an important resource for pedagogical training, use of the learning management system, and evidence-based

practices for distance education. The CELTT staff have extensive experience with faculty professional development in the areas of teaching practices, instructional technologies, and online teaching and learning.

c)   Evidenced-based best practices for distance education, if distance education is offered

CELTT provides online and in-person opportunities for faculty to learn more about using technology effectively and how to enhance students' learning in both the classroom and via distance education. There are regular opportunities for faculty professional development through CELTT each year.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1.   Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program

The UBalt Robert L. Bogomolny Library opened in its completely renovated space in Summer 2018. This state-of-the-art 21st century library provides a variety of spaces on five levels that includes quiet and collaborative study areas, computer workstations, technology equipped study and seminar rooms, game design and graphics lab space as well as leisure reading areas. The library serves the Counseling Psychology program through a variety of services and programs, personalized reference consultations and instruction in research strategies. The library faculty produce scholarly research, teach, and conduct service work.

Through the library's Writing Center, peer and professional writing consultants provide discipline-specific feedback on writing in APA Style and genre conventions. The library's Mathematics and Statistics Coordinator supports quantitative courses in the program, offering statistics and SPSS instruction, tutorials, and one-on one tutoring. Tutorials and writing feedback are also available online in both synchronous and asynchronous formats. The library's Academic Success programs frequently hire students as writing consultants, workshop leaders, academic coaches, and tutors, providing both professional development and paid employment.

The library's website is the portal to anytime, anywhere access to more than 100 databases including *APA Style CENTRAL, Mental Measurements Yearbook with Tests in Print, PsycARTICLES, Psychology & Behavioral Sciences Collection, PsycINFO, PsycTESTS, and SocINDEX with Full Text*. In addition, the online catalog allows users to search its collection of 175,000 titles which include than 6,000 psychology titles; the library maintains access to 45,000 print/e-journals of which more than 3,000 are psychology related. Beyond UBalt, students in the program have access to more than 10 million books and government documents through the University System of Maryland as well as reciprocal borrowing privileges with other Baltimore area libraries. The library maintains a robust interlibrary loan program which affords users access to thousands of additional libraries worldwide.

A library guide specifically curated for psychology students can be found at http://ubalt.libguides.com/psychology. Key resources in the guide include videos about how to find journals, create journal alerts, use the psychology databases, and APA style resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1.   Adequacy of facilities, infrastructure, and equipment

As the courses in the proposed MS in Counseling Psychology Program are already being offered as part of the Applied Psychology – Counseling Psychology Concentration, the impact on physical facilities, infrastructure and equipment will be negligible. Each full-time faculty member has exclusive access to an office, and classrooms and computer labs are available to support all classes. Classes are further supported through technologies that include our learning management system (presently Sakai, though the university is transitioning to Canvas in 2023), SharePoint and OneDrive (for file sharing with students and faculty), Panopto (for the delivery of video lectures), and Zoom (for the delivery of video lectures and meeting with students remotely). Additional resources are described below:

Lassen Training Clinic. The LTC is a recently renovated training space in the Learning Commons building where students conduct practice therapy activities that are embedded within their coursework. The LTC has 5 rooms designed for individual or couples therapy, 1 room for group therapy, 1 video observation room, 2 non-recording rooms, storage closet, locked file storage room, and a reception desk and waiting area. All recording rooms are outfitted with writable DVD recorders (DVD-Rs) and playback televisions. The observation room can be used to view pre-recorded DVDs, but can also remotely monitor sessions in any other recording room. The clinic is used by students each semester and is staffed by paid graduate assistants funded by the College of Arts and Sciences.

Computer Facilities and Technology Services. Five of the seven computer labs on campus are maintained by The Office of Technology Services (OTS). Classrooms outfitted with computers are available each semester for coursework requiring each student to have a computer, and OTS can furnish media carts for one class period with laptops for each student upon request. OTS serves all of the campus technology needs (e.g., network and system maintenance, equipment maintenance, electronic mail services, classroom media services).

Additional Support Services. Beyond the support received from faculty, students also have access to a variety of university support services such as the Career and Internship Center, Disability and Access Services, Diversity and Culture Center, counseling and wellness services via the university's Student Assistance Program, the Bob Parsons Veterans Center, and so on.

2.   Access to Email and a Learning Management System

All students and faculty have access to the UBalt email system and technology, and all courses, regardless of modality, have dedicated space on the learning management system (Sakai; though as noted earlier, the university is transitioning to Canvas in the next year), where the syllabus, course assignments, and various other resources are available. CELTT provides resources and training for faculty and students, so they can effectively use Sakai resources. Sakai is routinely updated, and students have access to 24/7 support for LMS questions. A faculty hub and a student hub offer extensive resources related to use of Sakai and other learning tools.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1.	Complete *Table 1: Resources and Narrative Rationale*. *Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.*

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	$1,553,433	$1,616,415	$1,647,820	$1,714,275	$1,745,300
a. #F.T Students[a]	34	35	35	36	36
b. Annual Tuition/Fee Rate[b]	$21,147	$21,525	$21,956	$22,350	$22,751
c. Annual Full Time Revenue (a x b)	$718,998	$753,375	$768,460	$804,600	$819,050
d. # Part Time Students	63	64	64	65	65
e. Credit Hour Rate[c]	$883	$899	$916	$933	$950
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	$834,435	$863,040	$879,360	$909,675	$926,250
3. Grants, Contracts, & Other External Sources	0	0	0	0	0

4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$1,553,433	$1,616,415	$1,647,820	$1,714,275	$1,745,300

[a]Total enrollment for Year 1 was calculated as the average annual enrollment in the Applied Psychology - Counseling Psychology Concentration over the prior three years (N=97). Proportion of full-time vs. part-time students was calculated using data from the 2021-2022 academic year. 35% of students are enrolled in the program full-time and 65% of students are enrolled part-time. Students may vary from term-to-term as to whether they are full- or part-time.

[b]Annual full-time tuition/fee rate is based on 24 credits per academic year (9 credits each in fall and spring; 6 credits in summer). In-state rates were used in tuition calculations; however the program does attract some out-of-state/region students. Graduate programs at UBalt have a flat tuition and fee rate for graduate classes, regardless of full-time or part-time status. Rates assume a 2% tuition increase per year and a 2% fee increase in Year 3.

[c]Part-time credit hour rate is based on assumption that part-time students will take approximately 15 credits per year (6 credits each in fall and spring; 3 credits in summer). Part-time tuition and fee increases are estimated in the same manner as full-time.

2.   Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

As this proposal reflects a realignment of existing resources, it is considered resource neutral. No new full-time equivalent faculty, administrative staff, support staff, equipment, library, space, or other resources will be needed to implement this program. It is expected to be fully implemented using existing resources. As a result, new expenses for each year are calculated as zero.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty 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
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)	0	0	0	0	0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1.   Discuss procedures for evaluating courses, faculty and student learning outcomes

Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to identify the strengths and weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes. The program assessment plan is also aligned with expectations and standards necessary for MPCAC accreditation, such that the MPCAC standards are nested under the program SLOs. Finally, student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation are used to evaluate faculty annually.

2.   Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness

During the process of obtaining MPCAC accreditation, the program created many new student evaluations, assessment rubrics, and surveys (e.g., site supervisor survey, post-program survey) to assess our program using an MPCAC lens. Consistent with MPCAC accreditation requirements, the results of program outcome assessment are available to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies on our website.

This program participates in the USM Program Review process that includes a self-study process and external peer evaluation. The last review was submitted in 2021. Finally, as UBalt is accredited by the Middle States Commission on Higher Education, the overall assessment process at UBalt was reviewed during the most recent accreditation of the University in 2017.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1.   Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives

The Applied Psychology - Counseling Psychology Concentration supports minority student access and success, and the newly proposed program will continue to do so. In the 2021-2022 academic year (the most recent year for which data are available), 45% of students identified as having a minoritized racial identity, with 29% identifying as Black. Comparisons with estimates of demographics of mental health counselors in the United States suggest the program far outpaces nationwide statistics, where 81% of therapists are estimated to be White and just 7% are estimated

to be Black[9]. Further, 86% of the 2021-2022 Counseling Psychology student body identified as a woman, which is somewhat above the nationwide mental health counselor estimate of 77%.

The University of Baltimore as a whole has a markedly diverse student body and a number of programs in place that help students persist until graduation. The Office of Diversity and International Services within the division of Student Success and Support Services offers programming to support UBalt's diverse student body in feeling central to the university community. The division of Student Success and Support Services plays a critical role more generally in implementing the student success goals of the university's strategic plan. Part of these efforts include the analysis of student performance data as UBalt strives to ensure all students are retained and graduate. The availability of online tutoring, counseling, and access to Disability and Access Services have been critical in serving the institution's diverse student needs. The University of Baltimore has been classified by the US Department of Education as a Minority Serving Institution, and it has an approved action plan with the department to serve the needs of its population.

UBalt's commitment to diversity, equity, and inclusion is unwavering, as noted in statements located on the Diversity and Inclusion webpage. For example, "The University of Baltimore is committed to creating a welcoming and inclusive community where all students, faculty and staff feel valued and supported and are able to engage in dialogue through conscious questioning and active listening… Located in the heart of its vibrant namesake city, UBalt embodies the multiculturalism that is critical to its role as an urban anchor institution. The university's commitment to diversity extends to its academic and co-curricular programming, enrollment policies, retention initiatives, hiring processes and purchasing decisions"[10]. These commitments and values are further exemplified in the training offered in the Counseling Psychology Program and embodied in the program's mission, whereby it states the program emphasizes self-awareness and self-reflection as a cornerstone of effective clinical practice. Students are challenged to enhance their professional development through self-reflection exercises embedded in coursework and by engaging in interpersonally oriented instruction and supervision. Students are guided to understand their own cultural biases and lenses as well as the inherent cultural/contextual nature of counseling work.

O. Relationship to Low Productivity Programs Identified by the Commission:

1.   If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable

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[9] https://www.zippia.com/mental-health-therapist-jobs/demographics/
[10] http://www.ubalt.edu/about-ub/diversity

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1.   Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

UBalt is authorized by MSCHE and MHEC to offer distance education programs; however, the proposed program will not be offered as distance learning.

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Consistent with accreditation requirements, the proposed MS in Counseling Psychology program is an on-campus program at the Baltimore campus. Nonetheless, UBalt is approved to offer distance education and complies with C-RAC guidelines when distance education is offered. Core program classes are largely delivered in a traditional face-to-face format, though some courses are available online. UBalt has been approved by the Middle States Commission on Higher Education to offer online programs. The University is a member of NC-SARA and is currently approved to offer several graduate degrees online. The Center for Excellence in Learning, Teaching, and Technology (CELTT) manages the learning management system, Sakai, and provides preparation for both students and faculty who will engage in its use. CELTT offers POE, or Promoting Online Excellence, a program for faculty to ensure best practices in distance education. CELTT employs instructional designers who are meet with faculty individually to support their classes and sponsors communities of practice to support better instruction and use of new technologies.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Academic Program Proposal:
University of Baltimore: Master of Science (M.S.) in Industrial and Organizational Psychology

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: The University of Baltimore (UBalt) proposes to restructure the existing M.S. in Applied Psychology program that has the Industrial and Organizational Psychology (IOP) and the Counseling Psychology areas of concentrations into two distinct M.S. programs. The change is due to the increasing difficulty in sharing courses while Counseling Psychology strives to meet accreditation standards and both programs work to respond to their different market needs.

The proposed M.S. in Industrial and Organizational Psychology (IOP) will continue to emphasize a state-of-the-art curriculum that provides grounding in psychological theory, research knowledge and skills, ethics, international and cross-cultural competencies, and evidence-based practices. The new stand-alone M.S. in IOP will benefit students by providing greater flexibility within the program, while ensuring the program is current and relevant to meet the needs of the current workforce. Since 2016, the IOP concentration has graduated 109 students. Based on the Bureau of Labor Statistics (BLS) Occupational Outlook Projections, IOP's projected growth rate is more than 53% and Washington, D.C. is one of the largest regions employing IOP professionals. Moreover, Maryland's Long- Term Occupational Projections for the period 2020-2030, expects a growth of 5.4% to nearly 16% for professions staffed with employees holding a master's in IOP. It is important to note that there are no Master of Science in IOP programs in the State of Maryland and the proposed IOP program is the only one in Maryland that prepares aspiring doctoral students.

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 fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Master of Science (M.S). in Industrial and Organizational Psychology.

COMMITTEE RECOMMENDATION: Approval	DATE: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

February 8, 2023

Jay A. Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Baltimore MD 21201

Dear Dr. Perman,

The University of Baltimore offers a Master of Science degree in Applied with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and now need to split into two distinct academic programs so that the they can best fulfill the needs of current and future students. The University of Baltimore is requesting to add an MS in Industrial and Organizational Psychology.

The Applied Psychology – Industrial and Organizational Psychology concentration is a 42-credit degree program. Within the new IOP program, which will be developed using existing courses offered through UBalt's Applied Psychology program, we specifically propose to modify the distribution of course requirements from the existing IOP Concentration. The new program does not require new resources or new courses but rather a redistribution of existing courses.

UBalt's M.S. in IOP concentration receives an average of 47 applications per year and enrolls 15 to 20. Graduates of the MS in Applied Psychology-IOP concentration, almost without exception, secure jobs within a few months of graduation (if not before graduating). Furthermore, graduates of the current concentration in IOP are well-positioned in the Baltimore/Washington, D.C./Northern Virginia region. Consequently, many come to speak to our students each semester. We anticipate this to continue with the new structure.

If you have any questions, please contact the Office of the Provost at 410.837.5243. Thank you for your review. Sincerely,

Catherine Andersen

Catherine Andersen
Interim Provost
Encl.
cc: Darlene Smith, Interim Vice Chancellor for Academic Affairs USM

**Office of the Executive
Vice President and Provost**

**UNIVERSITY OF
BALTIMORE**

ubalt.edu

1420 N. Charles St.   T: 410.837.5244
Baltimore, MD 21201   F: 410.837.5249

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

The University of Baltimore
Institution Submitting Proposal

Industrial and Organizational Psychology (IOP)
Title of Proposed Program

MS	**Fall 2023**
Award to be Offered	Projected Implementation Date

2001-03	**42.2804**
Proposed HEGIS Code	Proposed CIP Code

Yale Gordon College of Arts and Sciences	Dr. Ronald Castanzo
Department in which program will be located	Department Contact

(410) 837-1927	rcastanzo@ubalt.edu
Contact Phone Number	Contact E-Mail Address

Catherine Andersen   2/8/2023

Signature of President or Designee	Date

Proposed Master of Science in Industrial and Organizational Psychology

The University of Baltimore
Baltimore, Maryland

Founded in 1925, The University of Baltimore (UBalt) offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community. Its vision is to be the premier regional university for career advancement, where leaders grow, thrive, and learn to apply their skills for solving local and global challenges. The University's central values are Student Growth and Success; Pursuit of Knowledge, Community and Civic Engagement; Diversity, Equity, and Inclusion; Ethical Engagement; Affordability; and Responsible and Resourceful Stewardship.

UBalt has been offering a Master of Science degree in Applied Psychology since 1978. The program evolved over the decades as the field did, moving from the early areas of concentration: Biofeedback, Geropsychology, Psychotherapeutic Processes & Individualized Assessment, and Organizational/Personnel Psychology to the present program it has offered for the past 25 years, with two active concentrations: Counseling Psychology (with a practitioner track now accredited by the Masters in Psychology and Counseling Accreditation Council) and Industrial-Organizational Psychology, which is a member of the Erasmus Plus Work, Organizational, and Personnel Psychology Programs consortium (with the Universities of Bologna, Valencia, Barcelona, and Coimbra). Both concentrations have had excellent job placement records, but as the concentrations evolved, they shared fewer courses in common and are now at the point of splitting into two distinct academic programs so that the programs can best fulfill the needs of current and future students.

This proposal requests a discrete Master of Science (MS) program in Industrial and Organizational Psychology,

A.   Centrality to Institutional Mission and Planning Priorities:

   1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The 42-credit Master of Science in Industrial and Organizational Psychology will adhere to the mission of the existing IOP concentration mission:

> *The Master of Science program in Industrial and Organizational Psychology (IOP) prepares students for careers as practitioners and researchers in IOP, or for doctoral studies in this and related fields, by emphasizing a curriculum of evidence-based practice and course activities that enhance student experiential learning. The state-of-the-art curriculum provides grounding in psychological theory, research knowledge and skills, ethics, international and cross-cultural competencies, and evidence-based practices. Principles drawn from social, cross-cultural, behavioral, cognitive, and biological psychology are learned and applied in traditional classroom settings or in hybrid course instruction, which is a combination of in-class and asynchronous instruction. Students also (1) complete courses individually with faculty members in independent studies, (2) participate in faculty research, (3) complete coursework with students in other countries at other universities, (4) conduct theses, and (5) participate in supervised, hands-on experience in practica and internships.*

Its connection to the institution's approved mission is documented in response to question 2 directly below.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The stated mission of The University of Baltimore (UBalt) is to provide "career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." In the service of this mission, UBalt has offered a Master of Science (MS) in Applied Psychology, which includes two areas of concentration, Counseling Psychology and Industrial and Organizational Psychology (IOP), for over the last 25 years. The MS in Applied Psychology program prepares students for careers in counseling or industrial and organizational psychology, or for doctoral studies in these fields. To better help implement the mission of the university, we propose eliminating the MS in Applied Psychology, and create two separate programs in its place: an MS in Counseling Psychology and an MS in Industrial and Organizational Psychology (IOP). This document will specifically address the proposed MS in IOP.

As will be seen in the documentation provided by the Counseling Psychology team, the Master's in Psychology and Counseling Accreditation Council (MPCAC; a CHEA-recognized accrediting body), requires the Counseling Psychology concentration to transition to a 60-credit degree, and this change must be fully implemented by September 2025. In light of the Counseling Psychology concentration's necessary changes (see corresponding Counseling Psychology Program Proposal) and given the current concentrations share little coursework, we are proposing changes to the IOP's 42-credit hour curricular structure. We are also proposing to discontinue the shared Applied Psychology Program, which will be replaced by the two new programs, both of which are substantially based on the existing concentrations.

Within the new IOP program, which will be developed using existing courses offered through UBalt's Applied Psychology program, we specifically propose to modify the distribution of course requirements from the existing IOP Concentration. The new program does not require new resources or even the creation of new courses but rather a redistribution of existing courses.

The Yale Gordon College of Arts and Sciences (CAS) "promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the College offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. Well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional, and world communities."

a. Mission Fit

(a) ***Focus on work orientation***: Within six months of graduating, over 90% of our graduates find well-paying jobs in management consulting with both private and public sectors. Starting salaries are typically $55k to $80K.
(b) ***Excellent access to traditional and non-traditional students***: Cohorts are typically 70% recent undergraduates and 30% working adults; Diverse: 50% female, 50% male; 30% Black, 55% White, 15% Other.
(c) ***Combines theory and practice using the scientist – practitioner model***: Courses are work-oriented with emphasis on case study method and portfolio development; Combines theory and practice to create meaningful, real-world solutions to 21st century challenges.
(d) ***Community outreach***: Students placed in practicum/internships serving Baltimore and regional private and sectors organizations; Have MOU with National Aquarium and working on MOUs with for-profit and government sector employers.

(e) ***Strong international component***: About half the students participate in study abroad programs in European universities; Several study abroad programs bring together students located in Latin European universities and faculty with our students; Several formal relationships exist with European universities.

b. Program Performance

Since the IO Psychology concentration's inception in 1978, it has provided a quality education to its students who have acquired the requisite competencies to succeed in a wide range of careers in both the private sector (business, industry, and consulting), public sector (public services organizations and agencies, state, local, and federal agencies), and nonprofit sector.

(a) Curriculum is modeled on and driven by the Society for Industrial and Organizational Psychology (SIOP) guidelines for Master's in IOP.
(b) Students are embedded in real world organizations well before graduation.
(c) Strong alumni connections working in high level jobs in business, industry, nonprofit, and public sectors.
(d) Student performance consistently meets benchmarks set for assessment goals.
(e) Graduation rate within two years is approximately 75% to 83%. Students are not required to register full-time; tuition is charged by credit hours. Students completing the program part-time might take three to four years to complete it.
(f) Retention is extremely favorable (typically 95%).
(g) No significant impediments to improved performance.

UBalt's M.S. in IOP concentration receives an average of 47 applications per year and enrolls 15 to 20. Graduates of the MS in Applied Psychology-IOP concentration, almost without exception, secure jobs within a few months of graduation (if not before graduating). Furthermore, graduates of the current concentration in IOP are well-positioned in the Baltimore/Washington, D.C./Northern Virginia region. Consequently, many come to speak to our students each semester. Please see information about guest speakers[1] on the concentration's webpage; over half of the guests are alumni from the M.S.. in Applied Psychology, IOP concentration. We anticipate this to continue with the new structure.

c. Enhanced international reputation.

In the past five years, the IOP concentration has enhanced its international reputation. In 2016, Dr. Glazer secured an MOU with the Erasmus+ program which has made us a partner university.[2] This enables us to continue to participate in this prestigious master's consortium. Several students have participated in the Erasmus+ Master's in Work, Organizational, and Personnel Psychology (WOP-P) Winter School (WS) program. The WS program is a 5-module program of studies that brings together students from the partnering and consortium universities, of which University of Baltimore is one, to study with renowned professors from Europe and the Americas for the duration of four months, which includes a two-week joint intensive learning unit. Participating UB graduate students are able to complete their capstone course requirement vis a vis the WS program, coordinated by the University of Valencia, headquarters for the international consortium that is comprised of four core European universities, also including University of Barcelona, University of Bologna, and University of Coimbra. Since 2013, for all but two years, UB IOP students have won best intervention design awards in either one or both of the Personnel Psychology or Organizational Psychology streams, including most recently (despite being remote) in 2021 for Personnel Psychology

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[1] http://www.ubalt.edu/cas/graduate-programs-and-certificates/degree-programs/masters-applied-psychology/industrial-organizational/speaker-series.cfm
[2] https://www.erasmuswop.org/universities-involved/

stream. Our one 2021 UBalt delegate also won the award for "the student most embodying the program value of Ethicality."

Every year since 2017, UBalt has also hosted a graduate student from the core European universities who was/is completing their final practicum requirement for the Erasmus+ Master's in WOP-P. Dr. Glazer has also negotiated and helped secure MOUs with the University of Valencia and University of Pau-Bayonne (in France). Furthermore, Letters of Cooperation (LOC) have been signed by the University of Silesia, and University of Barcelona. The IO Psychology concentration has established a faculty-led study abroad program with the University of Barcelona. Additionally, each of the IO psychology faculty (Drs. Mitchell and Tedone) at UBalt have each taught at the University of Barcelona and Dr. Glazer has also been an invited professor to Universities of Valencia (Spain), Bologna (Italy), and Coimbra (Portugal), ISCTE University- Lisbon, and University of Brasilia.

d. Participation in the professional community.

Over the past years many of our students have attended and presented at national and international conferences, both as sole presenters and with faculty. Our students also participate in the local IOP group, the Personnel Testing Council of Metropolitan Washington (PTC/MW), the central meeting place for IOP professionals working for the federal government and consulting agencies. We typically have 12 to 15 current students attending the annual SIOP conventions. In the two in-person conferences before COVID, the UBalt IOP concentration has hosted receptions that brought in about 60 to 70 students and alumni. Furthermore, over the last eight years our students have won inter-institutional team competitions sponsored by PTC/MW. Finally, our alumni continue to engage with SIOP, as well as directly with our graduate students.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).**

The University of Baltimore will continue supporting the IOP program through the existing funding available for the same program that is currently offered as a concentration in the Applied Psychology program. In other words, the concentration, in its various permutations, has been sustained since 1978 and it will continue to be supported with the same financial mechanisms currently supporting the program. No funds are needed to support further course development. There is no substantial impact to the institution by separating out the two concentrations into two programs, as the IOP and counseling concentrations have had little administrative overlap.

4. **Provide a description of the institution's a commitment to:**

   a) **ongoing administrative, financial, and technical support of the proposed program**

The M.S. in Applied Psychology, IOP concentration, has been an integral part of The University of Baltimore since 1978. It continues to be an integral part of the University's Strategic Plan for FY 2018-2023. The program will continue to receive, at least, the same level of administrative, financial, and technical support.

   b) **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The University of Baltimore is committed to continuing the proposed M.S. in Industrial and Organizational Psychology program for a sufficient period to allow enrolled students to complete the program. The University can also easily teach out those students who are in the existing MS in Applied Psychology, Industrial-Organizational Psychology concentration.

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

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

   a)   **The need for the advancement and evolution of knowledge**

The Bureau of Labor and Statistics (BLS) identifies industrial and organizational psychology (IOP) as one of the fastest growing, most lucrative psychology careers, with a projected growth rate of more than 53 percent. Median annual wages in 2016 were well into six figures for men and women, albeit there was still a pay gap between men and women (Richard et al. 2018).

The Washington, D.C. area is the first or second largest region[3] employing IOP professionals. The M.S. in Applied Psychology program with a concentration in IOP is the only M.S. in the Mid-Atlantic region, other than New York that specifically has IOP as part of its name. The initiative to create a discrete program is to reduce confusion and conflation of requirements for two disparate concentrations under a single program with differing requirements.

   b)   **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**

As noted above, the current concentration serves a diverse group of students from the region. The M.S. in IOP program will continue to serve the needs and interests of the local and regional community. Further, UBalt's M.S. in IOP concentration of the Applied Psychology program has regularly accepted applicants from HBIs and will continue to support their transition to UBalt's IOP M.S. program.
It will be easier to target scholarships toward students with this area of interest if the program is a discrete master's rather than a concentration in the MS in Applied Psychology. (See also the replies to #2 below.)

   c)   **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

The proposed program does not directly strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs; however, it should be noted the proposed program will have no adverse impact on the capacity of historically black institutions to provide such programs.

The University of Baltimore has been recognized as a minority serving institution (PBI) by the federal government and is currently the recipient of a PBI grant.

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[3] https://www.organizationalpsychologydegrees.com/lists/5-of-the-best-u-s-metro-areas-for-industrial-organizational-psychologists/

2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

Students holding a bachelor's degree in psychology who intend to pursue a career in psychology before entering the workforce, or those wishing to retool for a career transition, will have the opportunity to pursue an M.S. in IOP. Our M.S. in IOP is one of the few marketable disciplines within fields of psychology that does not require licensure or a doctoral degree. Nonetheless, many students joining our program aspire for doctoral studies. Earning a Master's in Professional Studies (MPS) in IOP will typically not open doors for PhD programs. Therefore, an M.S. in IOP will not only enable graduates to find employment in psychology without having to pursue a Ph.D., but for students wishing to further their doctoral studies, our M.S. in IOP will prepare them with competencies that will make them eligible for a Ph.D. program in IOP. The University of Baltimore is the only M.S./M.A. program in a 60-mile radius that prepares students for an M.S. degree that enhances their likelihood of securing well-paying IOP related jobs or continuing their educational pursuits of doctoral studies.

Further, the training that students in the IOP concentration receive is so strong that several departments and units in the University have been seeking IOP graduate student workers. Our students, of various ethnic and cultural backgrounds, have had the costs of their studies made more affordable through their placement in jobs across the university. Therefore, consistent with MHEC's Goal 1, **student access**, the degree program "ensure[s] equitable access to affordable and high-quality postsecondary education for all Maryland residents."

Consistent with the goals of **success** (Goal 2) and **innovation** (Goal 3), the M.S. in IOP program "promote[s] and implement[s] practices and policies that... ensure[s] student success" and "foster[s] innovation in all aspects of Maryland higher education to improve access and student success."

Below we describe how the M.S. in IOP aligns with the priorities set forth in the *2022 Maryland State Plan for Higher Education*.

Priority 1: *Study the affordability of postsecondary education in Maryland.*

The IOP program partners with the UBalt Career & Internship Center, Office of Diversity and International Students, the Schaefer Center for Public Policy, and the Counseling Psychology program's Lassen Training Center that offer graduate assistantships or student assistantships.

To keep material costs down, several courses require readings from journal articles and other open access materials. Additionally, graduate students in the IOP program will continue to have opportunities to participate in **low-cost** international **study** abroad and **virtually** abroad programs in collaboration with counterparts at the University of Barcelona and multinational organizations. The aim of the international study programs or global engagement programs is to give students of varied economic circumstances an opportunity to develop cross-cultural competencies, which are essential in today's global marketplace. In order to ensure all students can afford and access the faculty-led study abroad program, student fees are kept to a minimum (generally around $350) by having the course run through a self-directed budgeting model, which enables a large portion of student tuition for a course to return to cover the costs associated with international travel (including airfare, lodging, meals, and site-seeing). Financial aid packages also help cover faculty-led study abroad programs the IOP program offers.

Priority 6: *Improve systems that prevent timely completion of an academic program*.

The updated IOP curriculum supports timely completion of the academic program by creating flexibility in choosing how the student wishes to complete a capstone experience, as well as introducing flexibility within key areas of studies pertaining to IOP (see Tables 8 and 9).

The IOP program also offers a credit-earning faculty-led study abroad program during winterim, as well as spring break periods so that it does not disrupt studies in other courses. Additionally, students are able to take summer courses offered by the IOP program, as well as practica experiences during summer and winter terms. Moreover, within the M.S. in IOP program, students can earn a Global IOP certificate (see p. 17 for more information on the certificate program) without having to take additional course credits (i.e., "credentials as you go" per MHEC's 2022 MD State Plan, p. 52).

Priority 8: *Promote culture of risk-taking*.

First, consistent with "alternative ways to keep postsecondary education affordable," the IOP program offers students flexibility for enrolling in elective courses that accommodate their personal circumstances. For example, students have options for earning credit through practicum experiences, independent research, and approved courses in other colleges or universities in the USM.

Second, although a primarily face-to-face program, to keep commute-related costs down (fuel, parking, time), the program will continue to offer select courses online or in hybrid format, which would also promote some flexibility in scheduling course times. An informal student focus group session in January 2023 revealed that students want to meet in person for most of their coursework, but also appreciate offering a class per semester that is hybrid or online.

Third, the IOP program faculty will continue to partner with local community organizations to provide students with experiential learning opportunities. The faculty also partner with state agencies, such as Maryland State Highway Administration, the Maryland Department of Budget & Management, and nonprofit organizations, such as TasteWiseKids and the National Aquarium, as well as for-profit organizations, such as Truvelop and Salesforce, to sharpen students' IOP competencies. Additionally, the IOP program has several Memorandums of Understanding[4] with universities throughout Europe and new agreements are in discussions with the University of Brasilia.

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

1.   **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

Since 1978, graduates of the Applied Psychology, IOP concentration, have been gainfully employed in a wide-range of jobs. Our students have been employed in public (federal and state agencies; healthcare), private, nonprofit, and for-profit organizations of all sizes, from start-ups to fully mature, and from local to multinational, and commercial and government consulting, to label a few. Most graduates enter at the level of Sr. Consultant, Sr. Analyst/ Research Associate/Research Analyst, Human Resources specialist or manager, organizational development, training & development, and more. In a typical organization that has about seven levels, graduates of the program will enter at least at Level 3. Most graduates move up the ranks

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[4] https://www.ubalt.edu/cas/graduate-programs-and-certificates/degree-programs/masters-applied-psychology/industrial-organizational/study-abroad-and-global-engagement.cfm

within 12 to 24 months, taking on management and lead roles soon after joining an organization. Graduates of IOP will work in a wide variety of business units, from tax departments, educational development, data science, research labs, organizational development, organizational effectiveness, and many more. Table 1 presents where graduates of the IOP concentration have been employed.

Table 1.
Employers of UB Graduates of the M.S., in Industrial and Organizational Psychology

o Accenture	o IPMA-HR
o Allegis Group	o Jackson Community College
o American Institutes for Research (AIR)	o Loyola University – Business School
o American Psychological Association	o Maryland Department of Transportation
o Anne Arundel Workforce Development Corporation	o Maryland Transit Authority
o Aptima, Inc.	o McCormick
o ARIA Resort & Casino Las Vegas	o Merkle
o Army Research Institute	o National Security Agency
o Sleepy's Corporate Headquarters	o Office of Naval Research
o B.E. Smith	o PDRI
o Booz Allen Hamilton	o PHH Arval
o Borg Warner Morse TEC Inc.	o PriceWaterhouse Cooper, LLC
o Boston Consulting Group	o Prometric
o Bristol-Myers Squib	o Right Management
o Caliper Corp.	o Rise, Inc.
o Chesapeake HR Services, Inc.	o Schaefer Center for Public Policy
o Coast Guard	o Society for Human Resources Management (SHRM)
o Coastal States Mortgage Corporation	o State of Maryland
o Constellation, an Exelon Company	o Strategic Results Group
o Culture Amp	o The Reading Hospital and Med Center
o DCI Consulting Group	o TiER 1 Performance Solutions
o Deloitte Consulting LLP	o T. Rowe Price
o Department of Veterans Affairs	o Transportation Security Agency
o Development Dimensions International	o U.S. Customs and Border Patrol
o Drug Enforcement Administration	o U.S. Department of Homeland Security
o Dynamic People Consulting	o U.S. Merit Systems Protection Board
o Eastern Michigan University	o U.S. Office of Personnel Management
o Facebook/Meta	o U.S. Personnel Research Div.
o Federal Bureau of Investigation	o U.S. Postal Service
o GEICO	o University of Baltimore
o Genworth Financial, Retirement and Protection	o University of North Florida
o Grant Thornton	o University of Maryland Baltimore County
o Human Capital Consulting	o University of Maryland, College Park
o HumRRO	o Under Armour
o ICF international	o Up for Grabs, LLC
o IMPAQ International (now with AIR)	o V & M Star
	o Wright State University

Sample job titles for IOP contributors can be found on a webpage (https://www.siop.org/Career-Center/I-O-Career-Paths/Common-Job-Titles) hosted by the Society for Industrial and Organizational Psychology (SIOP), Division 14 of the American Psychological Association. They are also presented in Table 2.

Table 2.
Sample Job Titles (copied from SIOP website)

Level	Academia	Government	Industry	Consulting
Individual Contributor	Assistant Professor Associate Professor	Analyst Associate Consultant	HR Research Specialist Project Assistant Associate Consultant Consultant	Project Assistant Associate Consultant Professional Lead Professional Consulting Associate
Expert Individual Contributor	Full Professor	Expert	Chief Scientist Principal Research Scientist Principal Consultant Managing Research Scientist	Senior Consultant Senior Professional
Manager	Department Chair	Case Team Leader Manager Senior Associate Consultant Project Leader	Director of HR Operations Manager Team Leader Program Leader	Manager Team Leader Program Manager Director
Manager of Managers	Dean	Senior Manager	Area Director of HR Senior Team Leader Principal Consultant Program Director	Senior Team Leader Principal Consultant Program Director
Executive	Vice President Provost President	Executive Senior Executive Partner Director	Vice President of HR Chief HR Officer Global HR Officer Director Executive Consultant Senior Vice President	Director Officer Executive Consultant Vice President Sr. Vice President CEO

Note. https://www.siop.org/Career-Center/I-O-Career-Paths/Common-Job-Titles

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

Information on IOP positions in the Bureau of Labor Statistics Outlook is somewhat misleading in that most IOPs take job roles with titles such as data scientist, human resource (HR) managers, job analysis, business or management analysts, training and development specialists, and training and development managers. Students completing their M.S. in IO Psychology have skills to work in data science, which is the sixth fastest growing occupation, with a growth rate of 36% from 2021 to 2031, with 113,300 job openings[5]. Per the Bureau of Labor Statistics, Occupational Outlook Handbook, "employment of management analysts is projected to grow 11 percent from 2021 to 2031, much faster than the average for all occupations. About 101,900 openings for management analysts are projected each year, on average, over the decade." Employment of human resources managers, training and development managers, and job analysts are projected to grow seven percent from 2021 to 2031, "about as fast as the average for all occupations."

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[5] https://www.bls.gov/ooh/fastest-growing.htm

"About 16,300 openings for human resources managers are projected each year, on average, over the decade," 3,700 job openings are expected for training and development managers and 9,300 for job analysts[6]. Employment of Training & Development specialists is projected to grow 8%, a faster than average growth rate, from 2021-2031. "About 36,500 openings for training and development specialists are projected each year, on average, over the decade."

The State of Maryland's Long- Term Occupational Projections[7] for the period 2020-2030, expects a 5.41% growth for people who specify a job title of industrial/organizational psychologist, a 14.07% to 14.48% job growth for HR specialists and HR managers, respectively, 14% to 14.51% job growth for training & development specialists and managers, respectively, and 15.75% growth for management analysts (e.g., from 25,588 in 2020 to 29,617 in 2030). In fact, the top 10 best states for management analyst jobs are all on the eastern seaboard, with MD, Virginia, and DC, ranking 8, 3, and 9, respectively.[8]

Another report lists in the Maryland, DC, Virginia area as one of the top five best areas for IOP employment.[9] SIOP's 2020 salary report shows that most IOPs are employed in Virginia and the DC metropolitan area. Nonetheless, in Baltimore City alone, there is an expected increase for Training Development Managers (7.6% from 2018 to 2028) and 9.1% increase for HR Managers. In Montgomery County, there is an expected growth of 7.7% and 9.2% for the two occupations, respectively. In Howard County, there is an expected growth of 3.42% for Industrial and Organizational Psychologists.

Table 3 presents a list of job titles an IOP professional might have, and the associated employment growth anticipated across six nearby Maryland counties. Overall, the employment outlook for M.S. IOP graduates is projected to be quite favorable with steady to strong growth in the foreseeable future. Finally, SIOP's 2019 salary survey indicates that IOP's salaries continue to grow[10]. IOPs' salaries rose 5.2% from 2015 to 2018, on par with inflation[11]. Of respondents who have a master's degree only, those working in federal government earned on average $107,000, followed by those in manufacturing ($100,000). Additionally, the pay parity for females is less in IOP than other fields (with women earning 87 cents to the dollar males earn).

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[6] https://www.bls.gov/ooh/management/human-resources-managers.htm

[7] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

[8] https://www.zippia.com/management-analyst-jobs/best-states/

[9] https://www.organizationalpsychologydegrees.com/lists/5-of-the-best-u-s-metro-areas-for-industrial-organizational-psychologists/

[10] https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4592#:~:text=Within%20academic%20positions%2C%20I%2DO%20psychologists,respectively%2C%20for%20doctoral%20institutions

[11] https://www.siop.org/Portals/84/docs/Surveys/Income-and-Employment_Report_Exec%20Summary.pdf?ver=2020-12-28-151857-053

Table 3.
Employment Growth of Frequently Held Positions by IOP Professionals by Maryland County

SOC Code	Baltimore City	Baltimore County	Anne Arundel County	Howard County	Prince George's County	Montgomery County
			Employment Growth			
11-3111 Compensation & Benefits Manager	2.4%	NR	17.5%	0%	NR	2.7%
11-3121 HR Manager	9.1%	3.7%	15.8%	7%	6.7%	9.2%
13-1071 HR Specialist	5.6%	1.8%	14%	7%	5.6%	7%
13-1111 Management Analysts	15.9%	14.7%	22.2%	13%	18.1%	20%
13-1151 Training & Developmental Specialists	10.6%	5.1%	17.1%	12%	8%	12.5%
19-3022 Survey Researchers	NR	NR	NR	0%	NR	3%
19-3032 IO Psychologists	NR	NR	NR	3.42%	NR	NR
19-3039 Psychologists, All Other	9.9%	NR	NR	0%	NR	7.7%
19-3099 Social Scientists & Related Workers	4.4%	.8%	.9%	12%	1.6%	9.5%
19-4061 Social Science Research Assistants	9.8%	NR	NR	8%	2.1%	10.3%
19-5011 Occupational Health & Safety Specialists	9%	4.5%	3.3%	17%	2.3%	6.3%
29-9011 Occupational Health & Safety Specialists	13.2%	NR	11.9%	13%	8.7%	4.5%

Note. NR = None Reported.

3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

According to O*Net, the projected growth for IO Psychology professions is 4% to 7% and the number of projected job openings is 200. The median wage in 2021 is $105,310 and currently O*Net specifies 2,900 employees with the job title of IO Psychologist[12]. However, that number only accounts for people with that job title, not the number of people with IOP degrees. Table 4 provides Bureau of Labor Statistics, Outlook data for the occupations related to the program.

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[12] https://www.onetonline.org/link/summary/19-3032.00

Table 4.
Occupational Data from the Bureau of Labor Statistics, Outlook[13]

Occupation	# of Jobs in 2021	Employment Change 2021-2031	Job Outlook 2021-2031	2021 Annual Median Pay
HR Managers	174,200	12,600	7% (As fast as average)	$126,230
HR Specialists	782,800	58,800	8% (Faster than average)	$62,290
Management Analysts	950,600	108,400	11% (Much faster than average)	$93,000
Training & Development Specialists	354,800	28,900	8% (Faster than average)	$61,570
Training & Development Manager	38,100	2,900	7% (As fast as average)	$120,130
Compensation, Benefits, & Job Analysis Specialists	100,600	6,600	7% (As fast as average)	$64,120
Data Scientists	113,300	40,500	36% (Much faster than average)	$100,910
Survey Researchers	10,400	700	6% (As fast as average)	$59,740
Occupational Health & Safety Specialists	132,400	6,300	5% (As fast as average)	$78,8700

The MS in IOP, as with the IOP concentration in Applied Psychology will continue to provide students with knowledge and skills that prepare them for the workforce. In a nation-wide survey of IOP master's terminal alumni, Glazer et al. (202114) found that graduates from master's programs in IOP require enabling skills, including Oral Communication Skills, Business Acumen and Consulting Skills, and Project Management Skills. Additionally, per SIOP Guidelines (201615), IOP-specific competencies were Leadership & Management, Judgement & Decision-Making, and Attitudes, Emotions, & Perceptions of Fairness. To perform well on the job, the alumni also specified required skills in Consulting, Data Analysis, Personnel Selection, training, Organizational Development, Job Analysis, and Legal Issues. Amongst employers of IOP graduates, key enabling skills included: Oral Communication, Business/Technical Writing, and Data Visualization. Among the competencies the SIOP Guidelines (2016), employers shared the views of IOP alumni. The UBalt IOP concentration has been providing student development in all these areas and more.

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[13] https://www.bls.gov/ooh/

[14] Glazer, S., Moon, S., Ayman, R., & Berger, R. (2021). Preparing for a career: Essential competencies and experiences. In E. L. Shoenfelt (Ed.). *Mastering the job market: Career issues for master's level industrial-organizational psychologists* (pp. 37-59). Oxford University Press.

[15] https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training

4. **Provide data showing the current and projected supply of prospective graduates.**

Figure 1 presents the number of new and returning students to the IOP concentration of Applied Psychology from Fall 2016 to Spring 2021. Additionally, since 2016, the IOP concentration has graduated 109 students: 12 in 2016; 18 in 2017; 15 in 2018; 24 in 2019; 13 in 2020; 17 in 2021; and 10 in 2022.

Figure 1.

IOP Frequency Enrollment of New and Returning Students (Fall 2016 to Fall 2022)
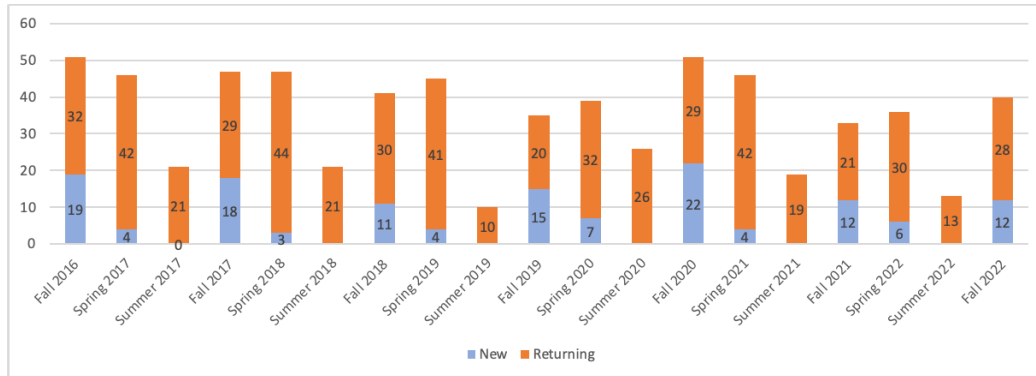
D. **Reasonableness of Program Duplication:**

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Our IOP degree program is not new. The curriculum is reconfigured and updated yet the content remains essentially the same. Our program has been in existence since 1978. The essential difference between the old and new proposed program is instead of referring to the program as Applied Psychology, Industrial and Organizational Psychology concentration, the program would be more clearly identified as Industrial and Organizational Psychology. Renaming the program from the Applied Psychology, Industrial and Organizational Psychology concentration will make it more identifiable to the public and students interested in the field of IOP.

The revised program will continue to require 42 credit hours and no new courses will need to be created. The impetus for the program change is to distinguish it more clearly from the Counseling Psychology program. Both programs now have distinct needs that no longer require shared courses. Table 5 presents comparative programs nationwide.

Table 5.
Comparative Programs at Nationwide Institutions

Institution	Program Title	Modality	Format	Credit Hours	Advertised Tuition	
					Per Credit	Total
George Mason University	Master of Professional Studies in Applied Industrial and Organizational Psychology	Online	Part-Time	30	$815/credit + $35/credit distance fee	$25,500
George Mason University	Master of Arts in Psychology, Industrial and Organizational Psychology Concentration	In-Person	Full-Time or Part-Time	32	$709.70/credit (in-state)	$22,710
					$1,624.5/credit (out-of-state)	$51,984
San Diego State University, California	Master of Science in Applied Psychology, Industrial-Organizational Psychology track	In-Person	Full-Time	38	6.1 or more credits per semester: $4,577.00 (in-state)	
Hofstra University, New York	Master of Arts in Industrial and Organizational Psychology	In-Person	Full-Time or Part-Time	44	$1,570.00 per credit hour	
Radford University, Virginia	Master of Arts OR Master of Science in Industrial and Organizational Psychology	In-Person	Full-Time	37	$6,471.00 tuition & fees per semester and $538.00/ credit for intermissions (in-state)	$12,942 per AY (in-state)
					$11,085.00 tuition & fees per semester and $923.00/ credit for intermissions (out-of-state)	$22,170 per AY (out-of-state)
University of Tennessee, Chattanooga	Master of Science in Industrial and Organizational Psychology	In-Person	Full-Time or Part-Time	48	$5,237 for 9+ credit hours per semester (in-state)	
					$9,269 for 9+ credit hours per semester (out-of-state) + $4000 for international students	

Comparative Programs in Maryland and Contiguous States

Until 2022, in the State of Maryland, only The University of Baltimore offered a program in applied psychology specifically with a concentration in Industrial and Organizational Psychology. As of 2022, Johns Hopkins University has begun offering an Applied Psychology master's program with a concentration in organizational analytics and human factors psychology. Furthermore, as of 2016 the University of Maryland, College Park offers a hybrid Master of Professional Studies in Industrial Organizational Psychology, and for over 15 years the University of Maryland Baltimore County (UMBC) has been offering an in-person Master of Professional Studies in Industrial Organizational Psychology at the Universities of Shady Grove campus. Table 6 presents comparative programs in Maryland.

Table 6.
Comparative Programs in Maryland and Contiguous States

Institution	Program Title	Modality	Format	Credit Hours	Advertised Tuition	
					Per Credit	Total
The University of Baltimore	Master of Science in Applied Industrial and Organizational Psychology	In-Person	Full-Time and Part-Time	42	$788 (MD resident) $1,156 (non-resident)	$33,096 (MD resident) $48,552 (non-resident)
Johns Hopkins University	Master of Science in Applied Psychology, Concentrations in Organizational Analytics and Human Factors Psychology	Hybrid	Full-Time and Part- Time	30	$4,236 per class	$42,360
University of Maryland, College Park	Master of Professional Studies in Industrial-Organizational Psychology	In-person & Hybrid	Full-Time	30	$811.90 (MD resident) $1,769.38 (non-resident)	$24,357 (MD resident) $53,081.40 (non-resident)
University of Maryland, Baltimore County	Master of Professional Studies in Industrial/ Organizational Psychology	In-Person	Part-Time	30	$699 (MD resident) $1,201 (non-resident)	
Towson University	Master of Science in Human Resource Development (housed in the Psychology Department)	In-Person & Hybrid (50% on campus)	Full-Time and Part-Time	36	$642 (MD resident) $1,158 (non-resident)	$23,112 (MD resident) $41,688 (non-resident)

Although other degree programs in Maryland institutions (see Table 6) include the name "industrial and organizational psychology," or offer coursework typically offered in IOP programs, none are Master of Science programs in Industrial and Organizational Psychology. Further, none have existed for nearly 45 years, and none offer an M.S. in IOP in-person. We will continue to offer a well-established program and are

seeking only to separate from Counseling Psychology. To reiterate, there is no duplication with other existing programs in the area.

The MPS programs are designed to accommodate mid-career professionals currently working in the IOP domain and who are generally seeking additional credentialing. The most recently established Johns Hopkins University-Applied Psychology program focuses heavily on data analytics with less focus on deep IOP content. Although the program at Towson University offers some coursework in IOP, it is a Human Resourced Development masters which prepares students to continue their careers primarily in the field of HR. Our program at UBalt is flexible enough to enable students to focus on a broad range of IOP competencies from Data Science, HR, Personnel Management, Organizational Consulting, Training & Development, and more.

2. **Provide justification for the proposed program.**

The proposed program's design is targeted to specific career and occupational opportunities for individuals with master's degrees in industrial and organizational psychology as well as the competencies associated with these occupational roles. The greatest distinguishing factor for this program is that it will no longer be constrained by the needs of the Counseling Psychology program—needs that are heavily driven by its newly acquired accreditation. IOP is not a degree program (at master's or doctoral level) that receives accreditation. Continuing to remain tethered together will be detrimental to both programs making it far more difficult for either program to adapt to market demands.

E. **Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

None of the HBI offers a degree in IOP. Moreover, the IOP concentration is already offered at UBalt, and the modifications do not change the focus of the degree. UBalt's program was the first terminal master's program to have a focal concentration in Industrial and Organizational Psychology, since 1978 (when it was referred to as Personnel/Organizational Psychology). Therefore, the proposal presents no enrollment or program challenges to these HBIs.

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

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

Given that there are no IOP programs within HBIs and that this is an existing concentration that is being separated from another concentration to allow for greater curricular flexibility, this proposal will have no adverse impact on the uniqueness and institutional identities and missions of HBIs.

G. **Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10):

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

Inception of the programs. The IOP program is not new. It has been in existence since 1978. The updated program and desire to be discrete from the Counseling Psychology program (i.e., not share an umbrella Applied Psychology program) is the result of a self-study in which external reviewers documented a need to "clearly and cleanly separate[e] and distinguish... the MSIOP program/concentration from the Counseling program/concentration." Further, the same reviewer noted that "It is, frankly, odd that these two programs are joined as one under one degree." Additionally, there is a wide gap between the number of required credit hours for the newly forming Counseling Psychology program (60-credits) and the IOP program (42-credits). Prior to the accreditation demands, the difference was 6 credit hours (with Counseling Psychology requiring 48 credit hours). Finally, there are market demands necessitating increased flexibility in the curriculum, which the current curricular offering limits. The proposed change enables greater flexibility to meet student demands and greater choice offerings in a given year.

Faculty. Currently the IOP concentration utilizes exclusively three full-time faculty members (Thomas Mitchell, Sharon Glazer, and Archana Tedone). The concentration also utilizes another full-time faculty member who is primary faculty in the undergraduate psychology program (Sally Farley). The IOP concentration also employs qualified adjuncts who teach courses appropriate to their expertise as needed.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

The IOP program prepares students to address organizational issues and enhance organizational functioning rigorously and methodically. The program emphasizes psychological ethical principles involving individual freedom and autonomy, privacy and confidentiality, public representation, honest brokering (record keeping & fees), training, research and dissemination of information, and assessment and evaluation. These essential principles are integrated in all IOP classes. The program emphasizes developing students' competencies that far surpass basic knowledge and research. Students gain the advantage of not only "doing" IOP, but also understanding the essential "why" behind the practices. This fundamental knowledge ensures ethical and relevant interventions and engagements that fulfill organizational missions.

The IOP program provides students with meta-competencies to be able to adapt to the changing work environment. Our courses are designed to enable students to acquire the flexibility and adaptability they will need working in an ever-changing workforce and employer needs.

The new program structure will enable greater flexibility in adhering to the updated competencies established by the Education and Training Committee of the Society for IOP (SIOP). The new program offers a flexible core and elective courses that together address all 24 competencies. Additionally, the faculty anticipate retaining (the current) IOP advisory board, which provides guidance for curriculum development, thus helping to ensure the program offers state-the education that will prepare our students with the competencies they will need to succeed in the workplace.

Embedded within the IOP concentration is the Global IOP (GIOP) certificate that was launched in 2019. Students admitted to the IOP concentration (and the proposed IOP M.S. program) are automatically eligible for the GIOP certificate. Non-UBalt graduate students in other master's programs in IOP or related fields or already holding at least a master's degree in IOP or related field, may apply to the GIOP. UBalt students of IOP who plan their schedules carefully can complete the certificate along with their master's degree in IOP without having to complete additional coursework. The proposed modifications to the degree will not change any aspects of the GIOP certificate curriculum and it will continue to be an easy addition for matriculated IOP graduate students. For more information on the GIOP certificate please see: www.ubalt.edu/globaliop. By the time students complete the IOP program, they will be able to:

Student Learning Outcomes

1. Integrate theory and research knowledge of IOP to be able to explain and recommend solutions to resolve worker and organizational problems.

2. Use organizational consulting skills to interact with clients and construct IOP solutions for real-world problems while respecting cultural diversity and ensuring equity in the creation and/or implementation of original plans at the individual, group, and organizational levels.

3. Integrate knowledge and valuation of ethical principles and standards into the scoping, design, and implementation of original works or interventions.

4. Utilize scientific approaches to gather valid data to evaluate individual, group, and organizational needs, and communicate findings and proposed interventions to internal and external clients.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Assessment of the degree will occur the same way it has been assessed for more than a decade, at both the program and course levels. Each course already:

- Has clearly articulated student learning outcomes;
- Provides students with didactic and experiential learning opportunities to achieve outcomes;
- Gathers evidence of learning through student assignments and exams and
- Evaluates the evidence in relation to program criteria; and
- Contributes to a holistic applied IOP program that meets SIOP competencies (Glazer et al., 2021).

The University archives student learning assessment in SharePoint. CELTT and the Office of the Provost, as well as the dean's team, can provide support for assessment.

b) document student achievement of learning outcomes in the program

At the program level, we will continue to utilize a yearly assessment cycle to document students' learning and achievement of program outcomes, and this assessment work is documented in the University's assessment management system. Furthermore, the program will continue to assess program quality by surveying recent alumni every 3 years. Additionally, all programs undergo periodic review that includes a self-study and external peer review. Program review takes place on a seven-year cycle, as required by the University System of Maryland. Student learning is assessed with a variety of individual-level artifacts (based on student assessments) and institutional indicators that indirectly link to student achievement.

Please see Table 7 for sample artifacts and institutional indicators.

Table 7.
Artifacts and Institutional Indicators of Student Learning

Artifacts	Institutional Indicators
• Quizzes and exams (summative) • Evaluative essay assignments (formative & summative) • Consulting reports, independent research, practicum reports, theses based on student-developed projects. • Case study reports (with real or simulated clients) that include diagnostics (discovery), findings, and recommendations for interventions) findings. • Client feedback.	• Relevant job placement with 3 and 6 months • Retention and graduation rates • Student and Alumni satisfaction & reflection surveys • Grades/GPA

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

Program Structure

The proposed change enables greater flexibility to meet student demands and greater choice offerings in a given year. Rather than having 10 required core courses, the IOP will consist of four core courses (12 credits), one (3 to 9 credit hour) capstone course (with flexible options for meeting the requirement), two courses in each of three distributed competency areas of personnel/work psychology (6 credits), organizational psychology (6 credits), and occupational health/organizational consulting (6 credits), and up to 9 credits as possible electives (see Table 8 for a summary of the curriculum and Table 9 for a list of IOP courses within the core curriculum).

Table 8.
Summary of the IOP M.S. Curriculum and Embedded GIOP Certificate Curriculum

IOP Curriculum Overview	M.S. in IOP Credit Hours	Certificate in GIOP Credit Hours
Core Courses	12	
Flexible Capstone	3 to 9	3 to 9
Personnel/Work Psychology Area	6	
Organizational Psychology	6	3 (APPL 659 required)
Occupational Health Psychology & Organizational Consulting Area	6	
Electives	Up to 9	Up to 6
Total	**42**	**12** **(embedded within MS IOP 42 credits)**

Table 9.
List of IOP Courses with Title, Semester Credit-Hours, and Course Descriptions (42-credit hour program)

Courses[*]	Title	Credit Hours	Description
Core (12 credits)			
APPL 631	Intermediate Statistics for the Behavioral Sciences	3	The logic of hypothesis testing and assumptions underlying its use are the framework for studying analysis of variance and covariance and multiple regression. These tools are learned in the context of application to psychological research. Students learn to complete statistical analyses using a microcomputer statistical package and to interpret the results.
APPL 632	Research Methods	3	Builds on the fundamentals of research design and on knowledge of basic statistical techniques to provide a broad overview of the major research methods of applied psychological research. Students learn to frame inquiries and problems as research questions. The relative merits and drawbacks of the major research methods are explored. Students develop a research proposal to investigate an applied research question. Prerequisite: APPL 631.
APPL 641	Organizational Psychology	3	Studies how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction. Emphasizes the interactive effects of situational and individual difference variables as they influence organizational behavior. Overview includes motivation, leadership, employee morale, group dynamics and interpersonal communication. Students apply theoretical and empirical findings to solutions of work-related problems in case studies. Lab fee may be required.
APPL 644	Personnel Psychology	3	Overview of the area of personnel psychology. Topics include job analysis, personnel selection and placement, training and development and performance appraisal. Special attention to measurement procedures involved in personnel selection and performance appraisal. Equal employment opportunity laws and their effect on personnel practices are discussed. Lab fee may be required.
Flexible Capstone Required (3 to 9 credits)			
APPL 655	Practical Applications in IOP	3	An opportunity to practice real-world application of the competencies acquired in the degree program. Students propose solutions to simulated or actual challenges faced by organizations and demonstrate their ability to integrate and apply broad knowledge of personnel and organizational psychology. Prerequisites: APPL 632 and completion of 30 credits.
OR Practical Experience Track			
APPL 707 *AND*	Practicum in Industrial/Organizational Psychology	1-4	Supervised participation in field research in applied job settings. Hands-on experience with I/O work assignments is performed and evaluated. The work and/or field research is designed by the student or senior

Courses*	Title	Credit Hours	Description
			personnel and should enhance a student's vita/resume. Government, industry, public/community service, or other settings may be generated by the instructor or the student. Setting and research/job duties must be proposed and agreed upon in writing by the student, the instructor, and an authorized representative from the organization. To the extent that settings/positions must be generated by the instructor, enrollment is limited according to availability. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: APPL 632, 641, and 644; permission of instructor.
APPL 704 *OR*	Practicum in Research	3-6	Supervised participation in experimental studies designed by either the student or an individual approved by the instructor. A maximum of 6 credits may be applied toward the degree. Eligible for continuing studies grade. Prerequisites: APPL 632 or equivalent and permission of instructor.
APPL 706 *OR*	Practicum in Applied Psychology	3-6	An opportunity to gain practical experience in the application of psychology in various work settings. The work and/or field research is designed and mutually agreed upon by the student, the practicum coordinator, and the workplace supervisor. Includes regular on-campus meetings. Enrollment may be limited by availability of settings. Students must complete arrangements for the experience with the practicum coordinator in the semester preceding enrollment. A maximum of 6 credits may be applied to the degree. Eligible for continuing studies grade. Prerequisites: permission of instructor (prior to registration) and coursework deemed pertinent to project by practicum coordinator.
APPL 779	Directed Study in Applied Psychology	1-3	The pursuit of independent work under the supervision of a faculty member. This work should relate to a topic not covered by the regular department offerings and may provide a basis for entrance into courses with special prerequisites. The student writes a proposal that is approved by the supervising faculty member and the graduate program director prior to registration. Prerequisites: permission of instruction; (1) completion of required core and (2) approval prior to registration. Pass/fail grading. Eligible for continuing studies (CS) grade.
OR Research Experience Track			
APPL 789	Research Proposal Development	3	Independent study in which the student develops a proposal for research founded in the literature and practice of applied psychology. The student must have the requisite skills for bringing the proposal to completion. The product of the course is a research proposal that may be presented to the division as a thesis proposal. Course is NOT eligible for continuing studies

Courses*	Title	Credit Hours	Description
			grade. Prerequisite: permission of instructor. Pass/fail grading.
APPL 799	Thesis in Applied Psychology	3-6	An independent and original research effort, supervised closely by full-time faculty. It must be found in the literature of applied psychology. The student is expected to demonstrate an ability to (1) formulate research questions as testable hypotheses, (2) to analyze data using appropriate research methods, design, and statistical tools, and (3) present the report in a well-written document using APA style. The number of credits will be determined when the proposal is approved. Prerequisite: permission of instructor. Eligible for continuing studies (CS) grade. Otherwise, grading is pass/fail.
Personnel/Work Psychology Area (6 credits)			
APPL 639	Special Topics: Applied Statistics	3	Study of a major statistical topic, such as multivariate statistics, structural equation modeling, meta-analysis, analysis of ordinal and categorical variables, or nonparametric statistical techniques. Offered when student demand is sufficient and matches instructor's interests. Topics may vary from semester to semester. May be repeated for credit as course topic changes. Prerequisites: APPL 632 and permission of instructor.
APPL 645	Personnel Assessment	3	Application of the technical material learned in Personnel Psychology related to assessment techniques used to select, promote, and evaluate personnel. Hands-on experience with these methods, including development of the most common ones. Assessment techniques may include ability tests, personality and honesty inventories, drug testing, work samples, interviews, training and evaluation forms, and performance appraisals. Students will develop attitudinal and/or engagement surveys. Lab fee may be required.
APPL 651	Job Analysis	3	Survey of job analysis methodology and issues using experiential projects. Includes tools used in conducting a job analysis: (1) data gathering techniques, (2) legal and technical standards and (3) O*net and the Occupational Information Network.
APPL 646	Employment Law in Human Resources Management	3	Review and analysis of federal laws and their application to human resource management (including employee selection, promotion, performance appraisals, discipline, termination, compensation, benefits, and safety). Covers EEO, Affirmative Action, Civil Rights Acts, Americans with Disabilities Act and other anti-discrimination legislation, as well as FLSA and OSHA. Examines legal issues such as privacy, sexual harassment, drug testing and employees' rights versus employers' rights. Addresses strategies for creating policy and addressing legal concerns in the context of organizational behavior.

Courses*	Title	Credit Hours	Description
APPL 648	Employee Selection	3	Examines testing and employment decision procedures, legality and societal issues involved in matching individual knowledge, skills, abilities, and other characteristics relating to organizational needs. Discussions include employment interviews, cognitive abilities testing, integrity and substance abuse testing, personality measures, biographical data, and other employment issues. Lab fee may be required.
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 644 or approval of program director.
APPL 657	Personality at Work	3	A study of the role personality plays in organizational settings. Examines the construct of personality as it relates to job performance and interpersonal relations at work. Focuses primarily on recent theory, research and findings on the effectiveness of personality in selection with an emphasis on response distortion issues. Students complete several self-report inventories to gain a personal view of how someone with his or her profile would be expected to behave in various work environments.
Organizational Psychology Area (6 credits)			
APPL 612	Human Relations	3	Examination of human interactions in work settings that impact individual mental health and organizational health and productivity. Emphasis on preventing and intervening to reduce stress, frustration, conflict and violence, sexual harassment and other social problems in the workplace by applying research in emotional intelligence, personality, social perception, communication, persuasion and teamwork.
APPL 642	Motivation, Satisfaction, & Leadership	3	Critical and in-depth examination of the research evidence for theories of leadership and job satisfaction. Using motivation as a central concept, students gain an understanding of how group dynamics and personal, environmental and cultural factors influence organizational behaviors. Students work in teams to solve performance-related problems presented in case studies. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 647	Training & Organizational Development	3	Theory, findings, and methods regarding how organizations ensure employees are equipped to accomplish their mission. Students learn techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement programs such as skills training, team building and management development. Prerequisite: APPL 641 or approval of program director.

Courses*	Title	Credit Hours	Description
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 650	Work Groups in Organizations	3	Study of group dynamics in the context of organizations, focusing on the predominant psychological theories and research findings that explain the formation and development of work groups. Emphasis on learning how effective strategies and techniques can be used to enhance teamwork in organizations.
APPL 659	Cross-Cultural Organizational Psychology	3	Examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. Co-requisite: APPL 641 or permission from instructor.

Occupational Health Psychology & Organizational Consulting Area (6 credits)

Courses*	Title	Credit Hours	Description
APPL 609	Occupational Stress & Health Psychology	3	Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well-being.
APPL 649	Special Topics in IOP	3	Studies a topic of industrial/organizational psychology of mutual interest to students and faculty that is not currently part of course offerings. Topic may vary. May be repeated for credit as course topic changes. Lab fee may be required. Prerequisite: APPL 641 or approval of program director.
APPL 652	Organizational Theory & Development	3	Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, Lewin's Change Model, Action Research and Schein's Process Change.
APPL 653	Consulting Skills	3	Focuses on the essential skills and abilities needed for successful consulting to organizations. Topics include business development, project management, cost estimation and report writing. Emphasizes learning techniques used for successful group presentations and developing skills for effective oral and written communication.

Courses*	Title	Credit Hours	Description
APPL 654	Survey Development & Implementation	3	How to plan, design and implement surveys to assess organizational characteristics. Emphasizes how to collect and analyze survey data and present findings to the organization.
APPL 658	Change Management	3	Theory, findings, and methods relating to how organizations manage and mismanage change. Students learn about techniques to assess and implement organizational change. Through hands-on activities, they learn to develop and implement change management programs, including skills training and team building.

ELECTIVES (up to 9 credits) – Select from any of the above or other courses at the University in consultation and with written approval of the Program Director

***Note**. All of the above courses are open only to students in IOP. Other majors may enroll only with departmental permission.

Program/Admission Requirements:

For unconditional acceptance into the M.S. in IOP, as with the previous Applied Psychology program, applicants are required to have:

- a bachelor's degree in psychology with a minimum cumulative GPA of 3.0 from a regionally accredited college or university;
- grades of B or better in psychology statistics and research methods courses;
- GRE scores from the verbal, quantitative and analytical tests that are no more than five years old; the GRE psychology test is *not* required;
- a professional or academic letter of recommendation submitted on the student's behalf;
- a statement of personal interest.

No more than 6 credits with passing grades lower than B- can be applied to the degree. To maximize career opportunities, advisement is recommended when selecting electives. Up to 9 credits outside of the IOP program may be taken subject to the documented approval of the program director.

Note. Students may choose to pursue the program part-time (fewer than 9 credits in an academic semester) or full-time (9 or more credits per semester). Tuition is based on credits, not status in the program.

5. **Discuss how general education requirements will be met, if applicable.** *Not Applicable*

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.** *Not Applicable*

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.** *Not Applicable*

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipmentrequirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The IOP concentration has a website, and UBalt also maintains web-based resources that inform all prospective students and current enrolled students about policies, support, and services. These resources

include the current IOP website that will be modified slightly to reflect the new program: www.ubalt.edu/iopsychology. From the IOP website, prospects are directed to the admissions page, as well. Additionally, the UBalt graduate catalog is accessible to the public online at: http://www.ubalt.edu/academics/catalogs.cfm. The catalog includes detailed programmatic information, academic support services, financial aid, costs, and policies. Finally, each of these details have their own dedicated websites within the UBalt public portal, e.g., Student Support Services information can be accessed here: https://law.ubalt.edu/academics/academic-support/

Students admitted and enrolled in the IOP master's program receive email communications from the Program Director and dedicated graduate student advisor regarding important information pertaining to the program. These emails include information on curriculum changes and requirements and advising and information sessions.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The UBalt Marketing, Communications, Admissions, Registrar, and Bursars teams are responsible for accurate and timely dissemination of programs and services available to students. All relevant program information is kept up to date on the UBalt website.

H. **Adequacy of Articulation**

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

As part of the USM, this program allows matriculated graduate students to take courses in partner institutions, such as Towson University, if the course is relevant and supportive of the degree program. Permission to utilize interinstitutional transfers is required from the Program Director and the IOP program has a good history in enabling students to take 1 or 2 courses that might fit a graduate students' interests within their degree program.

I. **Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

Courses will be taught by qualified tenured and tenure-track faculty, qualified instructors, and qualified adjunct faculty. All faculty in the IOP program have the requisite backgrounds to teach any of the courses in the curriculum, though each has preferred areas and areas of expertise.

Dr. Thomas Mitchell, Program Director, is a tenured, associate professor in the College of Arts and Sciences. His Master's degree is in Industrial and Organizational Psychology and his PhD is in Applied Social Psychology. Dr. Mitchell is predominantly responsible for teaching APPL 641, 642, 651, 644, 645, 655 and others.

Dr. Sharon Glazer, Program Director of the Global IOP certificate program, is a tenured Full Professor who has won the President's Faculty Award, Distinguished Scholar's award from the College of Arts & Sciences and elected as Fellow in three high-visibility/high impact societies/associations. Her PhD is in Industrial and Organizational Psychology. Dr. Glazer typically teaching APPL 652, 653, 647, 649, 609, 659, 655, 789, and 799.

Dr. Archana Tedone is a tenure-track Assistant Professor with a promising career, as evident in her high student evaluations and strong, continuous publication record. Her PhD is in Industrial and Organizational Psychology. Dr. Tedone typically teaches APPL 631, 632, 644, 645, and has begun teaching 609 and 655, as well.

Dr. Sally Farley is a tenured Full Professor who has also won the President's Faculty Award. She serves as the special issues editor for the *Journal of Nonverbal Behavior* and frequently teaches some elective courses in the area of Social Psychology, which is the field in which she earned her PhD.

All the courses can also be taught by qualified adjuncts, chosen as necessary by the Program Director.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

   a) **Pedagogy that meets the needs of the students**

The University of Baltimore offers faculty development opportunities through the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), which supports faculty development and use of learning management software.. Faculty members are also engaged in pedagogical research that relates to high impact practices and project-based learning, see, for example, (Glazer et al., 2021; Glazer & Berger, 2020[16]). Faculty of the IOP program also attend the annual Society for Industrial and Organizational Psychology conference in which best practices in experiential teaching of IOP are provided along with state-of-the-art research and practices. Thus, they participate in professional development to keep abreast of evidence-based approaches to teaching practices and research. These teaching practices are then incorporated into student instruction. Example teaching approaches that faculty of the IOP program incorporated include: faculty-led study abroad programs; client-facing experiential consulting, including job analysis, performance management, engagement surveys, feasibility studies, performance measurement validation, organizational development, and leadership development training; utilizing open source materials that are financially accessible; flipped classrooms; global virtual teamwork with students around the world; and more. The College of Arts & Sciences also supports faculty professional development, e.g., transitions to new software and technologies that support the latest trends in industry and conference participation, which ensures faculty are current in their disciplines.

   b) **The learning management system**

CELTT provides a wide range of faculty support services for faculty engaged in the University Learning Management System (LMS) to meet the needs of the enrolled students. Faculty have access to multimedia specialists and instructional designers, technical trainers, and a 24/7 technical help desk to effectively deliver degree programs.

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[16] Glazer, S., & Berger, R. (2020). Developing an experiential Virtually Abroad Program to ensure mobility access: A quick guide. In S. Kommers & K. Bista (Eds.), *Routledge Studies on Global Student Mobility: Inequalities in Study Abroad and Student Mobility: Navigating Challenges and Future Directions.* Routledge*.*

c)   **Evidenced-based best practices for distance education if distance education is offered.**

CELTT offers training on the effective use of LMS software to enhance student learning. Additionally, it funds resident faculty training of faculty on new teaching technologies. The University is a SARA member, and it offers several programs in a fully online format (both asynchronous and synchronous programs are offered). The proposed program will be offered on campus and not via distance education, although there are opportunities to work with students in other countries using virtual tools, and the University's technological and pedagogical infrastructure with respect to distance education makes such opportunities possible.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**.**

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

For over 40 years, the UBalt library has maintained adequate resources to support the IOP concentration of the Applied Psychology program and the move to establishing the program as a stand-alone program will not change those resources. All University of Baltimore students, whether at Shady Grove, in midtown Baltimore, or online, benefit from the services of the Robert L. Bogomolny Library, which is the center for academic support for UBalt students. The Library supports numerous programs targeting students' academic success including tutoring, writing consultations, math and statistics support, computer skills workshops, research consultations, and coaching for undergraduate and graduate students alike. The OWL (Online Writing Link) offers customized feedback on papers through MyUB. These services are available online as well as in-person – see the library website for details. Students and faculty in all programs have access to more than 84,000 eBooks and 74,000 eJournals in addition to the library's physical collection of 65,000 items and millions more from libraries throughout Maryland and worldwide via a rapid and robust InterLibrary Loan program. Students and faculty will find tremendous value in the 115+ databases available 24/7 on the library's website. While many of the databases are discipline specific, others are more general in orientation and are often a good place to begin research – top picks among those include:

- Academic Search Ultimate: A broad, general database with information about almost any topic.
- Business Source Complete: Magazine, newspaper, trade publication, and journal articles
- EBSCO Discovery Service: Content from all disciplines covering materials contained in most of our other article databases, as well as books in the library catalog – the closest thing to a one-stop-search.
- Global Issues: Resources culled from geographically diverse newspapers, magazines, and journals covering both broad and specific issues.
- Humanities International Complete: Provides a focus on humanities subjects such as history, philosophy, literature, and languages.
- Opposing Viewpoints: Resources on current social issues covering both sides of an issue including background.
- ScienceDirect College Edition: Full text, peer-reviewed journal articles in three subject areas: health & life sciences, physical sciences, and social & behavioral sciences.
- ACM Digital Library: the most widely utilized database for IT-related research
- Business Source Complete: important repository that connects IT-related matters to the world of business
- Homeland Security Digital Library: a repository of material that includes cyber security

- Web of Science: one of the most widely utilized indexing services that provides access to scholarly work from all around the world

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

There are no new physical facilities, infrastructure, and instructional equipment requirements from that which has been provided since the program's inception in 1978. Each full-time faculty member has exclusive access to an office. Classrooms, seminar rooms, and computer labs are also available to support all classes. Every classroom at the University is equipped with lecture capture technology.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

   a)   An institutional electronic mailing system, and
   b)   A learning management system that provides the necessary technological support for distance education

All faculty and enrolled students of UBalt have access to the University's electronic mailing system and learning management platforms for remote and classroom instruction.
Faculty members as well as students have complete access to the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), which supports the learning management platform for remote and classroom instruction. The following technologies are provided:

- Sakai, our Learning Management System, for many years is being retired this year and the University is moving to Canvas, which will facilitate the implementation of many tools that enhance use of the LMS (e.g., VoiceThread, Padlet).

- SharePoint and OneDrive, for secure file sharing with the students

- Panopto, for the delivery of synchronous and asynchronous video lectures

- Zoom, for the delivery of synchronous video lectures as well as to meet with the students whole working remotely

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)
1. **Complete <u>Table 1: Resources and Narrative Rationale</u>. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

The IOP program will not require additional resources. All courses are already part of the existing concentration. The proposed new program will be completely supported with existing faculty, staff, technical, library, and space resources. The program is not looking to change the degree program. Rather, the concentration is simply separating from Counseling Psychology to enable greater distinction between the IOP 42-credit hour program and the Counseling Psychology program's 48 to 60 credit-hour programs.

It is assumed this program revision will be fundamentally a resource neutral program modification. Although the changes aim at improving the program and also enhance enrollment, only modest increases are anticipated, and the program can be sustained without major growth. *Note that the Finance tables are based on part-time numbers, because students pay per credit and not based on part-time or full-time status.*

"Table 1: Resources" assumes a 5% student per credit tuition increase every two years.

FINANCE TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$496,440	$567,360	$654,984	$714,528	$813,384
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	35	40	44	48	52
e. Credit Hour Rate	$788	$788	$827	$827	$869
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	$496,440	$567,360	$654,984	$714,528	$813,384
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$496,440	$567,360	$654,984	$714,528	$813,384

2. **Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Given that the proposal is a realignment of existing resources, because of two concentrations splitting into two discrete programs, this program revision will be fundamentally a resource-neutral program modification. No new expenses are anticipated; no new space or equipment is needed nor new hires.

Equipment update schedules are not altered by change. Thus, the chart is filled with zeroes.

FINANCE TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and 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)	0	0	0	0	0

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

    1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Procedures for conducting program and individual course evaluations are conducted in accordance with a program assessment plan, which is required of every program at the University. This assessment plan is documented in SharePoint where the University's assessment results are stored. Assessment of all program SLOs are conducted at least once every two years, and the data are used to identify the strengths and

weaknesses of the program to guide faculty in making improvements to the program and to modify as appropriate student learning outcomes.

Additionally, students complete electronic course evaluations at the close of each semester. Each semester the IOP committee evaluates the course offerings, and the Chair of Faculty (or designated faculty committee) evaluates faculty performance. Specifically, faculty performance is evaluated annually based on student course evaluations, course syllabi, course materials, exams, assignment criteria, and classroom peer observation.

Program faculty also periodically participate in assessment activities sponsored by the Center for Excellence in Teaching, Learning, and Technology (CELTT) that focus on such things as quantitative learning in courses or improving student outcomes in gateway courses.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

The IOP curriculum maps on to the 24 competencies of the SIOP guidelines for graduate education (Glazer et al., 2021). To assess its effectiveness, faculty work as a committee to evaluate a selection of student-produced artifacts (e.g., tests, reports, presentations). The Program Director works with faculty members teaching the courses to secure artifacts and coordinate the use of rubrics. The program committee evaluates its courses and student learning in a manner consistent with requirements of the 7-Year Program Assessment stipulated by USM and MHEC. The last assessment for IOP was completed in 2021.

Additionally, the Office of Institutional Effectiveness maintains records of student retention and assesses student and faculty satisfaction and perceived cost-effectiveness. Additionally, the program also surveys its students and alumni on their satisfaction with the program and solicits input on areas for improvement. Faculty in IOP meet weekly during the course of the academic year to discuss work matters, whether in the area of teaching, service, or research. Discussions also address worklife balance, morale, and engagement. The committee is supportive of faculty initiatives and reinforces creativity that maintains a state-of-the-art edge for the IOP program.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. **Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

For the last 30 years, Applied Psychology students in the IOP concentration have been diverse on a range of characteristics, including race/ethnicity, age, gender, affinity orientation, gender identity, country of origin, nationality, ability status, socioeconomic status, and professional experience. We anticipate that diversity will continue with the new structure of the program.
Faculty also present at regional community colleges about the program, promoting the undergraduate psychology program and accelerated program to the graduate program of studies in IOP.

Additionally, IOP alumni of diverse backgrounds (women, Black, Gay/Queer, veteran, neurodivergent) speak to students every semester in various courses and special events.

O. Relationship to Low Productivity Programs Identified by the Commission:
    1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)
    1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
UBalt is authorized by MSCHE and MHEC to offer distance education programs; however, the proposed program will not be offered as distance learning. All students have access to the University's learning management system (LMS), which by fall 2023 will be Canvas. The LMS, which is supported by the Center for Excellence in Learning, Teaching, and Technology (CELTT), provides a means for all instructors to post resources for students, have online discussions that support other learning etc.

    2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

The M.S. in Industrial and Organizational Psychology program is an on-campus program at the Baltimore campus. Nonetheless, the University is approved to offer distance education and complies with C-RAC guidelines when distance education is offered.

The University of Baltimore has been approved by the Middle States Commission on Higher Education to offer online programs. The University is a member of NC-SARA and is currently approved to offer several graduate degrees online (MBA, MPA, MS in Interaction Design and Information Architecture, PBC in User Experience (UX) Design, MS in Accounting and Business Advisory Services, and it is approved to offer three majors online: Business Administration, Criminal Justice, and Policy, Politics & International Affairs. The University also offers many of its General Education courses in both on-campus and online formats, as well as some hybrid formats.

The University of Baltimore's Merrick School of Business has AACSB International accreditation, and the MPA is accredited by NASPAA. The MBA and MPA have had online options for over 20 years, and as required by their accreditation, assurance of learning has to be demonstrated for all delivery formats. With this long experience, the University routinely ensures common learning outcomes and assessment requirements for both on-campus and online programs and courses.

The Center for Excellence in Learning, Teaching, and Technology (CELTT) manages the learning management system and provides preparation for both students and faculty who will engage in its use. CELTT offers POE, or Promoting Online Excellence, a program for faculty to ensure best practices in distance education. CELTT employs instructional designers who meet with faculty individually to support their classes and sponsors communities of practice to support better instruction and use of new technologies (e.g., Voice Thread). In 2022, a flexible hybrid workgroup has been meeting to develop an intentional, well-designed, technologically predictable flexible hybrid experience for UBalt students (Bee-Flex). Quantitative-focused courses may use RPNow as an online proctoring tool.

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The COVID-19 pandemic experience has accelerated UBalt's build-out of its online services, so that now all student services are available on-campus and online. The Career and Internship Center is accustomed to working with both students and faculty in classes both on campus and virtual.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Campus Safety and Security – Report and Panel (updated)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

SUMMARY: Campus safety and security are daily concerns for institutions of higher education across the nation. The Committee will receive a Campus Crime Report and hear from a panel of chiefs of police, Chief David Mitchell (University of Maryland, College Park) and Chief Edwin Lashley (Salisbury University), and vice presidents for student affairs, Dr. Vernon Hurte (Towson University) and Dr. Patty Alvarez (University of Maryland, Baltimore), who will offer their insights into the procedures, policies, and practices in place to keep USM institutions and community members safe and how these issues are managed on our campuses.

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: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

2023 Campus Crime Report
March 14, 2023
Summary

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent to which one will be or feel safe on campus is a factor many weigh when deciding where they or their loved ones will pursue a postsecondary education. The United States Department of Education provides data to help constituents make such decisions. The University System of Maryland (USM) Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions.

The Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly available data represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The USM last produced this report in May 2019. One year later, the nation was in the midst of the COVID-19 pandemic. Subsequently, institutions were delayed in reporting to the Department of Education, and the Department of Education was delayed in publishing the data. USM's 2019 report reviewed data through 2017. Unfortunately, 2018 data are no longer available on the Department of Education's website. Therefore, attached tables include:
- A trend table showing system-wide data from 2017, 2019, 2020, and 2021 and
- Information by institution for the most recent three years available – 2019, 2020, and 2021

The reports include statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property adjacent to campus. In addition to the total number of reported incidents, the tables provide rates that reflect the number of incidents per 1,000 students.

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department conducts audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Reporting requirements include, but are not limited to:
1. Collecting and sharing crime statistics and disclosing security-related policies;
2. The issuance of campus alerts (timely warnings and emergency notifications);
3. The publication of an annual security report; and
4. Maintenance of a daily crime log.

Institutions found out-of-compliance (often after lengthy investigations) can be assessed fines and lose federal funding.

Sources:
https://rems.ed.gov/IHECleryAct.aspx
https://ope.ed.gov/campussafety/#/

In addition to these federal safeguards, the USM Office of Internal Audit conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2018, Internal Audit has completed six (6) Jeanne-Clery Act audits, and two are planned for or already in progress in 2023. When conducting audits, where there are violations, the auditors conduct follow-up audits to determine the institutions' responses to recommendations and annually assess each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents. The information can be provided to other regents upon request.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials work consistently to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

Sources:
https://rems.ed.gov/IHECleryAct.aspx
https://ope.ed.gov/campussafety/#/

Crime Report Summary Data ~ 2017 and 2019-2021
University System of Maryland Totals

Criminal Offenses - On-Campus, Noncampus, and Public Property

	2017		2019		2020		2021	
USM Population	**175,176**		**172,214**		**170,180**		**164,851**	
	Number and Rate per 1,000 Across the USM							
	No.	**Rate**	**No.**	**Rate**	**No.**	**Rate**	**No.**	**Rate**
Murder/Non-Negligent Manslaughter	4	0.02	0	0.00	1	0.01	0	0.00
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00
Rape*	50	0.29	57	0.33	38	0.22	54	0.32
Fondling*	14	0.08	31	0.18	21	0.12	28	0.16
Incest*	0	0.00	0	0.00	0	0.00	0	0.00
Statutory Rape*	0	0.00	1	0.01	0	0.00	0	0.00
VAWA Offenses** (domestic violence; dating violence; stalking)	126	0.72	135	0.78	59	0.34	98	0.59
Robbery	32	0.18	45	0.26	35	0.20	9	0.05
Aggravated Assault	33	0.19	36	0.20	37	0.21	37	0.22
Burglary	71	0.41	92	0.53	79	0.46	70	0.42
Motor Vehicle Theft	33	0.19	83	0.48	69	0.40	54	0.32
Arson	5	0.03	7	0.04	2	0.01	8	0.04
Weapons Possession Violations	10	0.06	26	0.15	24	0.14	20	0.12
Drug Abuse Violations	234	1.34	223	1.29	134	0.78	130	0.78
Liquor Law Violations	1,100	6.28	869	5.04	523	3.07	727	4.41
Hate Crimes (All Offenses)	7	0.04	9	0.05	5	0.02	6	0.03

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

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Incidents Reported in Campus Crime Reports
2021***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	0	0.00	5	0.79	5	0.79	0	0.00	0	0.00	10	1.58	0	0.00	0	0.00	11	1.74	1	0.15	0	0.00
CSU	2,101	0	0.00	0	0.00	2	0.95	0	0.00	0	0.00	0	0.00	0	0.00	2	0.95	0	0.00	5	2.37	2	0.95	0	0.00
FSU	4,449	0	0.00	0	0.00	2	0.44	0	0.00	0	0.00	0	0.00	9	2.02	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SU	7,568	0	0.00	0	0.00	2	0.26	6	0.79	0	0.00	0	0.00	10	1.32	1	0.13	5	0.66	9	1.18	0	0.00	0	0.00
TU	20,856	0	0.00	0	0.00	10	0.47	5	0.23	0	0.00	0	0.00	14	0.67	0	0.00	5	0.23	11	0.52	0	0.00	0	0.00
UBALT	3,710	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.53	0	0.00	0	0.00	0	0.00
UMB	7,244	0	0.00	0	0.00	1	0.13	1	0.13	0	0.00	0	0.00	8	1.10	5	0.69	7	0.96	1	0.13	9	1.24	0	0.00
UMBC	13,638	0	0.00	0	0.00	9	0.65	2	0.14	0	0.00	0	0.00	10	0.73	0	0.00	0	0.00	13	0.95	2	0.14	3	0.21
UMCP	41,271	0	0.00	0	0.00	20	0.48	8	0.19	0	0.00	0	0.00	21	0.50	0	0.00	2	0.04	11	0.26	34	0.82	5	0.12
UMES	2,384	0	0.00	0	0.00	3	1.25	1	0.41	0	0.00	0	0.00	6	2.51	0	0.00	2	0.83	3	1.25	0	0.00	0	0.00
UMGC	55,323	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0.18	1	0.01	14	0.25	6	0.10	6	0.10	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	1	0.15	0	0.00		0	0.00	37	5.86	0	0.00
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	14	6.65	7	0.00
FSU	4,449	0	0.00	1	0.22	0	0.00		0	0.00	46	10.33	25	0.00
SU	7,568	1	0.13	5	0.66	3	0.39		3	0.39	0	0.00	271	35.8
TU	20,856	2	0.09	4	0.19	0	0.00		0	0.00	0	0.00	97	4.65
UBALT	3,710	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,244	1	0.13	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,638	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	24	1.75
UMCP	41,271	6	0.14	12	0.29	0	0.00		0	0.00	0	0.00	291	20.6
UMES	2,384	0	0.00	1	0.41	0	0.00		0	0.00	4	1.67	9	3.77
UMGC	55,323	7	0.12	5	0.09	0	0.00		0	0.00	0.00	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

2

Incidents Reported in Campus Crime Reports
2021 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	0	0.00
CSU	2,101	0	0.00
FSU	4,449	0	0.00
SU	7,568	0	0.00
TU	20,856	2	0.09
UBALT	3,710	0	0.00
UMB	7,244	0	0.00
UMBC	13,638	1	0.07
UMCP	41,271	4	0.09
UMES	2,384	0	0.00
UMGC	55,323	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

3

Incidents Reported in Campus Crime Reports
2020***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	0.64	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00
CSU	2,348	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	2.98	9	3.83	5	2.12	7	2.98	0	0.00
FSU	4,857	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.61	1	0.20	0	0.00	4	0.82	0	0.00	0	0.00
SU	8,124	0	0.00	0	0.00	0	0.00	4	0.49	0	0.00	0	0.00	1	0.12	1	0.12	5	0.61	3	0.36	0	0.00	0	0.00
TU	21,917	0	0.00	0	0.00	10	0.45	1	0.04	0	0.00	0	0.00	11	0.50	1	0.04	0	0.00	2	0.09	1	0.04	0	0.00
UBalt	4,169	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	1.43	1	0.23	0	0.00	0	0.00	0	0.00
UMB	7,137	1	0.14	0	0.00	0	0.00	9	1.26	0	0.00	0	0.00	1	0.14	10	1.40	8	1.12	2	0.28	4	0.56	0	0.00
UMBC	13,497	0	0.00	0	0.00	8	0.59	6	0.44	0	0.00	0	0.00	4	0.29	0	0.00	0	0.00	9	0.66	3	0.22	0	0.00
UMCP	40,709	0	0.00	0	0.00	14	0.34	0	0.00	0	0.00	0	0.00	13	0.31	2	0.04	1	0.02	16	0.39	26	0.63	0	0.00
UMES	2,646	0	0.00	0	0.00	3	1.13	0	0.00	0	0.00	0	0.00	8	3.02	1	0.37	4	1.51	7	2.64	0	0.00	0	0.00
UMGC	58,526	0	0.00	0	0.00	3	0.05	1	0.01	0	0.00	0	0.00	14	0.23	6	0.10	9	0.15	29	0.49	28	0.47	2	0.03

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00		0	0.00	9	1.44	1	0.16
CSU	2,348	0	0.00	0	0.00	0	0.00		0	0.00	22	9.36	17	7.24
FSU	4,857	3	0.61	2	0.41	0	0.00		0	0.00	53	10.91	37	7.61
SU	8,124	0	0.00	4	0.49	5	0.61		6	0.73	0	0.00	85	10.46
TU	21,917	4	0.18	10	0.45	1	0.04		0	0.00	0	0.00	53	2.41
UBalt	4,169	0	0.00	2	0.47	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,137	3	0.42	3	0.42	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,497	0	0.00	3	0.22	0	0.00		0	0.00	0	0.00	40	2.96
UMCP	40,709	2	0.04	17	0.41	0	0.00		0	0.00	0	0.00	263	6.46
UMES	2,646	1	0.37	3	1.13	1	0.37		0	0.00	0	0.00	7	2.64
UMGC	58,526	5	0.08	6	0.10	13	0.22		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

4

Incidents Reported in Campus Crime Reports
2020 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	0	0.00
CSU	2,348	0	0.00
FSU	4,857	0	0.00
SU	8,124	3	0.36
TU	21,917	0	0.00
UBalt	4,169	0	0.00
UMB	7,137	0	0.00
UMBC	13,497	1	0.07
UMCP	40,709	1	0.02
UMES	2,646	0	0.00
UMGC	58,526	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

5

Incidents Reported in Campus Crime Reports
2019***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Violence Against Women Act Offenses**		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,171	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00	0	0.00	12	1.94	0	0.00	3	0.48	12	1.94	2	0.32	0	0.00
CSU	2,724	0	0.00	0	0.00	2	0.73	0	0.00	0	0.00	0	0.00	0	0.00	9	3.30	11	4.03	13	4.77	9	3.30	0	0.00
FSU	5,178	0	0.00	0	0.00	2	0.38	1	0.19	0	0.00	1	0.19	4	0.77	0	0.00	0	0.00	1	0.19	0	0.00	0	0.00
SU	8,617	0	0.00	0	0.00	7	0.81	7	0.81	0	0.00	0	0.00	11	1.27	1	0.11	13	1.50	3	0.34	2	0.23	0	0.00
TU	22,709	0	0.00	0	0.00	8	0.35	7	0.30	0	0.00	0	0.00	27	1.18	5	0.22	9	0.39	13	0.57	2	0.08	0	0.00
UBalt	4,476	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.22	1	0.22	0	0.00	0	0.00	0	0.00	0	0.00
UMB	6,827	0	0.00	0	0.00	1	0.14	0	0.00	0	0.00	0	0.00	17	2.49	17	2.49	4	0.58	3	0.43	6	0.87	1	0.14
UMBC	13,602	0	0.00	0	0.00	9	0.66	7	0.51	0	0.00	0	0.00	27	1.98	4	0.29	0	0.00	14	1.02	3	0.22	0	0.00
UMCP	40,743	0	0.00	0	0.00	23	0.56	8	0.19	0	0.00	0	0.00	25	0.61	4	0.09	6	0.14	23	0.56	58	1.42	6	0.14
UMES	2,886	0	0.00	0	0.00	3	1.03	1	0.34	0	0.00	0	0.00	10	3.46	4	1.38	0	0.00	10	3.46	1	0.34	0	0.00
UMGC	58,281	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.01	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests							Disciplinary Actions					
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations			Weapons Possession		Drug Abuse Violations		Liquor Law Violations	
		No.	Rate	No.	Rate	No.	Rate		No.	Rate	No.	Rate	No.	Rate
BSU	6,171	0	0.00	0	0.00	0	0.00		0	0.00	21	3.40	0	0.00
CSU	2,724	0	0.00	0	0.00	0	0.00		0	0.00	31	11.38	27	9.91
FSU	5,178	1	0.19	12	2.31	4	0.77		0	0.00	65	12.55	29	5.60
SU	8,617	2	0.23	3	0.34	1	0.11		2	0.23	1	0.11	149	17.29
TU	22,709	1	0.04	3	0.13	0	0.00		0	0.00	3	0.13	154	6.78
UBalt	4,476	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	6,827	12	1.75	45	6.59	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,602	2	0.14	1	0.07	0	0.00		0	0.00	0	0.00	68	4.99
UMCP	40,743	5	0.12	24	0.58	0	0.00		0	0.00	2	0.04	426	10.45
UMES	2,886	1	0.34	5	1.73	0	0.00		0	0.00	7	2.42	11	3.81
UMGC	58,281	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

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Incidents Reported in Campus Crime Reports
2019 (con't)***

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses No.	Rate
BSU	6,171	0	0.00
CSU	2,724	0	0.00
FSU	5,178	0	0.00
SU	8,617	2	0.23
TU	22,709	1	0.04
UBalt	4,476	0	0.00
UMB	6,827	1	0.14
UMBC	13,602	0	0.00
UMCP	40,743	4	0.00
UMES	2,886	1	0.34
UMGC	58,281	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

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Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.
*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.
**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.
***Totals include all Clery geography: on-campus, noncampus, and public property.

2023 Campus Crime Report
March 14, 2023

Glossary

Aggravated Assault
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest
Persons processed by arrests, citation, or summons.

Arson
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary
The unlawful entry of a structure to commit a felony or a theft.

Dating Violence
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:
• Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
• Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence
A felony or misdemeanor crime of violence committed:
• By a current or former spouse or intimate partner of the victim;
• By a person with whom the victim shares a child in common;
• By a person who is or has cohabitated with the victim as a spouse or intimate partner; and
• By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations
The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime

A criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of Clery, the categories of bias include the victim's actual or perceived race, religion, gender, gender identify, sexual orientation, ethnicity, national origin, and disability.

Incest

Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations

The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter

The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter

The killing of another person through gross negligence.

Noncampus Building or Property

(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus

(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property
All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape
The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action
The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape
Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses
Domestic violence, dating violence, and stalking.

Weapons: Carrying, Possessing, etc.
The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possessions of deadly weapons; carrying deadly weapons, concealed or openly, using manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Update: Civic Engagement and Civic Education

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 14, 2023

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

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

- Encourage Carnegie *Community Engagement* classification for all institutions in USM. Consider offering incentives through partnership grants for institutions to help each other (those that have earned classification can help institutions that are on the path).

- Encourage voting by using the National Study of Learning, Voting and Engagement (NSLVE) data to document and assess progress toward higher voter participation from each institution. Share reports with USM office.

- Consider the development of a "badge" to designate student level competencies in civic learning and democratic engagement.

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

- Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and through community leadership programs.

- Expand opportunities for civic learning and engagement for graduate students as it applies to their programs of study.

- Align civic learning and democratic engagement goals with Carnegie *Community Engagement* standards, and have institutions report progress toward agreed upon goals.

- Establish the *Civic Learning and Democratic Engagement Workgroup* as an ongoing USM workgroup with responsibility for defining goals (in collaboration with institutions), developing, and analyzing a System-wide survey, and overseeing the progress toward goals.

- Consider establishing a Regents' "designated priorities" fund, similar to the USM Course Redesign project, for awarding seed grants to institutions to implement the civic learning and civic engagement recommendations.

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

This year's Civic Engagement update will include information on:

- Student Civic Leadership Council,

- CLDE/NASH commitment,

- Civics-related research in the USM,

- Langenberg Legacy,

- 2023 General Assembly Bills,

- Voter Engagement, and

- Institutional Awards and Recognition

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: March 14, 2023
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Civic Education and Civic Engagement
Meeting the Democracy Challenge
Education Policy and Student Life

March 14, 2023

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

Student Civic Leadership Council (SCLC)

The Student Civic Leadership Council (SCLC) is composed of student representatives from every USM institution, nominated by their provosts and vice presidents of student affairs. Membership is refreshed each year with new or continuing nominations. The SCLC is co-chaired by two students from different institutions who hold overlapping two-year appointments.

Student co-chairs lead the group each year; this year's SCLC co-chairs are Musa Jafri of UMBC ('24) and Renee Paulraj of UMCP ('23). After passage of the Student and Military Voter Empowerment Act (SMVEA) in 2021, USM began convening the SCLC and institutional voting coordinators together on a regular basis. By combining the two groups, we found that each institution now has greater access to civic engagement resources and information-sharing.

The SCLC met twice in the fall semester and is scheduled to meet twice in Spring. Discussion topics include student activism on campus, relevant legislation, reflections from the year, and programmatic planning for the coming year.

CLDE/NASH Commitment

USM is leading Maryland higher education's participation in a new national coalition: Civic Learning and Democratic Engagement. CLDE is sponsored by AACU, CCA, SHEEO, Campus Compact, and College Promise, with over 70 other universities and civic non-profits participating. USM affiliated with CLDE when Chancellor Perman announced our participation in September 2019 (Press Release).

Since then, Dr. Nancy Shapiro, Associate Vice Chancellor, has been the point person for the Maryland state team, bringing the Maryland public higher ed community on board. She has presented to the President's Council of the Maryland Association of Community Colleges (MACC) and is in communication with Emily Dow, Assistant Secretary, Maryland Higher Education Commission to bring a Maryland team to the first CLDE Leadership Forum this spring, to be held in College Park at the UMGC Conference Center March 13-15, 2023. CLDE is laser focused on ensuring that all our students (undergraduate and graduate) cultivate the civic skills that are essential for engaged and responsible citizenship and that our students develop the

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civic dispositions that are essential for the successful functioning of a diverse, democratic society. The leadership forum will be working through a strategic framework that can be used by states, systems, and institutions to design and implement civic education goals and implementation plans.

Dr. Shapiro is also serving as the bridge between the National Association of System Heads (NASH) and the CLDE with the goal of broadening participation in civic learning and engagement across all fifty states, U.S. Territories, and the District of Columbia.

Civics-Related Research in the USM

In January 2021, the USM P-20 Office approached Salisbury University's provost Karen L. Olmstead about a publication opportunity, given Salisbury University's demonstrated record of leadership in civic engagement. Dr. Olmstead connected P-20 Office staff with Alexander Pope IV, Director of the Institute for Public Affairs and Civic Engagement (PACE). The collaboration was widened to include Patrick O'Brien, Director of Civic Engagement, and Ashley Daniels, Associate Director of Civic Engagement, at Frostburg State University; and Sara Heim, Program Coordinator for *ShoreCorps AmeriCorps*. The teams at SU and FSU conducted empirical research on participation in and barriers to participation in *AmeriCorps* service programs at each university (*ShoreCorps* and *ECHOSTARS,* respectively). The team at the USM P-20 Office provided a statewide perspective on student service.

The study was published as "Barriers to National Service: College Student Perceptions About Community Engagement," by Alexander Pope IV (Salisbury University), Patrick O'Brien (Frostburg State University), Karen Feagin (USM, UMCP), Sara Heim (SU), Ashley Daniels (FSU), Nancy Shapiro (USM), and Dewayne Morgan (USM), in *School-University-Community Collaboration for Civic Education and Engagement in the Democratic Project*, edited by R. Martin Reardon and Jack Leonard.

Chapter abstract: Public universities in Maryland seek, in part, to extend and expand the civic commitment of education represented by K–12 service-learning requirements. Two of those universities host long-standing *AmeriCorps* programs providing incentives for university students who commit to sustained service in K–12 classrooms and in programs that support K–12 schools such as social work. *AmeriCorps* members provide valuable services that help to expand the capacity of partnering sites. Despite financial and other incentives to participate, eligible students often fail to enroll in the programs. This chapter explores students' perceptions of national service as part of their collegiate experience.

Langenberg Legacy Fellowship Program

The Langenberg Lecture and Award was originally established through a solicitation for an endowed fund in honor of former USM Chancellor Donald N. Langenberg upon his retirement in 2002. The Lecture brought nationally recognized leaders to USM to speak on a broad range of issues within the field of education. The Award recognized a rising senior from one USM

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institution who showed promise and commitment to a career in education. The Langenberg Lecture and Award guidelines have been periodically reviewed over the past 20 years and the program has been modified to reflect the broad influence of the Langenberg legacy.

In 2021, USM and USMF restructured the Langenberg Lecture and Award to have broader impact on scholarship, faculty, and students across USM in the area of civic education and civic engagement. Addressing a documented priority of the Board of Regents, the program, administered by USM's Office of Academic and Student Affairs, has three components: (1) student engagement through special projects, (2) faculty support for curriculum enrichment or research, and (3) recognition for student and faculty work. This new program is the *Langenberg Legacy*.

For the inaugural year of the Langenberg Legacy (2022), USM institutions were invited to solicit student applications and select one student to represent the campus as their Langenberg Legacy Fellow. In the first year of the restructured legacy awards, because of a hiatus due to Covid, the USMF account had sufficient funding to support students from 10 USM institutions. The first cohort of twelve Langenberg Legacy Fellows received $1,000 in their fall semester and $500 upon submission of their final report to the USM, and sponsors received $500 upon student submission of the final report. Going forward, the number of fellows will be dependent on the spendable funds in USMF Langenberg Legacy foundation account, and thus be an annual, competitive award.

The table below shows the student's name, their faculty or staff sponsor, and brief project description for each campus's Langenberg Legacy Fellow. Jo-Nai' Duncan (CSU) and Rachael Michalski (FSU) were selected to present their projects to the EPSL Committee.

IHE	Fellow	Sponsor	Project
BSU	Britney Guillory	Deborah Ball	"A Chance to Change": designed business plan for peer support program for students impacted by gun violence
CSU	Jo-Nai' Duncan	Glynis Barber	"Day of Service at Paul's Place": student and faculty volunteer day to serve at Paul's Place, a soup kitchen in Pigtown, Baltimore
FSU	Rachael Michalski	Patrick O'Brien	"Educating Students on Voter Engagement": workshops on voter education, registration, and turnout, in partnership with Frostburg's Office of Civic Engagement
SU	Dylan Laconich	Amal Ali	"Environmental Justice and Activism Day of Action": Day of Action in Fall 2022 focusing on environmental justice and activism in collaboration with Salisbury University and city officials
TU	Danielle McNerney	Alison Rios Millett McCartney	"The Faces of Injustice": campus-wide exhibition on wrongful convictions

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UB	Erica King	Malissa Rivera	"Think Happy, Live Happy": workshop centered on the E3 initiatives: educate, enrich, elevate
UMB	Donald De Alwis	Kerri Thom	"Environmental Health Justice and Advocacy Symposium": connecting UMB students, faculty, and staff with advocacy leaders in the Baltimore area who work with communities experiencing environmental health injustice
UMBC	Musa Jafri	Simon Stacey	"Candidate Forum": connecting candidates for state and local elections with UMBC, Catonsville, and Arbutus communities in townhall-style forum
UMCES	Ben Malmgren	Carin Star	"Bambi's Pantry Pollinator Garden": Community-initiated pollinator garden on Eastern Shore, adjacent to UMCES Horn Point Laboratory Campus, involving local community organization, Building African American Minds (BAAM)
UMCP	Vivian Ebisike	India Richey	"Voter Education Workshops": eight Maryland election voting workshops on campus, four workshops in-person and four online

Relevant 2023 Legislation

The 2023 Maryland General Assembly session is still in process, however there are several bills pending that could be relevant to USM's civic agenda:

- Senate Bill 271, Education – Maryland Civic Engagement Program – Established, sponsored by Senator Ready
    o This bill seeks to (1) establish the Maryland Civic Engagement Program to recognize students and public schools that promote the civic readiness and civic engagement of students in public schools in the State; (2) require each local school system that chooses to participate to award a student a Seal of Civic Engagement if the student meets certain criteria and designate a public school as a Center of Civil Engagement under certain circumstances; and (3) require an annual report on the Program be submitted to the Department of Education; among other provisions.

- House Bill 890, Commission on History, Culture, and Civics in Education, sponsored by Delegate Acevero
    o This bill seeks to (1) establish the Commission on History, Culture, and Civics in Education to make recommendations to the State Board of Education and the State Department of Education to further the discovery, interpretation, and learning of the history, culture, and civics of the United States and Maryland; and (2) require the

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Commission to report its findings and recommendations to the State Board, the Governor, and the General Assembly on or before December 30 each year.

- House Bill 546, Education - Service Year Option Program - Establishment (Serving Every Region Through Vocational Exploration Act of 2023), sponsored by the Speaker (By Request - Administration) and Delegates Rosenberg, Addison, Allen, Alston, Amprey, Anderton, Attar, Bagnall, Bhandari, Boafo, Boyce, Cardin, Charkoudian, Charles, Conaway, Crosby, Crutchfield, Cullison, Davis, Ebersole, Edelson, Feldmark, Fennell, Foley, Fraser-Hidalgo, Grossman, Guyton, Harris, Healey, Henson, Holmes, Hornberger, D. Jones, Kaiser, Kaufman, Kelly, Kerr, J. Long, Lopez, Love, McCaskill, McComas, Mireku-North, Moon, Palakovich Carr, Pasteur, Patterson, Phillips, Queen, Reznik, Ruth, Sample-Hughes, Shetty, Simmons, Simpson, Smith, Solomon, Stewart, Taveras, Toles, Turner, Valderrama, Vogel, Watson, Wells, Wilkins, Williams, Woods, Wu, Young, and Ziegler
  - This bill, proposed by the Governor, seeks to (1) establish the Service Year Option Program; requiring the Department of Service and Civic Innovation to administer and provide staff for the Program; requiring a Program participant to work at least 30 hours per week and partner with an on-site mentor while working in a service placement; (2) require a participating employer to pay a Program participant $15 per hour; and (3) authorizing the Department to disburse a stipend of up to $3,000 to a Program participant who completes a service placement; among other provisions.

Voter Engagement

Although 2023 is not an election year, USM continues to work on voter engagement across the institutions. This year all USM institutions have reauthorized participation in the National Study of Learning, Voting and Engagement (NSLVE), in anticipation of the next general election. Through our participation in this research effort, we will be eligible to receive reports on student voter registration, student voter participation, and deeper dives into which institutions and which majors appear to be maximizing student participation in the electoral process. Reports from NSLVE will be shared with the Board of Regents on a regular basis, according to the election cycles.

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Institutional Awards and Recognition

Several of our USM universities have received important recognition over the past year. The following are selections of the important civics-related work done across the System over the past year.

Bowie State University:
BSU sponsored an "HBCU Votes Matter" campaign in the fall of 2022 that included voter registration and a voter education open forum that focused on, at that time, the Maryland ballot question #4 about the legalization of recreational marijuana for residents 21 and older. BSU also hosted an open forum with then-Gubernatorial candidate Wes Moore and hosted a pre-election rally that featured President Joe Biden and First Lady Dr. Jill Biden. Candidate Dan Cox was also invited to campus for an open forum.

Coppin State University:
Recent activities at CSU include service by the institution's Presidential and Fanny Jackson Coppin scholars, the two highest distinctions, on Martin Luther King Jr. Day to pick up litter in West Baltimore or to participate in local schools on America Reads Day. The Student Government Association hosted a meal day for local community members who face food insecurity. SGA and CSU's NAACP sponsored Voter Education and Registration events. Coppin's First Lady Jenkins also hosted a Breast Cancer Wellness Day focused on men's and women's health. Recent examples highlight the diversity involvement and engagement with Coppin students, staff, faculty, alum, and the community. Through Coppin's certificate program for Non-Profit Management, many local non-profits are even led by Coppin-affiliated persons.

Frostburg State University:
FSU was once again recognized for their voter engagement. They were named a Voter Friendly Campus again, and they made Washington Monthly's list of Best Colleges for Student Voting. In 2022, FSU hosted a Candidates Forum, in partnership with Allegany College of Maryland, Garret College, and Hagerstown Community College, leading up to the election. In addition, Governor Moore joined FSU's ASTAR AmeriCorps program MLK Day of Service Event held in Frederick, MD.

Undergraduate student Rachael Michalski was selected for the 2022 USM Langenberg Legacy Fellowship. She focused on voter education and engagement efforts for her project, tabling at the Student Union weekly, hosting a voter registration drive, moderating a forum for congressional candidates, and driving a shuttle on election day to transport students to the polls. Her faculty sponsor was Patrick O'Brien, who co-authored the article "Barriers to National Service: College Student Perceptions About Community Engagement" in *School-University-Community Collaboration for Civic Education and Engagement in the Democratic Project*.

Salisbury University:
This year PACE again helped to promote civic engagement on and off campus. PACE Director Dr. Sandy Pope received the 2022 Barbara Burch Award for Faculty Leadership in Civic Engagement from the American Association of State Colleges and Universities' American

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Democracy Project. Dr. Pope led Salisbury University's selection for the competitive "Civic Evidence Project" led by the American Association of Colleges and Universities.

Salisbury University was selected for the Constructive Dialogue project through the American Association of State Colleges and Universities' American Democracy Project. Faculty leads were Drs. Sandy Pope (Education), Sarah Surak Political Science), Jennifer Cox (Communication), and Jeremy Cox (Communication).

The ShoreCorps / AmeriCorps program received the largest grant in its 28-year history, with $785,956 in funding to support 200 members providing more than 73,000 hours of service across the Eastern Shore. Members will collectively receive more than $300,000 in education awards for their commitment.

Towson University:
TU was named one of America's Best Colleges for Student Voting by Washington Monthly. The ALL IN Democracy Challenge also recognized TU with Best in Class for a 4-year public institution (for best action plan among 4-year public institutions), Campus Champion Award for Best Action Plan (tied for the best action plan across institution type), Highly Established Action Plan (strongly scored voter engagement action plan for multiple years), and New Most Engaged Campuses for College Student Voting Recognition. Romy Hübler, Director, Civic Engagement and Social Responsibility, received the Spirit of Democracy Award, American Democracy Project, from AASCU. TU was a Voter Engagement Programming Grant Recipient from the Andrew Goodman Foundation.

University of Baltimore:
The President and Provost charged the Task Force to Advance University Engagement in July 2022, chaired by Roger Hartley, Dean of the College of Public Affairs, and Nicole Marano, Vice President of Student Success and Chief Student Affairs Officer. The team includes representation from Colleges/Schools, Library, Centers, Sponsored Research, faculty, staff, and students. It truly is a power team of dedicated engagement professionals from all levels. Our vision for our identity is as follows: The University of Baltimore is USM's leading institution for urban-engaged learning, where students persist, study and practice in ways that directly impact Baltimore, the State of Maryland, the region, and globe. Through career-focused education, community partnerships, and engaged learning, our graduates are trained to become civic leaders and professionals.

In 2022-2023, UBalt was again designated a Voter Friendly Campus by NASPA and Campus Vote Project (https://www.voterfriendlycampus.org/campus-designees). UBalt has received this designation each election year since 2018. Additional initiatives include the Community Development Fellowship Program, UBalt Votes, and the Bee Well Initiative that is possible through our Transform Mid-Atlantic AmeriCorps VISTA Program: News Releases - University of Baltimore (ubalt.edu).

University of Maryland Baltimore:
UMB Student Affairs and the Office of Community Engagement continue to collaborate to support student engagement in the City of Baltimore. As a part of new and returning student

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programming in Fall 2022, the Intercultural Center's Welcome: Identity & the City featured a panel of local community leaders, in partnership with the Community Engagement Center.

According to the 2020 NSLVE Campus Report, UMB had an 86.5% student voter registration rate in 2020. Additionally, UMB had a 75.5% voting rate in 2020, in comparison to the 69.5% voting rate in 2016. In 2020, all other institutions had a 66% voting rate.

Student Donald De Alwis was selected for the 2022 USM Langenberg Legacy Fellowship. For his project, he hosted a climate change and environmental justice advocacy symposium in Fall 2022 for UMB students, faculty, and staff, intended to connect UMB with advocacy leaders in the Baltimore area who work directly with communities experiencing environmental health injustice.

UMBC:
Based on the quality of their 2022 student voter engagement plan, UMBC earned the ALL IN Campus Democracy Challenge's Highly Established Action Plan seal, its highest honor. UMBC is one of 121 U.S. colleges and universities to earn the seal. Institutions earn the Highly Established Action Plan seal by receiving at least 31.5 of 36 possible points based on ALL IN's rubric. UMBC's plan earned a perfect score of 36.

Washington Monthly again named UMBC as one of America's Best Colleges for Student Voting. Romy Hübler, formerly Associate Director of the Center for Democracy and Civic Life, (now Director of Civic Engagement and Social Responsibility at Towson University) received the American Democracy Project's 2022 Spirit of Democracy Award for her civic engagement leadership.

University of Maryland Center for Environmental Sciences:
CBL's Chapter of the American Association of University Women worked with Michael Kent, President of the NAACP Calvert County Chapter, and curators at Jefferson Patterson Park & Museum (JPPM) to develop an interactive story map of significant African American History in Southern Maryland. The map "Southern Maryland History: Through Ebony Eyes" can be found at this link.

Student Ben Malmgren was selected for the 2022 USM Langenberg Legacy Fellowship and completed a project that helped to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systemically disenfranchised young scholars, and to connect the people and places of Horn Point's campus by expanding and augmenting the existing community garden space. Members of the HPL chapter of the Society of Women in Marine Science wrote to the Maryland Department of Environment encouraging them to ask for more scientific data about how discharge from a proposed 25-acre indoor salmon aquaculture facility would impact the Marshyhope River, critical spawning habitat for Atlantic Sturgeon, leading to the aquaculture farm pulling their request for the permit.

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University of Maryland, College Park:
UMCP was named a 2022 Most Engaged Campus for College Student Voting by ALL IN Campus Democracy Challenge. Undergraduate student Vivian Ebisike was selected as the 2022 USM Langenberg Legacy Student Fellow and completed a project focused on voter education and engagement, holding four online and four in-person voter education workshops. Undergraduate student Joseph Hartner was selected for and completed the 2022-23 Transform Mid-Atlantic Civic Fellowship.

University of Maryland Eastern Shore:
UMES is proud to have kicked off the Wes Moore HBCU tour, welcoming him to campus and sharing his vision for the state. We shuttled students to the polling and on the evening of the election, UMES hosted a Dance Showcase where the polling results were shared, and an announcement of the Governor elect was made at the end of the evening.

University of Maryland Global Campus:
UMGC appointed a new student voting coordinator within Student Affairs, Colleen Quinn, Reference and Instructional Librarian, who developed a new student voting engagement plan. Colleen partners across the institution on ways to strengthen our efforts for student voting engagement. A new UMGC web page has been launched to provide voting information to our students within Maryland, and to provide guidance to UMGC students who reside outside of the state. To support UMGC's staff and student engagement, President, Dr. Gregory Fowler, communicated support of voting participation to the organization.

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Langenburg Legacy Business Plan

Britney Guillory
2.28.2023

A Chance to Change: "Gun Violence, Awareness, & Prevention, Program (G-VAPP)"

Personal Introduction (~100 words)

I attend Bowie State University. I am working towards earning my Master of Public Administration Degree. I was born in Houston, Texas and raised in Maryland. I have my associates in Applied Science, Bachelor's in Psychology, and I am working towards my Master in Public Administration. Currently, I am a Coordinator of Community Services (CCS who works with the developmentally disabled. I have over 10 years of experience working with vulnerable populations to include; at risk youth, disabled/ elderly adults, developmentally delayed/ disabled children, and autistic adults and children. I am the first in my immediate family to receive a Bachelor's degree and I am committed to bettering myself, my family, and my community.

Project Background (~100 words)

I learned about Landenberg Fellowship through my former professor Deborah Bailey at Bowie State University. Initially my project was labeled the Bowie State Initiative but shifted during planning. My inspiration came from a peer of mine who was a victim of random gun violence which left him paralyzed. It brought me back to losing my own cousin to gun violence and the support I wished I had while attending Montgomery College.

Project Description (~400 words)

I wrote a business plan, so I don't have any feedback on success, failures, etc.

Reflections (~400 words)

Through completing this project, I learned the ups and downs associated with organizational development and planning. Furthermore, the need to plan and strategize your business plan is vital when establishing a non-profit. Exploring what strategies work, what matters to you, and effective interventions that will benefit your target population provided me an opportunity to understand and make informed decisions regarding what type of non-profit I want to run.

Bonus!

I appreciated the opportunity to participate in this fellowship and hope I can expand on my work in the future. However, one minor downside was the lack of acknowledgment and assistance from my sponsor. I know my work is important but didn't feel that from my team. I would have benefited and saved time from the guidance. However, this was an amazing leaning experience that afforded me the opportunity to learn more about regulations, grants, business plan writing, legislature, different Community Violence Intervention (CVI) programs, and statistics related to gun violence.

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A Chance to Change:

"Gun Violence, Awareness, & Prevention, Program (G-VAPP)"

By Britney Guillory,

Public Administration Program, Bowie State University

Langenburg Legacy Business Plan   Britney Guillory
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Mission Statement:

       Our mission is to provide targeted, community-based Case Management and emergency housing to promote stability in at risk youth. We aim to promote long lasting success through the training of skills necessary to promote overall financial/ economic security, stability, and longevity within Maryland's low-income, at-risk youth. Our goal is to have at least 90% of our participants successfully complete our Step and Grow and or Re-Entry Program(s).

Executive Summary:

       My organization's primary goal is to combat the socioeconomic factors that are the root causes for gun violence. Our primary focus is to reduce violent acts (particularly gun violence), committed by violent youth offenders or children identified as at risk to commit future violent acts in Maryland. Our second goal is to bridge the Gap between at risk youth and higher education by providing an atmosphere where college students can become civically involved with their community through internships/ volunteer opportunities, while sharing their personal experiences throughout their collegiate careers.

       "Socio-economic factors, like poverty, appear to play a larger role in street shootings", (APA.org, 2023). The lack of stability and learned helplessness in low-income neighborhoods coupled with an environment of mistrust with law enforcement and government officials creates an atmosphere of hostility, resentment, lack of motivation, and lack of ability to achieve long lasting success. According to research conducted by Daniel Kim, an associate professor of health sciences at Northeastern, "the strongest association was between gun homicides and social mobility, is the ability of people to move to a higher social status than that of their parents", (Phys.org, 2020).

       Our non- profit will provide targeted Case Management and resources to help support the personal achievements via certifications, higher education, GED certification, Employment Discovery, Housing Security, long lasting employment, etc., through our organizations' "Step and Grow Work Readiness Program". On an emergency basis, we will provide short term (12-18 months), interim housing for juveniles re-entering society from the Juvenile Justice System to reduce the likelihood of recidivism. Through our "Re-entry Stabilization Program", participants will receive the support needed to reintegrate into society under stable, supportive, circumstances.

Public Need:

       Gun Violence has grown dramatically over the past years, in particular gun violence committed by youth. Per EveryStat.org:

- "Maryland has the 24th-highest societal cost of gun violence in the US at $949 per person each year. Gun deaths and injuries cost Maryland $6 billion, of which $376 million is paid by taxpayers", (EveryStat.org, 2021).
- "In an average year, 724 people die and 1,747 are wounded by guns in Maryland. Maryland has the 22nd-highest rate of gun violence in the US", (EveryStat.org).

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The ever-present threat of gun violence has created a public health crisis for all Maryland citizens, both directly and indirectly. Congress and law makers have dedicated legislation in combating gun violence in Maryland. The Maryland Gun Violence Prevention Act of 2022 is dedicated to strengthening Maryland's licensing system, minimizing the access of "ghost guns", and to strengthen the integrity of its guns laws.

<u>Potential Stakeholders/ Funding Sources: **</u>Projected Startup Budget is $300,000.

1. Maryland recently dedicated 5.1 million in federal funds for gun violence/ community violence prevention programs.
2. Community Violence Intervention (CVI) grants
3. Department of Juvenile Justice
4. Maryland Public and Private Schools
5. College University's in Maryland
6. Various Grants, Donors, and Charitable Contributions.
7. Business Loans

<u>Marketing:</u>

1. Marketing via online
2. Outreach to school systems and government agencies.

<u>Operations:</u>

1. <u>Program Director:</u>
   a. Responsible for the oversight of the facilities day to day operations, operating budget, maintaining state regulations/ compliance, licensure, in-service training, and quality of care/ services.
2. <u>Program Manager:</u>
   a. Supervises the day-to-day operations, onboarding new employees, maintaining appropriate staffing ratios, intake of new referrals, maintaining relationships with partners and potential stakeholders.
3. <u>Case Managers:</u>
   a. Manage a caseload of 8-10 at risk youth in Maryland.
   b. Provide personalized care based on a Person-Centered Plan focusing on the achievable wants and goals of the individual.
   c. Connect and facilitate the coordination of resources beneficial to the individual.
   d. Provide community-based level of support and complete in person visits to implement effective risk management through on-going efforts.
4. <u>Residential-Direct Support Staff:</u>
   a. Must have CPR, First Aid
   b. Monitoring and supervision of all participants for safety.
   c. Facilitate the maintenance of onsite facilities.
   d. Assist residents with time and financial management.
   e. Support residents in developing effective independent living skills for their long-term success.

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       f.   Continue to foster a supportive, safe environment for all.

5. <u>**Volunteers/ Internships:**</u>
    a.   Through Maryland's University Systems we will provide opportunities for volunteers/ interns to participate in supporting teens through mentorship programs while gaining real life work experience in the field.
    b.   Preference will be given to students majoring in Psychology, Social Work, Sociology, Human Services, and other related disciplines.

<u>Participants:</u>

        Participants will consist of adolescents aged 13-20 years of age. All applicants must be referred through their perspective school system or Maryland's Department of Juvenile Justice. Individuals must be identified as at risk of engaging in physical violence based on current/ past behaviors, or any juvenile who will be released from a Juvenile Justice Program.

        All participants must agree to a Person entered Plan of Action and complete steps which will be assessed quarterly for achievement/ progress. Timeframes for successful completion of goals/ level system will be required. All participants must participate in a form of Trauma Based and/ or Cognitive Behavior Therapy. Participants will be required to work and/ or attend school or a vocational program.

<u>Conclusion:</u>

        While there may never be a quick fix or perfect solution to end gun violence, we as a community can do our part to provide support/ resources to the communities'/ individuals most susceptible to gun violence. To avoid being a part of the problem, we must come together to create solutions. My hope is that "A Chance to Change" can be the solution/ alternative for our youth, versus resorting to violence.

        "The best way for someone to value their future is to believe that they have one". – Britney Guillory.

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Jo-Nai Duncan

28 January 2023

<div align="center">Langenburg Legacy Civic Engagement Event Reflection</div>

This is my report of the activities that occurred during my Langenburg Legacy event. I had the distinct honor of being selected for the Langenburg Legacy Fellows Program by my professor, Dr. Glynis Barber. Prior to being selected to participate in this program, I did not have an opportunity to lead an event by organizing it and prepping materials. This was uncharted territory for me that came with barriers that I needed to figure out in order to execute a purposeful event. Nonetheless, I had a successful day with those who were able to participate in the volunteer event at Paul's Place. In my reflection, I will discuss why I chose Paul's Place as the venue, how I prepared materials, a challenge I faced, the impact of this event, my personal growth, and present photos from the event.

When I was presented with the opportunity to apply for the Langenburg Legacy Fellows Program to plan a civic engagement event, I did not know where to start or what it should look like. However, I participated in several civic engagement events from middle school to the present. I decided to select Paul's Place for my venue. I volunteered at Paul's Place once a month in seventh grade with my classmates. I thoroughly enjoyed interacting with others and helping people who came to the facility for lunch. Paul's Place is not just an ordinary soup kitchen. The facility offers a variety of resources to community members who need it most such as laundry services, peer recovery services, an emergency food pantry, showers, health and wellness services, nurse's clinic, a clothing marketplace, walk-in case management, mail-and-fax services,

a computer lab, and tutoring services. This is an accessible one-stop-shop for those in need of resources.

When I began planning for the event, I thought about the supplies that would benefit Paul's Place and the volunteer participants. I created a sheet with the materials I would need with the price of each unit by how many units I set out to purchase. I revised the budget twice so it will be easier for me and my advisor to manage. Initially, I wanted each participant to wear an apron they decorated centered around the question of, "What does serving others mean to you?" Supplies for creating personalized aprons included a 12-pack apron set, glitter glue sticks, and markers. However, when I initially chose a date for the event, the only available volunteer slot was for marketplace assistance and sorting which dealt with sorting clothing and shoe donations and helping the community members shop for clothing items. Therefore, I removed the apron set from the budget. The date for my civic engagement event needed to be pushed back because I did not receive the funds in time for the first December date. When I rescheduled for another date, January 20, I was selected for the hot lunch slot. This task is helping to prepare a hot lunch for the community and then serving the lunch. I was very excited for this task because it is more interactive than assisting with the marketplace and sorting tasks. I did not reconsider adding the materials for the personalized aprons because I was not sure of how many participants would be available on the new date, January 20th. Other materials initially accounted for care package supplies for 30 community members which included, toothbrushes, toothpaste, wipes, hand sanitizer, deodorant, soap, two pair socks, washcloths, feminine products, granola bars, and gallon Ziplock bags for the items. The budget was revised for 20 care packages totaling $268. I will take care packages to Paul's Place in a few weeks. Waiting for the funds and needing to

revise the budget was the most challenging part of planning for my civic engagement volunteer day.

Before I started, I wish I knew how much of a challenge I would face finding students available on the volunteer date. I did get two participants and they were the best! One student was from Coppin State and the other from MICA. They supported me and Paul's Place and I could not have done it without them. Paul's Place enjoyed having a helping hand. Nonetheless, the lasting impact of this event resulted in the participants requesting for all of us to return monthly to continue to make a difference in the lives of community members who need it most. When asked, "How does helping others make you feel?", the participants replied, "It makes me feel happy that I can do something good for others" and "It makes me feel fulfilled, social, and engaged with other people". My hope is that the CSU campus community recognizes that quality is not in the *numbers* of event participants, but that quality is in the action of *doing* to help others around us and to continue volunteering to help in the community. I can get more students to volunteer at Paul's Place by taking a brief consensus of available days of students and coordinating a volunteering day with that information two times during the semester.

Nonetheless, through the challenges of planning my civic engagement volunteer event, I found pleasure in creating a civic engagement event centralized around bringing students out to give back to those in a community that needs it most. I believe we must all give back in some way regardless of financial status. I am not financially rich, but I am rich in spirit because I am truly blessed and grateful to be able to give back and oversee a civic engagement event, along with my advisor, Dr. Barber. I concluded the volunteer day with a survey for the participants. I am thankful for the support I received from the two participants. The day was a success! I have

included the budget sheet, sign in sheet from the participant day on January 20th, and a few pictures from the volunteer event with my report.

In closing, I would like to take this opportunity to thank Dr. Nancy Shapiro and the University Systems of Maryland (USM) directors of the Langenburg Legacy Fellows Program for giving me the opportunity to plan, serve, and represent Coppin State in a positive light. If I can do it all over again, I will.

Rachael Michalski   Frostburg State University
Langenberg Legacy Fellow 2022-2023   Voter Engagement

Educating Students on Voter Engagement

My name is Rachael Michalski and I am a sophomore student at Frostburg State University in the Honors Program. I am studying a double major, Law and Society with a focus in Legal Studies, and Political Science. In addition, I am studying a double minor, Spanish and Leadership Studies. On campus, I am heavily involved where I serve in several leadership positions, including the Governance Chair of the Student Government Association, a RisingSTAR in the ECHOSTARS Program; an AmeriCorps-partnered program, and the Secretary of a Coed National Service Fraternity, Alpha Phi Omega. During my time advocating for the student body, I started work in the Office of Civic Engagement on my campus, where I developed the interest of learning the importance of voter engagement.

In April 2022, I had the wonderful opportunity to serve as a fellow for the inaugural group of the Langenberg Legacy Fellows. I learned of this opportunity when the Director of Civic Engagement at Frostburg State, Mr. Patrick O'Brein noticed my passion for helping others and nominated me to participate in this learning experience. During my time as a fellow, I worked with my sponsor, Mr. O'Brien, where my project was focused on educating students at FSU on Voter Engagement initiatives. The Maryland Elections were soon approaching and I wanted to do my best to educate my peers on how to cast their ballot and what it means to do so. This is an important topic to me. As a new voter, I learned how much my vote counted and how this is a critical part of exercising my civic duties.

In May 2022, I had the opportunity to serve as a moderator for a Gubernatorial Forum hosted at FSU. During the event, five candidates were asked a series of questions, where they responded in a respectful and professional manner as to why they feel we should vote for them in the upcoming election. We hosted Robin Ficker, Ashwani Jane, Jerome Siegal, John King, and Dan Cox. At the end of the academic year, I was invited to the Western Maryland Democratic Summit, where Marylanders traveled to hear from further Gubernatorial candidates, which included our newly elected Governor, Mr. Wes Moore, Attorney General nominees, and Comptroller nominees. After attending these events, I was confident that focusing on Voter Engagement would be a very appropriate and engaging topic to conduct my fellowship on. At the start of the Fall 2022 academic semester, I started right away on my project. Each week, I tabled in the Lane University Center (Student Union), a 'hot spot' for student involvement, educating students on voting and answered any questions they may have had. On National Voter Registration Day, Mr. O'Brien, myself, and two members from the Allegany County Board of Elections worked to get students registered to vote by hosting a voter registration drive in the Clocktower Quad. On September 18th, I hosted a Voter Engagement Event. During the event, food was catered, discussion was held and student questions were addressed, and a Kahoot Quiz was available to help educate Frostburg Students on relevant information on the upcoming

election. Frostburg State University held a Congressional Forum on October 24th, which hosted David Trone and Neil Parrot, where many voters traveled to my university to watch the forum take place and I served as a moderator during this event. On Election Day, I worked with my university as a shuttle driver, where I transported students to a local polling place to cast their ballots. Frostburg State University leads in the top two universities in the University System of Maryland with a record number of student voters, and I was proud to be able to help students get out to the ballots. I feel as though my project served as a benefit to the students attending my university, and we hope to see another record number year!

Through completion of this project, I learned the importance of helping others and serving my community. Exercising your civic duties is a way to help advocate for change and vote for what you believe is right. Through my time working with the Office of Civic Engagement, I learned voting is a critical piece of that. Organizing and executing projects are rewarding, and the successful results prove to be continuous within the number of voters! It appears that I helped many students do such a small act - but made a big impact.

Mr. O'Brien worked closely with me, offered recommendations, supported my ideas, provided opportunities, and was a positive role model throughout the entirety of my project. This fellowship was created in honor of the work of former University System of Maryland Chancellor, Donald N. Langenberg, who well understood the importance of Civic Engagement in students and communities. During my fellowship, I worked with other USM Members who are just as passionate about Civic Engagement as our former Chancellor was. I met fellows from across the system and learned about their projects as well. In conclusion, everything that went into this fellowship was a learning experience, it was inspiring, and my passion helped drive me to continue to be a part of Civic Engagement.

PROMOTING A NATURAL SALISBURY

Personal Introduction:

As I finished my time at Salisbury University, I began to apply the theories of civic engagement that I learned as an Urban Planning major. I expanded upon the community outreach components of my service and leadership to several different clubs. What I became increasingly concerned about was the lack of awareness for the pressing environmental issues within the Salisbury area. Among these were the suffering wildlife populations, lack of native plants, poor watershed health, and lack of connection to peoples' surroundings.

Project Background:

It was only a simple email in my school mail that prompted civic engagement projects. As someone who was already actively leading civic engagement projects, particularly the ESA's "Bee-N-Bee" project, I decided the Langenberg Legacy Fellowship would be a fantastic opportunity to extend the outreach and topic range by connecting more organizations and other outreach events into my work to improve pollinator health in Salisbury. Even though my major technically had little to do with environmental studies, the environment has always been a highly important subject in my life, for its beauty, our responsibility to the Father of our spirit to tend the earth, and to our children for the health of their lungs.

DYLAN LACONICH
LANGENBERG LEGACY FELLOW 2022-2023

SALISBURY UNIVERSITY
PROMOTING A NATURAL SALISBURY

Project Description:

My intention was to educate on all the components that make up the natural ecosystem of Salisbury to highlight each component's importance to our native wildlife. If my project were to expand upon the outreach component of my ongoing project to aid the community in their individual efforts to improve the health of local pollinators, I needed to reach several different organizations with different focuses. My project proposal described my goal of educating a large amount of young people in the Salisbury community through a fun interactive public event. What I decided to do was speak with Alexander "Sandy" Pope of Salisbury University's Public Affairs and Civic Engagement office. He recommended that I reach out to several different organizations to get involved and represent their unique specific focus. Sandy also recommended that Third Friday may be the right venue to host my event idea around the time of September. Then I reached out to the officials within the City government who may be able to help me organize an event where I could deliver such an experience. Through my previous connections with the Salisbury Green Team, I spoke with Alyssa Hastings, the former Sustainability Coordinator. Alyssa recommended that I reach out to a local farmers market, named Coops to Coop. This farmers market was specifically oriented towards sustainable living and connection to your local ecosystem. Through Alyssa's suggestions, I made connections with the organizers of Third Friday, and Coops to Coop. They both agreed that my proposal to educate the youth at a Third Friday themed "Weird Science" was worth pursuing. I decided from here that it was time to reach out to the groups that Sandy had recommended prior. I reached out to many organizations, including the Chesapeake Bay Foundation, Coastal Bays Foundation, Lower Shore Land Trust, Wicomico Environmental Trust, Nanticoke Watershed Alliance, Maryland Department of Natural Resources, and The Ward Museum. The goal was to incorporate

DYLAN LACONICH   SALISBURY UNIVERSITY
LANGENBERG LEGACY FELLOW 2022-2023   PROMOTING A NATURAL SALISBURY

organizations that deal with land, agriculture, water, wild life, and pollinators. The group that

agreed to participate was Lower Shore Land Trust, representing wildflowers and their benefit to

pollinators. Nanticoke Watershed Alliance demonstrated the importance of a healthy watershed.

Department of Natural Resources demonstrated the 50+ wild bee populations within the region,

and the different roles that they fulfill. The Ward Museum represented the different water fowl in

the area and their relationship to the whole ecosystem and wetlands. Coops to Coop talked to

groups about interesting ways to connect with the environment and how it responds to its

caretakers. Myself with the Environmental Students Association gave out pamphlets that

described how to be a steward in your own backyard, with a map of all the local farmers markets.

We also had a station for people to make their own wildflower seed bombs. While I feel each

table at the event was able to reach a great deal of youth, Coops to Coop was not able to get the

wide audience that I had hoped they could reach. Nonetheless, I believe we were successful at

showing how all components of the ecosystem are connected and dependent on the health of

each other.

Reflections:

The main lesson I took from this project was making sure that the authorities who are granting

your ability to administer an event fully understand your vision and can guarantee that you will

be granted the means to do so. I had hoped and assumed that Coops to Coop would be granted a

significant space with significant through traffic to talk about how individuals can connect with

their environment. The intention was to be able to have a sit and chat for the representative to

demonstrate their practices and be engaging. However, the space given was not necessarily what

would be needed to effectively do so, nor was the traffic significant enough to hold a sizable

audience. To make matters worse, I had not tested the sound system in the field before the event,

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SALISBURY UNIVERSITY

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PROMOTING A NATURAL SALISBURY

and once arrived, the given sound system was not functioning, therefor the message had to be given by voice to smaller groups of individuals tableside. Having a clear plan with agreements in place would have been beneficial to myself and Coops to Coop, and demonstrating such is an important component in order to secure more cooperation. It is likely that certain organizations did not reply to my invitation because I did not communicate a very clear vision for what I wanted them to be a part of. Event planning is often very simple at the University, but in the real world, many more parties and authorities are involved, thus more planning is necessary. In the professional world, I will surely remember this, and not only include written plans of my intentions detailing all the specifics, but also visual representations. I have seen organizations who I am currently collaborating with do the same, and it conveys not only a great sense of assurance, but also reduces the need for lengthy and unnecessary conversations. During the event itself, I did also realize that things often do come together in ways in a natural manner if all necessary components are there. We had smart compassionate people at every table, interested residents, and engaging items and lessons. I was inspired by how many people were so willing to help me, and I'd like to thank the individuals from the City of Salisbury, Salisbury University, and of course, those who participated for their involvement and suggestions.

Feedback:

I think the Langenberg Legacy was a great way to get recognition of my efforts, many people were willing to help because of the title of "Fellow". I do however feel that more meetings with the other fellows would have been beneficial to see where they were making strides and how they overcame certain issues. I had to miss the few meetings due to schedule constraints, more evening meetings over Zoom and maybe partnered fellows that you're encouraged to touch base with would have been beneficial.

The Faces of Injustice: What Newspapers Get Wrong in Wrongful Conviction Reporting

My name is Danielle McNerney and I am a sophomore attending the Towson University Honors College, majoring in political science and mass communication (on the journalism track) with a minor in human rights and history. I am interested in advancing social justice causes with a specific interest in preventing wrongful convictions. Wrongful convictions occur when one is incarcerated for a crime they didn't commit. My passion for researching wrongful convictions came in my freshman year when I became interested in the case of the Central Park Five; in 1989 five Black and Hispanic boys ages fourteen to sixteen were wrongfully convicted of the rape and assault of a jogger in Central Park. These boys spent between six to eleven years in prison, which stripped away their childhoods and led to trauma and PTSD that continues today. When researching this case, it was startling to me that newspapers across New York City often characterized these boys as "thugs" and "animals" despite their innocence. I became fascinated by the power that language has to shape crime stories and how harmful narratives about Black individuals are often perpetuated through language. In an effort to continue my research on this case and to analyze the media's role in wrongful convictions, I applied for the Langenberg Legacy Fellowship to research how newspapers write differently about the alleged guilt and subsequent exonerations of Black versus White individuals. This project is extremely important to me because I believe that with enough research to show how newspapers and other forms of media perpetuate harmful stereotypes against Black individuals in crime and exoneration reporting, positive changes can be made to make the field and work of journalism more equitable.

My project aimed to detect whether there are differences in how the alleged crimes and exonerations between Black and White individuals were covered by journalists. To answer this

question, I studied 100 exonerations via an analysis of newspaper articles from the 1960s-present. Among the exonerations, I studied cases where individuals were witness misidentified or they falsely confessed to committing the crime. The articles where individuals were written about as guilty and the articles when they were later exonerated were examined to determine if there are statistically significant differences in the frequency of race, employment, and prior convictions mentioned between Black and White exonerees. In a follow-up project, an online survey including visuals and text reporting examined how readers perceived initial reports of crimes (allegedly) committed by eventually exonerated individuals. Including 113 people studied in October 2022, this project explored how differences in information included within media crime reports influenced readers' perceptions of whether an individual is guilty of a crime across races.

At the culmination of my research, I was left with two major findings. First, when an exonerated individual had an article written about them when they were "guilty," the number of times that their race was noted in the articles for a Black versus White individual varied significantly. Articles describing a "guilty" individual noted when someone was Black through a picture, written description, or other means 36.6% of the time versus only 5% of the time when the alleged perpetrator was White. These findings are statistically significant according to social science research methods. Newspapers were significantly more likely to emphasize the race of Black individuals rather than White individuals when the Black individuals were being written about in a criminal light. Second, the race of a Black exoneree who falsely confessed was reported 72% of the time, compared to 40% of the time for a White exoneree who falsely confessed, again, a statistically significant outcome. By noting more often that a Black exoneree falsely confessed to a crime compared to a White exoneree, and by consistently connecting

Black individuals to guilt for a crime but not doing so for White individuals, I argue that the media plays a critical role in furthering racial stereotypes that continue to perpetuate the connections between Black individuals and criminality, a lack of education, and ignorance.

As my fellowship comes to a close, I am continuing to work on this project by applying and preparing for presentations at national, regional, and local undergraduate research conferences and refining my research for publication. I was accepted to present at the Northeast Regional Honors Council Conference in Pittsburgh and the National Conference on Undergraduate Research in Wisconsin. Additionally, I will present my research at a campus-wide event, the Towson University Research and Creative Inquiry Forum. Through completing this project, I learned how much I enjoy using research as a tool to advance social justice causes. Moreover, I sparked a new passion for sharing my research findings. I love using my voice and my passion for this project to share my findings with others in a variety of settings, such as my university's Undergraduate Research Club, and I especially find joy in attending research conferences to share my project with other undergraduate students and faculty from the Towson campus and beyond. As part of the Undergraduate Research Club, I will be presenting my research across campus as part of our university's "Research Grams" initiative, which I am also co-leading. Working on this project also allowed me to sharpen my research skills under the guidance of my incredible faculty sponsor and mentors. I developed skills to create and execute an Institutional Review Board-approved study, analyze large sets of data using statistical software, and speak about my research with clarity to a variety of communities. This fellowship has cemented my enjoyment and respect for civic engagement, and I am left with even more of a desire to continue developing my skills and knowledge to make a positive impact on my campus community and bring productive change to my Maryland community and beyond.

E3 OF
THINK HAPPY. LIVE HAPPY.

Langenberg Legacy Fellowship   Erica Jeanine   E3 OF THINK HAPPY. LIVE HAPPY.

PERSONAL INTRODUCTION

I attend the University of Baltimore, currently in my last year of undergrad, studying psychology with research focused on CPT (Cognitive Processing Therapy), and CBT (Cognitive Behavior Therapy). Upon completion I'll begin studying Social Entrepreneurship in the E Fellows program to support my entrepreneurial journey. My long-term academic goal is to obtain my Ph.D. in this field of study, using my expertise as a means of creditability to carry out the work being done on the TH.LH. platform. I would also like to see my research along with my curriculum licensed and published to serve as a resource and addition to the field of psychology. Considering I'm only 25 years of age, my background in these industries is still being established. However, I would like to highlight why I committed to these fields of study and their relevance to my personal life.

The entire field of psychology and every piece of information regarding the brain, available for mastery, has given me an evolving appreciation for it. I will never feel as though I know enough because of how I've come to learn how significant my knowledge and understanding of the human brain are to my personal life. Parts of my journey, such as my mental health, self-healing work, my passion, and my purpose. The more I know about the brain the more equipped I feel to fulfill my purpose and treat and heal myself. Being a student of Cognitive Psychology has grown to allow me to create tools that have supported me in choosing life over death. The result of my hardships and education in the field of psychology has been the manifestation of E3: Educate. Enrich. Elevate.

2

PROJECT BACKGROUND

My knowledge of the Langenberg Legacy Fellowship came through my college's daily digest emails to us. After learning of the requirements, I didn't hesitate to apply for the opportunity. It didn't take me long, nor was it challenging to come up with the idea for my project. I have grown passionate about sustaining human life and resourcing the internal healing process. Being fortunate enough to do so by way of E3 of Think Happy. Live Happy. My idea for the fellowship project came from that passion and platform being built with opportunities such as this fellowship. I intended to give my peers and university a productive and effective experience. E3 is a holistic, licensed curriculum provided as 3 step process that can be utilized by any race, gender, age, or demographic as a toolkit, treatment, workshop, or course. E3 targets all mental health issues, and disabilities, and also provides treatment for those symptoms.

With that as a foundational goal, it can be a solution to other disparities within Baltimore City such as wealth inequality, climate crisis, and existential threats to our time. I wanted to be sure the purpose of my project would be available for retrieval from not only my audience and the university but also the community. One of the most permanent health disparities in Baltimore City is mental health. From the current state of the community members and residents, down to those who are homeless or drug addicted.

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Why is this topic important to you?

The importance of my project and it's topic manifests from my own personal healing journey. After suffering my mother's death I struggled to establish a healthy lifestyle, and hardships from her absence began to consume me. In addition to that, my poor decision-making and symptoms of mental health issues. The psychological, emotional, and mental symptoms of that trauma. Something had to be done to the tools I could create to support myself. I needed an immense amount of support after experiencing symptoms of mental health issues.

Project Description

I hosted a workshop at my University to showcase the importance of having a work-life balance, how to do so, and what resources were needed. That was a presentation to communicate and teach the information necessary. It also shared my personal experiences and how not having my own work-life balance harmed my mental health. I also presented a kit with tools that align with the E3 curriculum and what's needed for having a work-life balance. I explained how every tool in the kit should be utilized, their purpose of them, and how they are important to one's work-life balance.

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This project had a very specific objective because the university asked me to cater to a specific demographic of the college, its students, and its employees. This goal wasn't a challenge to carry out because E3 is a curriculum that targets the human mind as a holistic treatment solution. The goal of this workshop was to showcase the curriculum E3 of Think Happy. Live Happy., by educating everyone on the importance of a work-life balance, and how to obtain and maintain one. This is going to have an impact on my campus community because the tools gained from the workshop can support them in being better students and employees. When we take care of our mental health we take care of our jobs, responsibilities, community, and relationships. In return, creating a better campus community within the University of Baltimore and allowing my project to be successful for my peers but also for myself. I was able to receive feedback from those who participated and learn what impact it had, and how they benefitted. From a more personal standpoint, I was able to gain insight into how I can improve the assessment for my workshop, the presentation given, and how to manage the relationship between my university and the organization. My project also exposed me to the need for mental health resources on college campuses and public institutions. Carrying out these levels of responsibilities as a student has also given me a better understanding of how to navigate providing resources on a larger scale. As a social entrepreneur this project has provided me with the motivation to keep going; every endeavor or project matters to the growth of myself and my enterprise. It can sometimes be a challenge to keep up with everything. Luckily when I am able to successfully seize opportunities such as this fellowship, it affirms the path I am on and fulfilling my purpose. This support is what fuels my motivation to keep going.
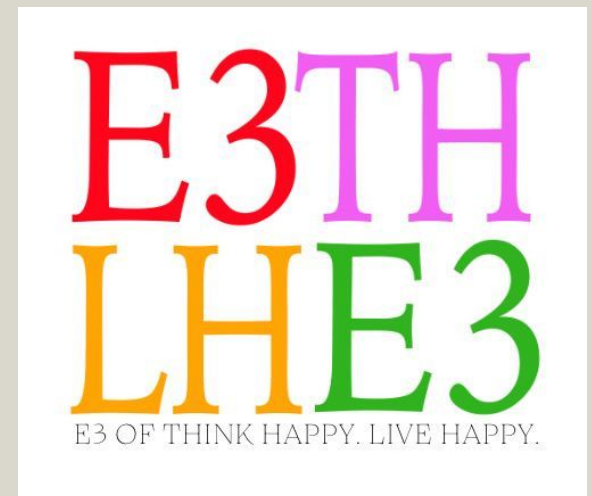
REFLECTIONS

This project has reminded me of my purpose and affirmed the work I am pursuing. When choosing opportunities and committing to projects, I know now that it is also a chance for me to grow as an entrepreneur. Being able to show what I am capable of and how I can contribute to my community is something that I have been inevitably grateful to do.

The lesson I learned in civic engagement was how it can look like many different things. Fact my peers and other fellows had different projects and contributions to communities. Seeing their ideas come to life shows that civic engagement can be done from any outlet, just get it done. It's needed in every community and for every demographic just has to be well thought out.

I learned that communication is a vital tool used for organizing things like events and executing. It's important to keep everyone involved in the project and any other parties updated on things like changes and needs.

My sponsor taught to me to be confident in my vision and to be honest about my needs when in pursuit of projects like this one. I am still a person; life is still happening to me while I am building and giving my time to endeavors such as this one.

6

GRATITUDE

Langenberg Legacy Fellowship   Erica Jeanine   E3 OF THINK HAPPY. LIVE HAPPY.

E3 OF THINK HAPPY. LIVE HAPPY.

THIS WORKSHOP PROVIDES TOOLS OF THE THINK HAPPY. LIVE HAPPY. E3 CURRICULUM.

ENRICHING THE EMPLOYEE + STUDENT EXPERIENCE

EDUCATE:
Learn how having a work life balance can be challenged by your mental health state.

ENRICH:
Gain exposure on how your mental health state is effected as an employee/student.

ELEVATE:
Provided with tools to enrich your work life balance and environment.

Hosted at **The University of Baltimore 'IWillListen'** mental health awareness campaign on **October 2nd, 2022**

E3TH
LHE3

Donald De Alwis
LANGENBERG LEGACY FELLOW 2022-2023

University of Maryland, Baltimore
Social and Environmental Advocacy Soiree

The Inaugural UMB Social and Environmental Advocacy Soiree

Personal Introduction

I am currently a second-year student at the University of Maryland School of Medicine, where I am studying to become a physician. Previously, I attended the University of Maryland, College Park where I studied Environmental Science & Technology and Public Health Science. I have always held a strong interest in the environmental sciences; in college, my interests evolved into an interest in the intersection between the environment and health. Ultimately, my undergraduate pursuits led me to the field of climate change & health. At UMSOM, I have focused my research and advocacy on further understanding this interface, and helping other medical students do the same.

Project Background

I learned about the Langenberg Legacy Fellowship opportunity through Dr. Kerri Thom at the UMSOM Office of Student Affairs. I had previously sought advice and mentorship from Dr. Thom on how to increase environmental health awareness at UMSOM, and during one of our early meetings I had pitched the idea of a climate change & health workshop to her. This vision ultimately served as the impetus for my Langenberg Legacy project. Applying to the Langenberg Legacy Fellowship with the intention of increasing climate advocacy among health professions, in my eyes, became the logical next step in helping bring structure to a once far-off idea.

Project Description

From the beginning, I knew I would not be able to pull off an event at scale by myself – collaboration would be critical to a successful event. In talking with other students in my medical school class, I realized how many other students shared similar goals of increasing student engagement in social advocacy. I credit two individuals in particular – Angela Geiger (MSII) and Shani Kamberi (MSII) – for catapulting the event into reality. They not only acknowledged the importance of such an event, but confided that they too had hopes of hosting a similar event for the student body. Great minds think alike, and with the first of many collaborations formed, we began hashing out logistics.

The next several months involved weekly meetings to lock down a venue, keynote, caterer, and other key details. The event evolved past climate change advocacy alone, and became a broader social & environmental advocacy event to increase our reach. Along the way, we collaborated with several other key students – Ella Ardoin (MSII), Ayda Soltanian (MSII), and Celina Thomas (MSII), all of whom contributed significantly to the success of the event.

The goals of the event were two-fold: to empower students with the knowledge they needed to engage in different forms of advocacy, and to also connect them with local advocacy organizations to volunteer with. With these goals in mind, we structured the event into three

parts; a keynote, followed by several concurrent advocacy workshops, and finally, mingling time for students to visit tabling nonprofit organizations.

The days leading up to the event were a whirlwind, and I am forever grateful to the students who collaborated with me to help make it a success. On the day of the event itself, I was shocked by how many students and faculty joined us – we estimated that the event drew over 80 attendees, most of whom stayed for the entire two-hour event. Dr. Kyle Fischer delivered a phenomenal keynote address, spurring students to action in service of the city of Baltimore and beyond. Thereafter, students enjoyed social/environmental advocacy teaching workshops from the UMB Office of Sustainability, UMB Counseling Center, MedChi (Maryland State Medical Society), UMB Intercultural Center, and Chesapeake Physicians for Social Responsibility. To conclude the event, attendees mingled with several on and off campus organizations and learned how they could contribute. It was an incredible feeling to watch so many of my peers take time to engage thoughtfully with community advocates, and the event seemed to leave a lasting impression on the students and faculty that attended. My only regret is not buying more food!

Reflections

One of the major lessons I learned during the planning process was that busy people (myself included) are willing to make time for the things they are passionate about. Medical school is incredibly busy as is, and despite this, the event planning committee spent hours upon hours planning for, and ensuring the success of, our event. Amidst exams and the plethora of other commitments, we made time for this Langenberg Legacy project because we realized its inherent value to the UMB community. Moreover, we ourselves enjoyed dedicating time in service of our community. Despite the challenges of planning such a large event while attending graduate courses, it was refreshing to come away from our meetings having made progress towards fostering a more service-oriented student body.

I felt empowered by Dr. Thom, my faculty sponsor, because she gave me the freedom to think big and offered encouragement at every available opportunity. Amidst her busy schedule (seeing patients among them!) she made time to meet with me, provide resources to plan the event, and attend the event itself. Through several permutations of the event, Dr. Thom continued to offer gentle guidance and support, motivating me when I felt intimidated by the magnitude of the tasks ahead.

I also credit the Langenberg family for leading by example, and demonstrating the importance of civic engagement and service in their own lives. The planning process for my event was demanding and at times frustrating, but I was motivated by the eternal commitment that the Langenberg family has made to helping empower students to serve others.

For future Langenberg Legacy Fellows – do not forget the reason you are applied! You will encounter bumps in the road as you plan your Legacy project, but bear in mind your own commitment to a life civic engagement, that of the Langenberg family, and all those in your

support system. Challenges aside – your project will make the world an incrementally better place, and I hope that inspires you as much as it did for me.

Ben Malmgren
LANGENBERG LEGACY FELLOW 2022-2023

UMCES Horn Point Laboratory
Community Pollinator Garden

Community Pollinator Garden Project

I first joined the University of Maryland Center for Environmental Science (UMCES) community as a summer intern in the Horn Point Laboratory (HPL) Oyster Hatchery in 2019. After graduating from St. Mary's College of Maryland in 2020 with degrees in Environmental Studies and Economics, I returned to HPL for another season in the hatchery before starting as a research assistant where I provided field and lab support for a number of wetland restoration and coastal resilience projects. The year and a half I spent in this position stimulated my interests in environmental monitoring and restoration ecology, motivating me to apply for the Marine Estuarine Environmental Sciences graduate program where I am currently in my second year. My research focuses on how drones can be used to improve methodologies for monitoring tidal wetland health.

I learned of the Langenberg Legacy Fellowship through an email announcement made by the UMCES Education office. The broadness of the prompt—which called for projects focused on "civic engagement"—was as intimidating as it was rich with opportunity. The ecologist in me steered my thinking towards projects that would provide both environmental and social good. The idea for a community-supported pollinator garden sprouted from there; and like a garden, this project ended up growing into something bigger and more beautiful than originally intended. Two primary objectives for this project arose. First, to establish a relationship and engage with Building African American Minds (BAAM), a local community organization dedicated to providing educational support and learning experiences to systemically disenfranchised young scholars. Second, to connect the people and places of Horn Point's campus by expanding and augmenting the existing community garden space. The Langenberg Legacy Fellowship allowed us to do just that.

On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. Our time together was structured around a central theme of "mutualistic symbiosis"—an ecological concept defining a relationship wherein individual organisms benefit from working with each other. We explored the literal definition of this term during the first half of our day. We began with a presentation on the environmental significance of pollinators, the critical role they play in the production of some

of our favorite foods, the threats these organisms face in our ever-changing world, and what we as individuals and a community can do to help. We then strolled over to the campus community garden where we put lessons into practice. There, we planted native wildflowers to provide habitat and encourage pollination. Students also worked on promoting green spaces in all places by planting seeds in biodegradable cups to germinate at home and start pollinator gardens of their own. Our activities after lunch reflected mutualistic symbiosis in a more philosophical sense. We headed down to the Choptank River to immerse ourselves in the local ecosystem by dragging sein nets through the shallow cove and getting an up-close look at some of the resident biota. Students had to work as a team to successfully corral and catch critters using the large, cumbersome nets. We observed several species of fish, grass shrimp galore, and a few feisty blue crabs, but the highlight was most certainly a diamondback terrapin spotting. We wrapped up with a canoe paddle around the cove and reflected on the day we shared, while expressing hopes to do it all again this coming summer.

The remaining funds were dedicated to purchasing much-needed supplies for the community garden, greatly enhancing its utility as a space to gather and grow for seasons to come. Since last spring, the number of Horn Point graduate students, faculty, and staff participating in the community garden has effectively doubled. This funding opportunity has made it feasible to revise the garden layout for this coming season to increase its production potential and accommodate more growers. We hope to garner even more interest within our Horn Point community by hosting "garden parties" throughout the season, where we come together and share food made with ingredients grown on campus.

This project was a continuous, multidimensional learning experience. It was a fantastic exercise in project planning, budget management, science interpretation and communication, problem solving, and cooperation. One of the most valuable personal lessons I practiced during this project was how to ask for help. Organizing an event like this is a substantial undertaking, and not something I had previous experience with. Fortunately, I was surrounded by people happy to share their expertise. Horn Point Laboratory's Carin Starr, Dr. Judy O'Neil, and Bryan Gomes were extremely generous with their time and talents, and were instrumental across all phases of this project. Only with their support was this project able to reach its full potential.

The Langenberg Legacy Fellowship is a unique opportunity to address large-scale issues through small-scale approaches. It is a reminder and example of the innumerous ways immediate good can be done at the community level. It was my pleasure and privilege to be a part of the program's inaugural cohort. I look forward to seeing how the creative minds within the University System of Maryland continue to sow the seeds of change.

Supplemental Materials

1. **Link to photos from BAAM-HPL visit**

https://drive.google.com/drive/folders/1D-fgYKam2m57aldbkJducQuTwI7UjJoX?usp=sharing

2. **Drafted layout for the 2023 season of the Horn Point Laboratory Campus Community Garden. Capitalized, underlined text denotes features made possible by the Langenberg Legacy Fellowship.**
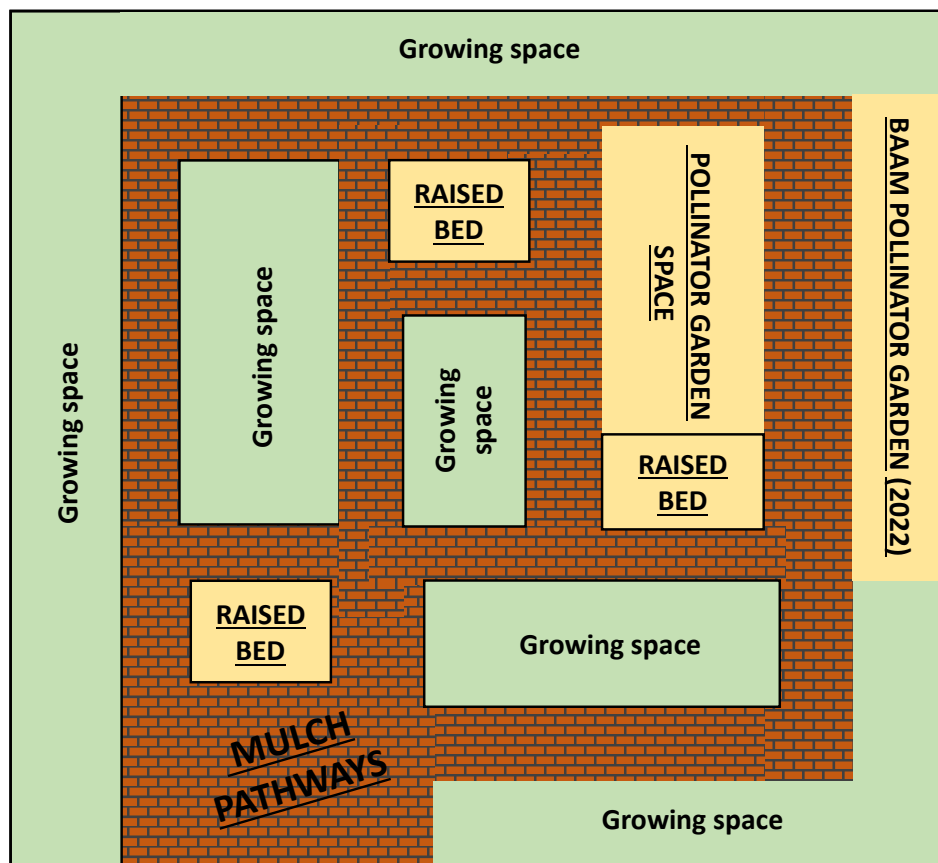
3. **Learn more about Building African American Minds (BAAM)**

https://www.baaminc.org

VIVIAN EBISIKE   UNIVERSITY OF MARYLAND COLLEGE PARK
LANGENBERG LEGACY FELLOW 2022-2023   MIDTERM ELECTION TRIVIA

MIDTERM ELECTION TRIVIA

Personal Introduction

My name is Vivian Ebisike. I attended the University of Maryland, College Park. I graduated in December 2022 with my B.A. in Criminology and Criminal Justice and minored in Nonprofit Leadership and Social Innovation.

I am the CEO of a youth-led 501(c)(3) organization, Stand Up. **Stand Up** mobilizes youth ages 12-25 to be civically engaged in the Greater Washington area. Our values are education, empowerment, and entrepreneurship. Stand Up was started in 2019 to combat gun violence in America and empower students to learn how they can make the democratic system work in their favor to solve the issue. Since 2019, Stand Up has hosted civic engagement workshops, marches, virtual art galleries, and family fun days.

Project Background

When I read about the Langenberg Legacy Fellowship in the College of Behavioral Sciences newsletter, I was excited to apply to it because I had the opportunity to positively impact the University of Maryland community before I graduated.

I decided to do my project on voter education because the midterms for federal elections and Maryland local and state elections were happening during the fall semester. Plus, the project complemented Stand Up's "#StandUpandVote" campaign, which informed youth ages 18 and older about the importance of local elections, the background of local election candidates, the importance of primaries, primary and general election deadlines, and the different methods of voting.

Voter education was an important topic for me to highlight in my project because the youth vote has historically been low in elections in the United States. Some reasons include not knowing the voting deadlines, how to register to vote, where to vote, the candidates running, and which candidate is right for the position. If young people received the information in an easy and digestible way, there would be a guaranteed increase in youth voter turnout.

This notion inspired my decision to provide a fun way for University of Maryland students to learn the information they needed to vote in the 2022 midterms.

Project Description

For the project, I collaborated with TerpsVote, which is a UMD organization that educates students about local, state, and federal elections and encourages youth voter participation. They were the best organization to partner with because they had extensive experience with mobilizing students to vote.

As a team, we decided to do the project at the Homecoming Carnival because there would be a lot of students in attendance, and it was a few weeks before the general election.

I decided to do an election trivia game where students would answer questions, like "When is the general election?" and "What does a county sheriff do?". They would do the election trivia game after they did a bean bag toss activity. The bean bag toss was a fun way to invite them to our table and be more welcoming to the idea of getting quizzed. When participants were finished with the trivia activity, they would be directed to our other table to receive voting information, a cute sticker, and a lollipop.

The project had a lot of success. Our section got a lot of foot traffic from students, parents, and faculty because of the bean bag toss. This meant that people of all ages were reminded of when the general election was and the importance of the local elections. Additionally, we registered several students to vote.

Although the activities were fun, it was less informative for the international students who came to our table. Note that over half of the students who visited our table were international students. When developing the activity, I was not considering students who came from different countries. I felt bad that I saw them as an afterthought. I made a mental note to consider non-American students for future activities.

Also, there should have been a way to test participant comprehension. One idea to test the activity's effectiveness is to contact them a few days afterward to ask if they did any further research based on the content discussed in the questions and if they remembered to vote in the election.

Reflections

2022 was the first year that I got involved in youth voter turnout initiatives. I believe that the election trivia project was a good step in the right direction.

Again, the lack of inclusivity in the activity was concerning. I will ensure that future voter education activities will be as inclusive as possible by including more people in the brainstorming process. I tend to go through the planning process of initiatives independently because I believe that it is easier. Interestingly enough, it is never easy when you plan things by yourself.

Critiques aside, this project inspired me to continue thinking of innovative ways to increase youth advocacy and impact my community.

It was an honor to be a part of the USM Langenberg Legacy Fellowship inaugural class, and I hope that the future Langenberg Legacy Fellows are fulfilled by the work they do through the fellowship and are more empowered to continue it in their future careers.

BOARD OF REGENTS
COMMITTEE ON FINANCE
March 30, 2023
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

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

Regents participating in the session included: Mr. Attman, Ms. Fish, Mr. Gonella, Mr. Peters, Mr. Rauch, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Masucci, Mr. McDonough, Assistant Attorney General Bainbridge, Dr. Nowaczyk, Ms. Aughenbaugh, Mr. Bitner, Mr. Colella, Ms. Dettloff, Mr. Donoway, Mr. Kruckow, Mr. Lowenthal, Ms. Moore, Mr. Oler, Dr. Rhodes, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Mr. Acton, Ms. Bucko, Ms. Walker, Mr. Dahl, Mr. Brown, Mr. Lurie, Mr. Mowbray, Mr. Maginnis, Mr. Gagnon, Ms. Michel, Mr. Brewer, Dr. Hurte, Ms. Johnson, Mr. Ullmann, Ms. Watson, Ms. Wright-Riva, Dr. Marinopoulos, Mr. Hollingsworth, Ms. McMann, and other members of the USM community and the public.

At the start of the meeting, Regent Attman took a few moments to review a chart displaying the annual financial cycle. He noted that the Committee would be considering the room, board, and other self-support charges proposed by the institutions, and make a recommendation on the institutions' enrollment projections during today's meeting.

1.   Frostburg State University: Facilities Master Plan 5-year Update (presentation and information)

Regent Attman welcomed President Nowaczyk, who then recognized and introduced Mr. Donoway and Mr. Brewer. Among his opening remarks, Regent Attman shared that he was pleased to see that the campus was able to complete the update using only internal staff and resources—recognizing their effort as both effective and efficient. Before turning President Nowaczyk for the presentation, Regent Attman reminded the members of the Committee of the two-part approval process for master plans. The plan is presented for information, and then the item will return at the following meeting for recommendation to the full Board for approval. He also added that approval of the plan does not imply approval of capital projects or funding, as these items are reviewed through the normal procedures of the capital and operating budget processes.

Dr. Nowaczyk briefly presented the highlights of the University's Update to its 2018-2028 Campus Facilities Master Plan. The intent of the work was to update the Board on the progress of a number of key projects in FSU's prior plan and discuss potential future needs of the 125-year-old campus. The president noted that the physical growth of the campus mirrors the academic progress of the University.

He stated that FSU's facilities now support academic programs that have expanded from the single path in 1902 to more than 100, and student support services that meet student club, health, recreational, residential, and food needs. Dr. Nowaczyk highlighted recent projects, including the new Education and Health Sciences Center, now nearing completion. He cited the new Brownsville Residence Hall—the first new residence hall on the campus in over 40 years. He also spoke of the need to repurpose existing space (e.g., library and academic classrooms) into collaborative learning spaces to support the needs and expectations of this generation of students.

Dr. Nowaczyk also focused on the critical need to target future funding on infrastructure work, including HVAC and utilities upgrades, new roofs, and walkway replacements. He then highlighted a new Regional Science Education Center (The Challenger Center) that is being developed in a donated City building with funding from private donors, the Governor of Maryland and state legislature, and federal funds. Finally, the president addressed opportunities to improve the residence life experience of FSU's students through the early acquisition of Edgewood Commons, a P3 building supported through MEDCO, as a way to improve student housing options at a lower cost than would be possible through renovations to existing buildings.

Following the presentation, Regent Attman thanked President Nowaczyk and his colleagues for their thoughtful presentation. Regent Attman invited members of the Committee to provide him with any further questions, comments, or feedback following the meeting, that he would relay to the institution and the USM Office.

The Finance Committee received the item for information purposes.

2. <u>University System of Maryland: Self-Support Charges and Fees for FY 2024 (action)</u>

Regent Attman reviewed the item. He explained that the self-support fees provide the funding for self-support expenses related to housing, dining, and parking operations. He pointed out that these fees fund operations such as room, board and dining services that are not covered by state funding or tuition. In general, the justification for increases in the self-support fees are due to increases in employee salaries, the rising costs of food, energy, and higher operating expenses related to inflation. He then turned to Ms. Auburger, associate vice chancellor for budget analysis, who briefly covered the highlights. The proposed rate increases for the typical dormitory room range from 2% at Salisbury and Frostburg to 5% and Bowie, Towson, and UMBC. The typical board rate increases range from 5.0% at Frostburg to 8.8% at the University of Maryland, College Park. She added that the typical parking rate increase ranges from being unchanged, for multiple campuses, to 6.7% at Salisbury. Ms. Auburger stated that as required by Board Policy, a brief summary of the student involvement process by each institution is included in the item. Ms. Auburger mentioned that the vice presidents and/or other representatives from each campus were participating in the meeting and available for any institution-specific questions.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2024 as set forth in the attachment.

(Regent Attman moved recommendation, seconded by Regent Wood; approved)
Vote Count =   YEAs: 6   NAYs: 0   Abstentions: 0

2

3.   USM Enrollment Projections: FY 2024-2033 (action)

Regent Attman introduced the item. The enrollment projections are presented annually to the Finance Committee and help to determine the basis for MHEC's statewide projections. The Chancellor, in consultation with the presidents, recommends the enrollment projections which account for the current higher education environment as well as the longer-term enrollment plan for each University. Per policy, institutions submitted plans that provided the targets and strategies required to achieve the enrollment plan for the next 10 years. The enrollment plans are used for requesting operating budget funds. Before turning to Regent Fish, Regent Attman offered a few comments on the positive enrollment gains at Bowie, Coppin, and UMES. This year was the first year in some time that the combined HBCU enrollment increased, with the number of new Freshmen increasing at all three institutions totaling nearly 500 students. Each institution increased its 2nd year new Freshmen retention rate compared to the previous year—led by UMES who was up 10%. And finally, the new Transfer numbers at Coppin and UMES increased.

Regent Attman explained that overall, process advancements have been occurring at the campuses to improve recruitment—including more timely acceptance notification and financial aid packages—as well as retention by registering sooner and meeting financial need prior to the next semester.   He offered praise to all involved in this continuous improvement, and turned to Regent Fish, who chairs the Board's Enrollment Workgroup. Regent Fish reviewed the current efforts of the BOR Enrollment Workgroup, which is now focusing on the "how and what are they [institutions] doing" to affect positive enrollment changes on the campus. She pointed out that the group is seeing institution plans incorporate retention estimates and expectations from campus initiatives into the future enrollment plans.

Following Regent Fish's remarks, Regent Attman introduced Mr. Muntz, head of the System's Decision Support and Institutional Research Office, who presented the enrollment projections. Mr. Muntz covered the highlights. In fall 2022, USM enrollment exceeded last year's projections. This year, the enrollment projections follow the same trajectory and include sustaining the recent gains for the short-term. The projected enrollment is 163,390 next Fall 2023. In the long term, the USM enrollment projects more than 16,000 students by Fall 2032 for a total projected enrollment of 178,791. While some campuses are balancing the undergraduate and graduate student mix, the majority of the enrollment growth will be at the undergraduate level from both new student increases and retention increases. The projections reflect campus plans which include incorporating more sources of feedback for retention and recruitment efforts and achieving the USM enrollment goals in the strategic plan. Mr. Muntz reviewed several graphs and charts that are available online.

The presentation is available online http://www.usmd.edu/regents/agendas/

The Finance Committee recommended that the Board of Regents approve the enrollment projections as submitted.

(Regent Attman moved recommendation, seconded by Regent Fish; approved)
Vote Count =   YEAs: 6   NAYs: 0   Abstentions: 0

4.   University of Maryland, Baltimore: Facilities Master Plan Update (action)

At the previous meeting, President Jarrell, and his colleagues from UMB presented the institution's Facilities Master Plan. Regent Attman stated that the University has focused the bulk of its recent capital requests on renewing and replacing older buildings. The UMB Plan underscores the need for

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significant investment in the existing physical plant to ensure that it continues to support the University's record of excellence.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, Baltimore Facilities Master Plan Update 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 Wood; approved)
Vote Count =   YEAs: 6   NAYs: 0   Abstentions: 0

5.   University of Maryland, Baltimore: Health Sciences Facility III Fifth and Sixth Floor Fit-Out
         (action)

Regent Attman recognized Dr. Rhodes and Mr. Mowbray of UMB and proceeded to summarize what he described as a good news item. The University is seeking approval for a project to fit-out shelled space on the fifth and sixth floor of the Health Sciences Facility (HSF) III. The 5th and 6th floors of the building have remained unfinished as shelled space since the building opened in 2018. The idea, in keeping with the Board's E&E initiative, was that they would be fitted by out by UMB to support future research growth when there was need and available funding. The cost of $34.121 million will be supported wholly by institutional funding. Regent Attman described the need for this fit-out as a result of the School of Medicine's success in identifying and recruiting new principal investigators in neuroscience and addiction medicine. The SOM will combine the efforts of these researchers to create two new centers: the University of Maryland – Medicine Institute for Neuroscience Discovery and the Center for Translational Addiction Medicine. Dr. Rhodes commended Dean Gladwin for finding resources to fund the fit-out of the floors, adding that the space is critically needed now. Regent Attman echoed the praise of Dean Gladwin.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, Baltimore the Health Sciences Facility III 5th and 6th Floor Fit-Out project, with a budget of $34.121 million, as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Wood; approved)
Vote Count   YEAs: 6   NAYs: 0   Abstentions: 0

6.   University of Maryland, Baltimore: Modifications to the Oracle Financial Systems Contract for
         Additional Software and an Additional Renewal Term (action)

Regent Attman summarized the item. The University is requesting to modify an existing contract with Oracle to add Human Capital Management Software. The amount for the initial three-year term for this software is $4.1 million. In addition, in another nod to the Board's E&E effort, UMB is seeking authorization for a second renewal for this software at the same price along with a third renewal term to the overall Oracle contract. Dr. Rhodes commented that UMB will save almost $1 million with this approach by locking in the price. She added that UMB is also working with Towson to leverage their position. Although UMB replaced its former Peoplesoft Financial System in 2017, they continued to use PeopleSoft for its HR functions. Support for this old system will end in October of next year. This new Human Capital Management software will meet UMB's need to have a singular and unified system.

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The Finance Committee recommended that the Board of Regents approve for the University of Maryland, Baltimore the contract modification to purchase Oracle HCM and the additional optional renewal term for both Oracle HCM and Oracle Financials, as described in the agenda item. Furthermore, the Finance Committee recommended authorizing UMB to exercise all renewal options at its discretion.

(Regent Attman moved recommendation, seconded by Regent Wood; approved)
Vote Count   YEAs: 6   NAYs: 0   Abstentions: 0

7.   University of Maryland, College Park: Contract Extension for Pouring Rights Agreement (action)

Regent Attman stated that the University is seeking to extend the pouring rights agreement with Pepsi for an additional ten years. The original agreement is set to expire this June. The new agreement will produce additional revenue in the amount of $3 million over the ten-year term. The Board approved the original agreement in 2014. Regent Attman pointed out that the University determined that the extension of the existing agreement with the enhanced revenue was more beneficial than engaging in a competitive procurement given current market conditions. Regent Attman recognized Mr. Colella, vice president and chief administrative officer, asking if he or any of his colleagues would like to provide comment. Mr. Ullmann, vice president for marketing and communications, explained that the campus worked very closely with Pepsi. He added that through the use of the WINAD database service, the campus was able to view nearly 100 major revenue contracts in place and hired a contract to assess those contracts. In response to Regent Wood's inquiry about a recent agreement with a premier vodka, Mr. Ullmann explained that is a straight sponsorship that does not involve any expenditures on the part of the campus and is not a pouring rights agreement.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park a contract extension of ten years with Pepsi for pouring rights, as described in the agenda item.

(Regent Attman moved recommendation, seconded by Regent Gonella; approved)
Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

8.   University of Maryland, College Park: Voluntary Separation Program for Tenured Faculty in Select Academic Areas (action)

Regent Attman stated that the University is seeking Board approval to offer a Voluntary Separation Program for a limited group of faculty in the Institute for Bioscience & Biotechnology Research and the School of Public Policy. The plan was designed to provide the University with the opportunity to adjust the distribution of faculty and support in emerging disciplines and in new areas of research. Regent Attman stressed that this is a voluntary program. Faculty who elect to participate and whose application is approved, will receive incentive payments as calculated under the plan and must separate from the University effective June 30th of this year. The anticipated cost will vary depending on participation; if all eligible faculty members participate the estimated cost will be $2 million.   The actual cost will depend on the number of participants and their respective salaries. Regent Attman noted that the Attorney General's Office had approved the plan documents for legal sufficiency. He recognized Mr. Oler, vice president of finance and chief financial officer, as available for any questions.

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The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park the Voluntary Separation Program for tenured faculty members in select academic areas, as presented.

(Regent Attman moved recommendation, seconded by Regent Gonella; approved)
Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

9.   University of Maryland, College Park: Modification to Student Health Insurance Program
         Contract (action)

Regent Attman welcomed Dr. Marinopoulos, University Health Center director and chief medical officer, and Ms. Watson, AVP for procurement & business services, who joined Mr. Colella. Regent Attman summarized the item. The request from the University is to modify the contract for student health insurance to switch providers from Aetna to United Health Care. He reminded the regents that last year they approved a contract with an insurance broker, Academic Health Plans, with Aetna as the provider of the plans. The University evaluated plans and rates for the upcoming year from both providers and found UHC's rates to be substantially less. Regent Attman commended the campus personnel for looking out for the students and seeking the best rates available, particularly since the cost for the health insurance is borne by the students. He added that there is no change in the level of coverage and the new provider offers an improved mental health network.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park to modify the Student Health Insurance Program contract changing the insurance carrier to United Healthcare.

(Regent Attman moved recommendation, seconded by Regent Gonella; approved)
Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

10.   Financial Condition and Financial Results of Intercollegiate Athletic Programs

Regent Attman introduced the report, an annual financial report of each of the institution's athletic departments, presented for information. He noted that it was the second time the report is coming to the Finance Committee from the Board's Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, which was established July 2021. He asked Regent Gonella, chair of the committee, to make a few remarks. Regent Gonella noted that the transition has gone very well. He shared that over the past year, the committee has been working hard on lines of communication with each of the athletic directors and that he has participated in briefings with Sr. Vice Chancellor Herbst and her team. Regent Gonella stated the work of the Committee focuses on a set of issues that are both routine and recurring, yet also on emerging issues like name, image and likeness, or the changes in the NCAA constitution, which arise from time to time. He turned to Sr. Vice Chancellor Herbst, joined by Ms. Denson, who presented the report.

Sr. Vice Chancellor Herbst stated that the ICA program financial report is a summary of a considerable amount of information and discussion held with each athletic department.   The financial report is made up of two summary presentations. The first is the operating results and the corresponding fund balance or accumulated deficit position. The second is a summary of key asset and liability amounts, showing what each program has in terms of cash and endowment investments dedicated to athletics, and the amounts owed to bondholders, or the campus for facilities needs as of June 30, 2022. The total amount due to the institution includes amounts for any facilities. The information is intended to provide a sense

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of the operating results and financial status or strength for each program, in a single display. Sr. Vice Chancellor Herbst assured the regents that she and her team are spending a lot of time and effort in order to get a sense of the financial and operational differences, and their challenges, for each of the athletic departments. She pointed out that the athletic departments are in Divisions I, II, and III and as such face very different issues. The USMO team works closely with the athletics departments to ensure that each institution is keeping track of athletics operations in line with current Board policy. This year, not surprisingly, all of the programs are facing common challenges—inflation, increased travel and meal costs, and employee salary increases. Sr. Vice Chancellor Herbst noted that the State granted state employees 9.5% raises for COLA and merit between 2020-2022, with another 10% granted in FY 23, and while very grateful, self-support units like athletics must fund these increases. She reminded the regents that in September 2020, the Board recognized that the pandemic was going to have a significant impact on athletic department revenues, as it did for many of the System's auxiliary operations.   In doing so, the Board suspended the requirement that athletics be self-supporting for fiscal years 2020 and 2021. She explained that this means that institutions could elect to subsidize athletics from funds raised for other activities to offset the reduction in revenues. Sr. Vice Chancellor Herbst stated that several System institutions chose to do this, while others reported an increase in the accumulated deficit as a result of the revenue shortfalls. She added that her team is working closely with the institutions on this matter and that a complete report will be compiled.

The Finance Committee received the item for information purposes.

11.   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 Fish; approved)
Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

Regent Attman thanked everyone for joining. The public meeting was adjourned at 11:52 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
March 30, 2023
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 11:55 a.m. via video conference.

Regents participating in the session included: Mr. Attman, Ms. Fish, Mr. Gonella, Mr. Peters, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Dr. Masucci, Mr. McDonough, Assistant Attorney General Bainbridge, Mr. Eismeier, Mr. Hickey, Ms. Norris, and Ms. McMann. Mr. Lowenthal, Dr. Hurte, Ms. Johnson, Mr. Colella, Mr. Oler, Mr. Maginnis, Mr. Hollingsworth, and Ms. Watson also participated in part of the session.

1. The committee discussed the awarding of a contract for dining services (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Fish; approved)
   Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

2. The committee discussed a real property acquisition in College Park (§3-305(b)(3)). (Regent Attman moved recommendation, seconded by Regent Peters; unanimously approved)
   Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

3. The committee discussed the awarding of a contract for a network refresh (§3-305(b)(14)). (Regent Attman moved recommendation, seconded by Regent Fish; approved)
   Vote Count =   YEAs: 5   NAYs: 0   Abstentions: 0

The session was adjourned at 12:06 p.m.

Respectfully submitted,

Gary L. Attman
Chair, Committee on Finance

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UNIVERSITY SYSTEM
of MARYLAND

TOPIC: USM Enrollment Projections: FY 2024-2033

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The Board of Regents III.4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs. The USM Office works in collaboration with the institutions to provide accurate enrollment projections.

Highlights of this year's institutional projections include:

- USM's aggregate institutional enrollment is projected to increase +767 students in Fall 2023.

- USM is projecting a corresponding increase in FTE (+33) FY 2024.

- Over the next ten years, headcount enrollment is projected to increase +16,168 students to 178,791 students in Fall 2032.

ALTERNATIVE(S): The Committee may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the projected enrollment will depend on many factors including the availability of facilities to accommodate enrollments, the programs of study of future students, the availability of faculty, in/out-of-state residency status, and full/part-time attendance. In a complimentary manner, the projected enrollment and enrollment plan support the operating budget request in the near-term and capital budget decisions in the long-term.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/30/23
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

ENROLLMENT PROJECTIONS

USM Enrollment Projections
FY 2024 (Fall 2023) through FY 2033 (Fall 2032)

Submitted to the Board of Regents' Committee on Finance
March 30, 2023

Office of the Senior Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2024 (Fall 2023) – FY 2033 (Fall 2032)

Overview

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections, as required in the *Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by internal campus strategies for managing enrollment to meet the access mission of the institutions, to increase enrollment in key workforce development areas, and to enhance higher education quality in Maryland. Each USM institution is expected to have a well-coordinated enrollment management function that reflects near-term and long-term operational realities, considering state and national demographic and economic trends, mission-related needs, capital requirements, and a set of annual enrollment targets that are appropriate to achieve the campus' long-term enrollment goal.

During the past three years, the Board of Regents' Enrollment Workgroup has focused on the key external and institutional levers affecting enrollment. Campus leaders informed the Regents about campus gaps affecting enrollment and developed enrollment management plans to address them. These findings and strategies have influenced the strategic plan discussions and goals. The enrollment projections include the enrollment plans to address the Strategic Plan goals adopted by the Board of Regents in June 2022 and prioritized in the Implementation Plan approved in February 2023. This is the first year where the enrollment projections reflect campus plans to address the Strategic Plan near-term enrollment goals.

USM Enrollment Projection Summary

The pandemic negatively affected total enrollment with fewer new students, lower retention, and changing student mix. USM experienced a new undergraduate, degree-seeking enrollment decrease from more than 43,200 to as few as 39,725 in FY 2022 (a cumulative total of 4,000 fewer students). In addition, new student retention decreased one-to-two percentage points (estimated 3,000 fewer retained). Of the students who enrolled, the student mix changed to more part-time students, and part-time students are expected to increase the most in the next ten years. While serving more students in the future, there is a smaller FTE increase because future enrollment projections include a greater share of part-time undergraduates.

Next year, the University System of Maryland projects that the total enrollment for USM will be higher (+767) for Fall 2023 than it was for Fall 2022. This higher enrollment total for USM includes a projected undergraduate enrollment increase (+1,039) and a small graduate enrollment decrease (-272). The Fiscal Year FTE will increase by only 33 for a projected total of 124,536 in FY 2024 due to the increase in part-time undergraduates.

Over the next ten years, USM projects that enrollment will continue to increase by an average of 1,600 students per year through Fall 2032. USM's enrollment growth over the next ten years

is projected to be 16,168 students and increase total enrollment to 178,791 by Fall 2032. Over the long-term, the FTE projection of 135,645 in FY 2033 is 11,142 (+8.9%) more than the FTE in FY 2023.

Institutional enrollment plans to recruit and enroll the right mix have begun to stabilize enrollment even amidst decreased market demand, which can be seen in campus enrollment projections over the next ten years. Tables 1 through 12 summarize the ten-year projections for USM and detailed projections for each institution over this period.

Institutional Summaries

As part of the enrollment projection submissions, institutions provided a detailed narrative about the campus's enrollment plan. These plans put context to the numbers provided in the projections. In this year's submissions, several systemwide trends are evident:

- Campuses adjusted enrollment plans to address strategic plan goals;
- Campuses are sharing best practices in system-convened affinity groups;
- The use of analytics and CRM platforms increased;
- Successful outcomes are being seen due to the implementation of retention and student success initiatives;
- internal feedback on the success of prior recruitment and retention initiatives helps recalibrate future enrollment plans;
- the strategic use of institutional aid and/or differential tuition revenue for achieving the student mix, providing access, and managing the campus profile;
- campuses are focused on improving transfer pathways by strengthening articulation agreements with local community colleges; and
- addressing learning loss due to the pandemic.

While these trends are represented at several USM institutions, each institution has its own enrollment plan that utilizes these common practices in different capacities based on their unique enrollment needs.

Bowie State University grew total enrollment by nearly 1,000 students over the last ten years by increasing new students and sustaining retention efforts. Bowie created a "data-informed framework" for their Strategic Enrollment Management Plan. Future enrollment growth is projected from increased dual enrollment, adding more online programs, adding more programs at the regional centers, strategic scholarship awarding, and an increase in transfers due to the Transfer with Success Act. Over the next ten years, Bowie projects 1,425 more students and 7,700 total enrollment.

Coppin State University projects to increase enrollment by 3% annually over the next ten years. The campus detailed a six-point enrollment plan created from in-state and out-of-state market research and aligning resources on campus to help students succeed. Coppin will use the

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additional institutional aid to improve retention by canceling student loans and to assist with transportation and housing. Improving transfer pathways with existing articulation agreements and creating new ones will help accomplish transfers goals included in the USM's Strategic Plan.

Frostburg State University projects an increase of over 1,200 more students with steady increases for undergraduate and graduate students for the next ten years. The campus plan is focused on nine strategies including rebuilding and enhancing departmental majors; enhancing already established dual enrollment programs; streamlining efforts to recruit international, Hispanic, graduate, and stop-out students; improving processes on campus to make advancing within a program seamless; and increasing enrollment in online programs.

Salisbury University is one of two universities expecting a Fall 2023 enrollment decrease caused by the pandemic. Fall 2022 enrollment included one the of the largest first-time new student cohorts, increases in community college transfers, and increased student diversity. Salisbury noted lower academic preparedness negatively impacting the success and retention of returning students, which is addressed in the retention initiatives and bolstering the transfer pathways. Going forward, Salisbury projects steady increases for the next four years to reach and maintain approximately 8,500 students through Fall 2032.

Towson University is the second institution to predict a 2.4% dip for Fall 2023 but anticipates a slow and steady increase for the subsequent years. Like Salisbury University, Towson acknowledged that prior cohorts of new students were less prepared. The campus established the Division of Enrollment Management that oversees many of the offices focusing on student support to improve academic success. Towson detailed plans to strengthen their partnership with Maryland Community Colleges to improve transfer pathways and increase new transfer students. Towson plans to increase graduate students as it seeks new Carnegie Classification. By 2032, Towson projects an increase of 1,300 students for total enrollment of 21,100 students.

The **University of Baltimore** projected small enrollment increases ranging from 5% to 8% annually for the next four years. During the remaining years, UBalt will maintain the same size as the student mix is optimized. The institution is updating the enrollment plan to include institutional aid strategies, stabilize enrollment at regional centers, and reach more adult learners and stop outs. By 2032, UBalt expects to be above 4,200 students with 63% of the enrollment at the graduate level.

The **University of Maryland, Baltimore** predicted slow and steady increases over the next ten years that reflect the same growth pattern from the previous ten years. UMB will grow undergraduate and graduate enrollment to maintain the same proportional student mix.

University of Maryland, Baltimore County projected modest increases for the next ten years. UMBC's Strategic Enrollment Plan, implemented in 2020, has successfully addressed enrollment gaps outlined by USM's Enrollment Workgroup and employed data-informed initiatives to improve transfer pathways and student progression through academic programs. While UMBC's Finish Line Initiative increased degree production and decreased time-to-degree, it

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created the unique enrollment challenge of decreased long-term retention. At the graduate level, UMBC seeks to leverage its Doctoral Research Very High (R1) Carnegie status to attract funding for more doctoral students and expanding graduate programs. In total, UMBC's enrollment projections are built on the most comprehensive list of data-informed strategies to grow the university over 1,200 students by 2032.

The **University of Maryland, College Park** projects steady annual enrollment increase over the next ten years. Enrollment growth is expected to come from a strong emphasis on improving retention and graduation rates, more academic programs vital to Maryland and the nation, a targeted effort to recruit more students from Prince George's County and Baltimore City, and increased affordability with the Terrapin Commitment to provide additional need-based financial aid to Maryland citizens. At the graduate level, UMCP is focusing on ways to improve international students to pre-pandemic numbers. By 2032, the campus projected a 1,200-student increase and 42,050 total enrollment.

The **University of Maryland Eastern Shore** projected modest and consistent growth over the next ten years with enrollment increasing from recruitment and retention. UMES increased applications by using both the Common App and the Black Common App. To improve yield, UMES changed its communication strategy with students by informing prospective students about admissions and financial aid decisions sooner. UMES implemented campaigns to increase awareness of program offerings and strategies to increase intrusive advising with the hopes that it will affect retention especially as courses become more challenging. By Fall 2032, UMES is projecting an increase of almost 900 students and 3,454 total enrollment.

The **University of Maryland Global Campus** projects a 1% increase annually for the next ten years. UMGC projects increased regional center participation from veterans as federal requirements for completing degree coursework changes. UMGC retention improvement will come from flexible teaching modalities. The overall enrollment is projected to grow more than 6,000 students for a total projected enrollment of almost 62,000 by Fall 2032.

Table 1.1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: SYSTEM SUMMARY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	162,623	163,390	165,332	167,487	169,474	171,475	172,895	174,277	175,713	177,228	178,791	16,168	9.9%
Undergraduate Total	125,615	126,654	128,431	130,123	131,630	133,204	134,392	135,588	136,827	138,103	139,415	13,800	11.0%
Full-time	79,384	79,608	80,531	81,316	82,220	83,104	83,734	84,373	85,041	85,733	86,455	7,071	8.9%
Part-time	46,231	47,046	47,900	48,807	49,410	50,100	50,657	51,215	51,786	52,370	52,960	6,729	14.6%
Grad./First Prof. Total	37,008	36,736	36,901	37,365	37,844	38,271	38,504	38,690	38,886	39,125	39,376	2,368	6.4%
Full-time	18,003	18,099	18,277	18,457	18,733	18,962	19,120	19,226	19,336	19,498	19,633	1,630	9.1%
Part-time	19,005	18,637	18,624	18,908	19,110	19,309	19,384	19,464	19,550	19,627	19,744	739	3.9%
FTDE or FTNE Students	41,752	41,524	41,961	42,516	43,070	43,704	44,335	44,732	45,581	46,127	46,710	4,958	11.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	124,503	124,536	126,040	127,366	128,690	129,971	131,089	132,169	133,285	134,439	135,645	11,142	8.9%

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Table 1.2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: SYSTEM SUMMARY w/o UMGC

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	106,785	107,272	108,654	110,242	111,656	113,079	113,915	114,708	115,547	116,461	117,417	10,632	10.0%
Undergraduate Total	78,881	79,094	80,054	81,179	82,113	83,109	83,713	84,320	84,962	85,637	86,342	7,461	9.5%
Full-time	69,313	69,359	70,106	70,769	71,549	72,309	72,813	73,325	73,864	74,427	75,018	5,705	8.2%
Part-time	9,568	9,735	9,948	10,410	10,564	10,800	10,899	10,995	11,098	11,210	11,324	1,756	18.4%
Grad./First Prof. Total	27,904	28,178	28,600	29,064	29,543	29,970	30,203	30,389	30,585	30,824	31,075	3,171	11.4%
Full-time	17,914	18,015	18,196	18,376	18,652	18,881	19,039	19,145	19,255	19,417	19,552	1,638	9.1%
Part-time	9,990	10,163	10,404	10,688	10,890	11,089	11,164	11,244	11,330	11,407	11,524	1,534	15.4%
FTDE or FTNE Students	41,752	41,524	41,961	42,516	43,070	43,704	44,335	44,732	45,581	46,127	46,710	4,958	11.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	88,863	88,718	89,864	90,828	91,786	92,698	93,444	94,147	94,883	95,653	96,471	7,608	8.6%

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Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: BOWIE STATE UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	6,275	6,400	6,513	6,613	6,718	6,868	7,008	7,118	7,253	7,428	7,700	1,425	22.7%
Undergraduate Total	5,378	5,425	5,465	5,515	5,580	5,690	5,790	5,860	5,955	6,090	6,252	874	16.3%
Full-time	4,418	4,394	4,427	4,467	4,576	4,666	4,748	4,805	4,883	4,994	5,127	709	16.0%
Part-time	960	1,031	1,038	1,048	1,004	1,024	1,042	1,055	1,072	1,096	1,125	165	17.2%
Grad./First Prof. Total	897	975	1,048	1,098	1,138	1,178	1,218	1,258	1,298	1,338	1,448	551	61.4%
Full-time	351	439	472	494	523	542	572	591	623	656	710	359	102.1%
Part-time	546	536	576	604	615	636	646	667	675	682	738	192	35.3%
FTDE or FTNE Students	5,107	5,145	5,195	5,268	5,404	5,522	5,662	5,747	5,885	6,059	6,296	1,189	23.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	4,901	5,041	5,144	5,216	5,351	5,467	5,606	5,690	5,827	5,999	6,234	1,333	27.2%

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Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: COPPIN STATE UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,006	2,100	2,163	2,271	2,339	2,410	2,482	2,557	2,632	2,711	2,793	787	39.2%
Undergraduate Total	1,757	1,839	1,894	1,989	2,049	2,111	2,174	2,239	2,306	2,375	2,447	690	39.3%
Full-time	1,335	1,398	1,439	1,511	1,557	1,604	1,652	1,701	1,752	1,805	1,859	524	39.3%
Part-time	422	441	455	478	492	507	522	538	554	570	588	166	39.3%
Grad./First Prof. Total	249	261	269	282	290	299	308	318	326	336	346	97	39.0%
Full-time	75	79	81	85	87	90	93	96	98	101	104	29	38.7%
Part-time	174	182	188	197	203	209	215	222	228	235	242	68	39.1%
FTDE or FTNE Students	1,332	1,395	1,437	1,508	1,554	1,600	1,648	1,698	1,749	1,801	1,855	523	39.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	1,637	1,713	1,765	1,853	1,908	1,966	2,025	2,085	2,148	2,212	2,279	642	39.2%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: FROSTBURG STATE UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	4,068	4,408	4,568	4,725	4,816	4,893	4,970	5,049	5,129	5,194	5,276	1,208	29.7%
Undergraduate Total	3,264	3,584	3,684	3,770	3,827	3,884	3,942	4,001	4,061	4,107	4,168	904	27.7%
Full-time	2,528	2,801	2,851	2,900	2,944	2,988	3,032	3,078	3,124	3,155	3,203	675	26.7%
Part-time	736	783	833	870	883	896	910	923	937	951	966	230	31.2%
Grad./First Prof. Total	804	824	884	955	990	1,009	1,028	1,047	1,067	1,087	1,108	304	37.8%
Full-time	279	281	291	303	328	334	341	347	354	360	367	88	31.6%
Part-time	525	543	593	652	662	674	687	700	714	727	741	216	41.1%
FTDE or FTNE Students												0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	3,003	3,262	3,380	3,496	3,564	3,620	3,678	3,736	3,795	3,844	3,905	902	30.0%

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Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: SALISBURY UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	7,123	7,011	7,412	7,860	8,126	8,474	8,502	8,507	8,512	8,517	8,522	1,399	19.6%
Undergraduate Total	6,378	6,322	6,612	6,970	7,186	7,454	7,482	7,487	7,492	7,497	7,502	1,124	17.6%
Full-time	5,853	5,806	6,024	6,092	6,238	6,388	6,411	6,415	6,420	6,424	6,428	575	9.8%
Part-time	525	516	588	878	948	1,066	1,071	1,072	1,072	1,073	1,074	549	104.5%
Grad./First Prof. Total	745	689	800	890	940	1,020	1,020	1,020	1,020	1,020	1,020	275	36.9%
Full-time	433	394	457	509	537	583	583	583	583	583	583	150	34.6%
Part-time	312	295	343	381	403	437	437	437	437	437	437	125	40.1%
FTDE or FTNE Students	5,801	5,637	5,914	6,036	6,200	6,392	6,410	6,414	6,417	6,421	6,425	624	10.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	6,325	6,206	6,511	6,645	6,825	7,036	7,056	7,060	7,065	7,069	7,073	748	11.8%

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Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: TOWSON UNIVERSITY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	19,793	19,315	19,415	19,550	19,725	19,925	20,150	20,375	20,625	20,875	21,100	1,307	6.6%
Undergraduate Total	16,861	16,355	16,400	16,500	16,625	16,775	16,950	17,125	17,325	17,525	17,700	839	5.0%
Full-time	14,805	14,360	14,399	14,487	14,597	14,728	14,882	15,036	15,211	15,387	15,541	736	5.0%
Part-time	2,056	1,995	2,001	2,013	2,028	2,047	2,068	2,089	2,114	2,138	2,159	103	5.0%
Grad./First Prof. Total	2,932	2,960	3,015	3,050	3,100	3,150	3,200	3,250	3,300	3,350	3,400	468	16.0%
Full-time	1,025	1,030	1,067	1,090	1,124	1,157	1,191	1,224	1,258	1,291	1,325	300	29.2%
Part-time	1,907	1,930	1,948	1,960	1,976	1,993	2,009	2,026	2,042	2,059	2,075	168	8.8%
FTDE or FTNE Students	12,146	11,810	11,853	12,056	12,153	12,268	12,569	12,703	13,233	13,422	13,594	1,448	11.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	16,140	15,607	15,701	15,828	15,993	16,181	16,393	16,605	16,840	17,075	17,287	1,147	7.1%

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Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF BALTIMORE

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	3,288	3,290	3,472	3,723	4,009	4,161	4,170	4,180	4,187	4,195	4,203	915	27.8%
Undergraduate Total [1]	1,369	1,358	1,444	1,564	1,663	1,686	1,687	1,688	1,690	1,693	1,695	326	23.8%
Full-time	755	730	781	848	901	914	915	916	918	921	927	172	22.8%
Part-time	614	628	663	716	762	772	772	772	772	772	768	154	25.1%
Grad. Total	1,175	1,193	1,284	1,412	1,575	1,675	1,675	1,678	1,680	1,682	1,685	510	43.4%
Full-time	278	282	277	304	339	361	360	361	361	363	362	84	30.2%
Part-time	897	911	1,007	1,108	1,236	1,314	1,315	1,317	1,319	1,319	1,323	426	47.5%
First Prof. Total	744	739	744	747	771	800	808	814	817	820	823	79	10.6%
Full-time	705	695	698	701	723	751	758	764	765	768	771	66	9.4%
Part-time	39	44	46	46	48	49	50	50	52	52	52	13	33.3%
FTDE or FTNE Students	804	635	637	641	650	661	672	683	691	697	700	-104	-12.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	2,381	2,420	2,508	2,557	2,596	2,614	2,627	2,637	2,645	2,652	2,659	278	11.7%

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Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF MARYLAND, BALTIMORE

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	6,931	6,975	6,962	6,973	6,986	7,030	7,033	7,041	7,060	7,070	7,072	141	2.0%
Undergraduate Total	963	963	980	981	981	983	983	984	984	986	986	23	2.4%
Full-time	732	794	814	814	814	815	815	816	816	817	817	85	11.6%
Part-time	231	169	166	167	167	168	168	168	168	169	169	-62	-26.8%
Grad./First Prof. Total	5,968	6,012	5,982	5,992	6,005	6,047	6,050	6,057	6,076	6,084	6,086	118	2.0%
Full-time	4,111	4,135	4,134	4,125	4,151	4,178	4,181	4,183	4,183	4,186	4,183	72	1.8%
Part-time	1,857	1,877	1,848	1,867	1,854	1,869	1,869	1,874	1,893	1,898	1,903	46	2.5%
FTDE or FTNE Students	6,848	6,784	6,772	6,770	6,784	6,822	6,825	6,831	6,837	6,846	6,844	-4	-0.1%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	6,942	6,872	6,863	6,850	6,864	6,902	6,905	6,911	6,917	6,926	6,924	-18	-0.3%

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Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	13,991	14,068	14,109	14,214	14,349	14,499	14,648	14,794	14,945	15,094	15,247	1,256	9.0%
Undergraduate Total	10,625	10,690	10,742	10,849	10,958	11,067	11,178	11,290	11,403	11,517	11,632	1,007	9.5%
Full-time	9,069	9,123	9,167	9,259	9,351	9,445	9,539	9,635	9,731	9,828	9,926	857	9.5%
Part-time	1,556	1,567	1,575	1,591	1,607	1,623	1,639	1,655	1,672	1,689	1,705	149	9.6%
Grad./First Prof. Total	3,366	3,378	3,367	3,365	3,391	3,432	3,470	3,504	3,542	3,577	3,615	249	7.4%
Full-time	2,215	2,187	2,180	2,176	2,199	2,231	2,257	2,282	2,305	2,330	2,358	143	6.5%
Part-time	1,151	1,192	1,187	1,189	1,192	1,201	1,212	1,223	1,237	1,247	1,257	106	9.2%
FTDE or FTNE Students	9,597	10,000	10,033	10,113	10,197	10,304	10,410	10,515	10,621	10,728	10,838	1,241	12.9%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	11,319	11,388	11,473	11,558	11,647	11,754	11,875	11,995	12,116	12,238	12,363	1,044	9.2%

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Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF MARYLAND, COLLEGE PARK

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	40,792	41,150	41,450	41,650	41,800	41,900	41,950	42,000	42,000	42,050	42,050	1,258	3.1%
Undergraduate Total	30,353	30,600	30,850	31,000	31,100	31,200	31,200	31,250	31,250	31,250	31,250	897	3.0%
Full-time	28,069	28,183	28,413	28,551	28,643	28,735	28,735	28,781	28,781	28,781	28,781	712	2.5%
Part-time	2,284	2,417	2,437	2,449	2,457	2,465	2,465	2,469	2,469	2,469	2,469	185	8.1%
Grad./First Prof. Total	10,439	10,550	10,600	10,650	10,700	10,700	10,750	10,750	10,750	10,800	10,800	361	3.5%
Full-time	7,978	8,021	8,059	8,098	8,136	8,136	8,174	8,174	8,174	8,213	8,213	235	2.9%
Part-time	2,343	2,409	2,421	2,432	2,444	2,444	2,456	2,456	2,456	2,467	2,467	124	5.3%
Vet Med	118	120	120	120	120	120	120	120	120	120	120	2	1.7%
FTDE or FTNE Students												0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	34,036	34,000	34,250	34,450	34,550	34,600	34,650	34,700	34,700	34,700	34,700	664	2.0%

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Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF MARYLAND EASTERN SHORE

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	2,518	2,555	2,590	2,663	2,788	2,920	3,003	3,088	3,205	3,327	3,454	936	37.2%
Undergraduate Total	1,933	1,958	1,983	2,040	2,145	2,259	2,327	2,396	2,496	2,598	2,710	777	40.2%
Full-time	1,749	1,770	1,792	1,840	1,929	2,026	2,084	2,143	2,228	2,314	2,409	660	37.8%
Part-time	184	188	192	200	216	233	243	253	268	284	301	117	63.3%
Grad./First Prof. Total	585	597	607	623	643	661	676	692	709	729	744	159	27.2%
Full-time	346	353	360	371	385	398	408	420	431	445	456	110	31.8%
Part-time [1]	239	244	247	252	258	263	268	273	278	284	288	49	20.5%
FTDE or FTNE Students	117	119	120	124	129	135	139	142	148	153	159	42	35.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	2,180	2,209	2,270	2,375	2,487	2,557	2,629	2,728	2,831	2,938	3,048	868	39.8%

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Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Fall Headcount Projections

Fall Student Data	Actual											Change From Fall 2022 - Fall 2032	
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Number	Percent
Headcount Total	55,838	56,118	56,678	57,245	57,818	58,396	58,980	59,569	60,166	60,767	61,374	5,536	9.9%
Undergraduate Total	46,734	47,560	48,377	48,944	49,517	50,095	50,679	51,268	51,865	52,466	53,073	6,339	13.6%
Full-time	10,071	10,249	10,425	10,547	10,671	10,795	10,921	11,048	11,177	11,306	11,437	1,366	13.6%
Part-time	36,663	37,311	37,952	38,397	38,846	39,300	39,758	40,220	40,688	41,160	41,636	4,973	13.6%
Grad./First Prof. Total	9,104	8,558	8,301	8,301	8,301	8,301	8,301	8,301	8,301	8,301	8,301	-803	-8.8%
Full-time	89	84	81	81	81	81	81	81	81	81	81	-8	-9.0%
Part-time	9,015	8,474	8,220	8,220	8,220	8,220	8,220	8,220	8,220	8,220	8,220	-795	-8.8%
FTDE or FTNE Students												0	

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.											Change From FY 2023 - FY 2033	
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number	Percent
Total University FTE Students	35,640	35,818	36,176	36,538	36,904	37,273	37,645	38,022	38,402	38,786	39,174	3,534	9.9%

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University System of Maryland

- The total enrollment across USM decreased from 171,996 in Fall 2016 to 162,623 in Fall 2022. **(-5%)**
- The total enrollment is projected to grow to 178,791 by 2032 (Fig. 1).

FTFT Frosh Undergraduates
- increased from 11,945 (Fall 2012/FY 2013) to 13,970 (Fall 2021/FY 2022) (Fig. 2). **(+17%)**
- maintained retention rates at approx. 84% (Fig. 3).
- maintained graduation rates at approx. 71% (Fig. 3).

Maryland Community College Transfers (MDCC)
- decreased from 11,743 in FY 2013 compared to 9,529 in FY 2022. **(-19%)**
- maintained retention rates at approx. 79%.
- increased graduation rates from 65% to 69%.

All other new entering Undergraduates
- Increased 10,138 to 16,791 **(+66%)**
  - indicates that most of USM's growth was with PT UG, spring freshmen, and transfer students with academic credit from institutions other than the MDCCs.
- maintained retention rates at approx. 52%.
- increased graduation rates from 36% to 40%.

Fig. 1 - USM Actual/Projected Enrollment

Fig. 2 - USM New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	11,945	12,359	12,399	12,251	13,145	13,897	14,672	13,765	12,938	13,970
MDCC	11,743	11,071	11,450	11,403	12,007	12,075	11,460	10,954	10,567	9,529
Other new	10,138	13,214	15,482	17,934	18,084	17,355	17,398	17,296	16,791	16,226
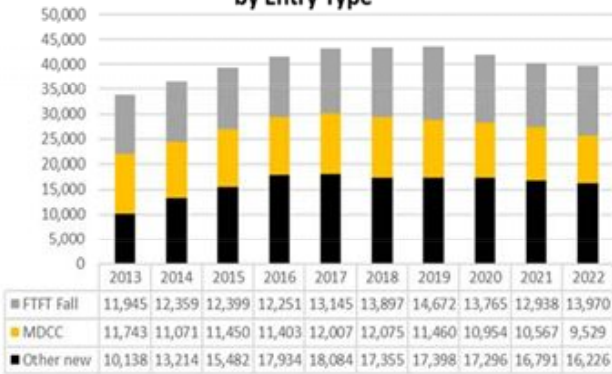
Fig. 3 - USM Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	84%	85%	84%	84%	84%	85%	85%	86%	85%	83%
MDCC	79%	79%	79%	80%	80%	79%	77%	80%	78%	78%
Other New	52%	58%	59%	58%	56%	54%	50%	52%	52%	51%
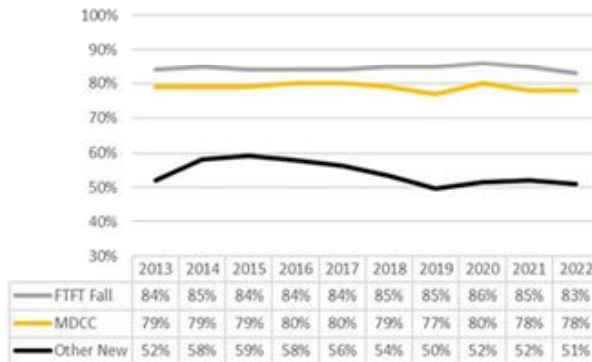
Fig. 4 - USM Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	70%	72%	72%	71%	71%
MDCC	65%	68%	68%	69%	69%
Other New	36%	45%	44%	41%	40%

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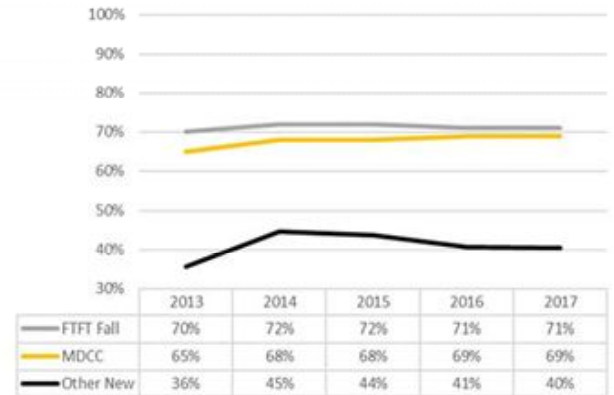
Bowie State University

Fig. 1 - BSU Actual/Projected Enrollment
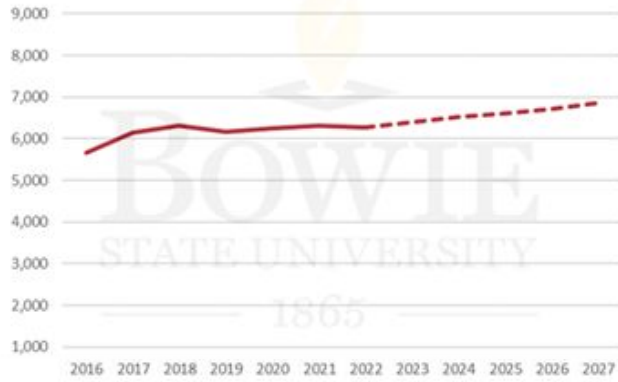
- Total enrollment increased from 5,669 in Fall 2016 to 6,275 in Fall 2022. **(+11%)**
- The projected total enrollment is 7,700 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - increased from 477 (Fall 2012/FY 2013) to 888 (Fall 2021/FY 2022) (Fig. 2). **(+99%)**
  - increased retention from 70% to 72% (Fig. 3).
  - decreased graduation rate 46% to 42% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 353 to 334. **(-5%)**
  - maintained retention rates at approx. 79%.
  - increased graduation rate from 59% to 61%.

- All other new entering Undergraduates
  - increased from 358 to 415. **(+16%)**
  - maintained retention and graduation rates at 69% and 51%, respectively.

Fig. 2 - BSU New FY Undergraduate Enrollment by Entry Type
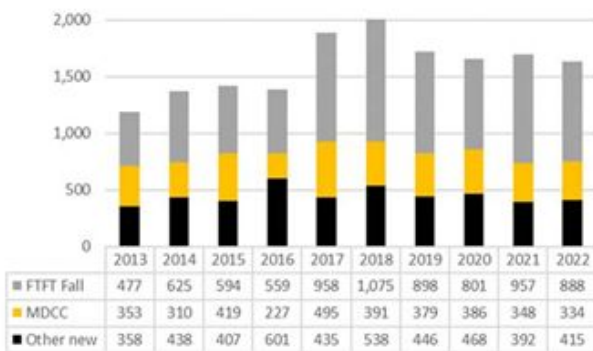
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	477	625	594	559	958	1,075	898	801	957	888
MDCC	353	310	419	227	495	391	379	386	348	334
Other new	358	438	407	601	435	538	446	468	392	415

Fig. 3 - BSU Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	70%	74%	71%	75%	71%	68%	69%	76%	71%	72%
MDCC	78%	77%	79%	82%	76%	78%	81%	75%	85%	79%
Other new	69%	73%	72%	73%	68%	71%	70%	73%	71%	69%

Fig. 4 - BSU Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	46%	46%	46%	44%	42%
MDCC	59%	65%	62%	66%	61%
Other new	52%	55%	53%	53%	51%

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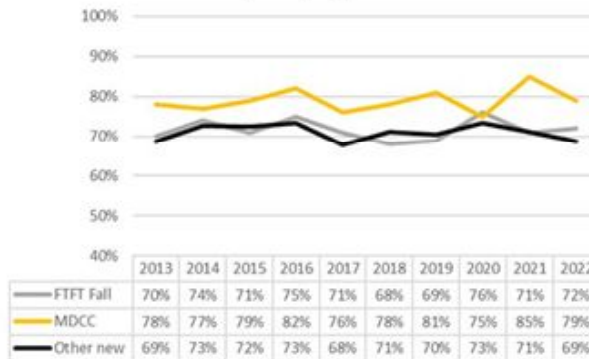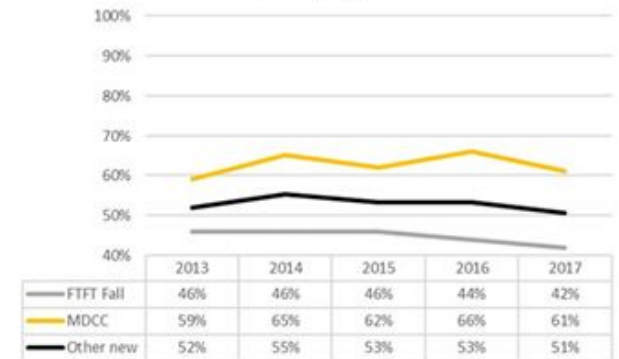
Coppin State University

Fig. 1 - CSU Actual/Projected Enrollment
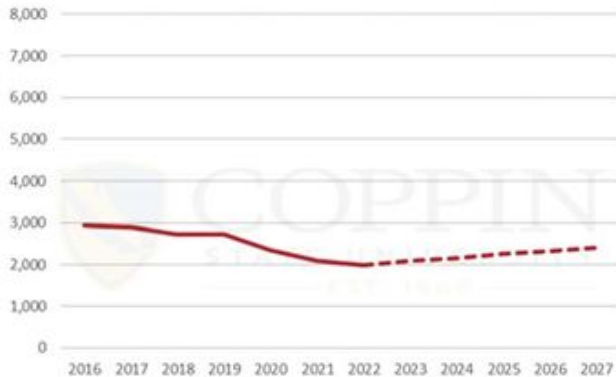
- Total enrollment at CSU decreased from 2,939 in Fall 2016 to 2,006 in Fall 2022. **(-32%)**
- The projected total enrollment is 2,793 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - decreased from 425 (Fall 2012/FY 2013) to 172 (Fall 2021/FY 2022) (Fig. 2). **(-60%)**
  - maintained retention rates at approx. 59% (Fig. 3).
  - increased graduation rate 21% to 23% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 228 to 135. **(-41%)**
  - increased retention rates from 68% to 74%.
  - maintained stable graduation rates at approx. 52%.

- All other new entering Undergraduates
  - decreased from 185 to 110. **(-41%)**
  - decreased retention rate from 64% to 56%.
  - maintained graduation rate at 40%.

Fig. 2 - CSU New FY Undergraduate Enrollment by Entry Type
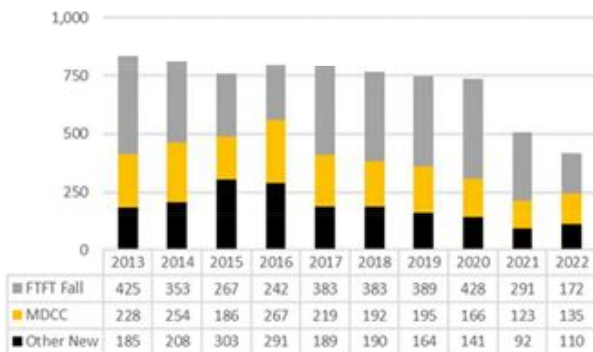
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	425	353	267	242	383	383	389	428	291	172
MDCC	228	254	186	267	219	192	195	166	123	135
Other New	185	208	303	291	189	190	164	141	92	110

Fig. 3 - CSU Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	60%	68%	69%	61%	64%	63%	70%	64%	55%	59%
MDCC	68%	75%	70%	70%	65%	76%	76%	77%	78%	74%
Other New	64%	74%	69%	60%	63%	66%	72%	71%	61%	56%

Fig. 4 - CSU Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	21%	25%	31%	25%	23%
MDCC	53%	51%	56%	49%	52%
Other New	39%	42%	42%	40%	40%

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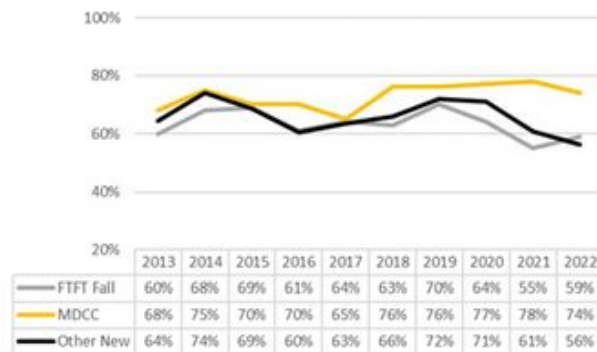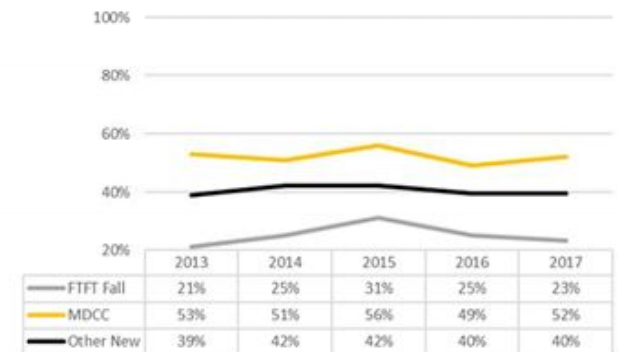
Frostburg State University

Fig. 1 - FSU Actual/Projected Enrollment

- Total enrollment at FSU decreased from 5,676 in Fall 2016 to 4,068 in Fall 2022. **(-28%)**
- The projected total enrollment is 5,276 by 2032 (Fig. 1).

- FTFT Frosh undergraduates
  - decreased from 813 (Fall 2012/FY 2013) to 582 (Fall 2021/FY 2022) (Fig. 2). **(-28%)**
  - decreased retention rate from 77% to 70% (Fig. 3).
  - decreased 57% to 55% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 388 to 329. **(-2%)**
  - increased retention rate from 79% to 83%.
  - Increased graduation rate from 70% to 75%.

- All other new entering Undergraduates
  - decreased from 202 to 112. **(-45%)**
  - decreased retention rate from 83% to 73%
  - maintained the graduation rate at approx. 70%.

Fig. 2 - FSU New FY Undergraduate Enrollment by Entry Type
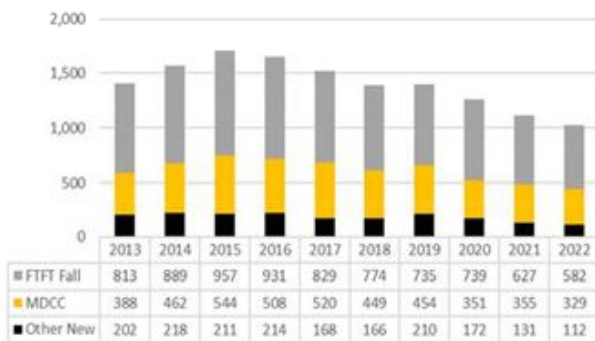
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	813	889	957	931	829	774	735	739	627	582
MDCC	388	462	544	508	520	449	454	351	355	329
Other New	202	218	211	214	168	166	210	172	131	112

Fig. 3 - FSU Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	77%	75%	76%	76%	73%	76%	73%	74%	69%	70%
MDCC	79%	82%	83%	82%	82%	83%	78%	80%	79%	83%
Other New	83%	73%	75%	79%	79%	78%	88%	67%	72%	73%

Fig. 4 - FSU Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	57%	57%	59%	55%	55%
MDCC	70%	70%	76%	75%	75%
Other New	69%	68%	71%	62%	70%
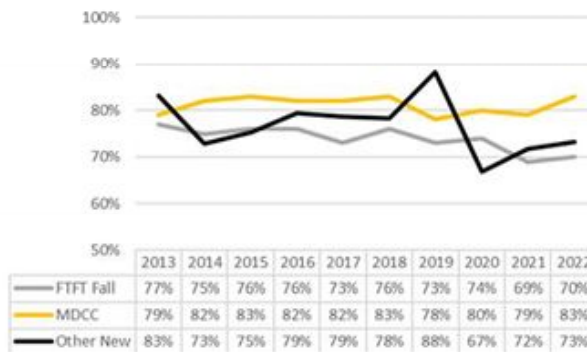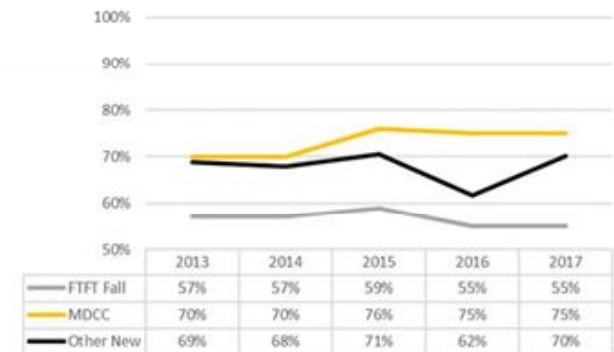
Salisbury University

Fig. 1 - SU Actual/Projected Enrollment
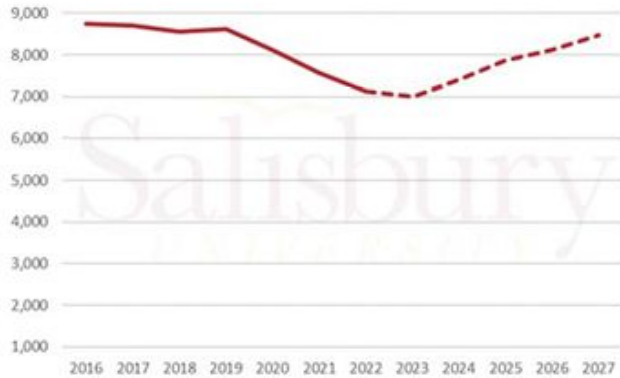
- Total enrollment at SU decreased from 8,748 in Fall 2016 to 7,123 in Fall 2022. **(-19%)**
- The projected total enrollment is 8,522 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - decreased from 1,230 (Fall 2012/FY 2013) to 1,214 (Fall 2021/FY 2022) (Fig. 2). **(-1%)**
  - decreased retention rate from 79% to 74% (Fig. 3).
  - maintained graduation rate approx. 70% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 820 to 430. **(-48%)**
  - maintained retention rate at approx. 86%.
  - decreased graduation rate from 74% to 71%.

- All other new entering Undergraduates
  - increased from 264 to 358. **(-36%)**
  - decreased retention rate from 80% to 72%.
  - increased graduation rate from 69% to 73%.

Fig. 2 - SU New FY Undergraduate Enrollment by Entry Type
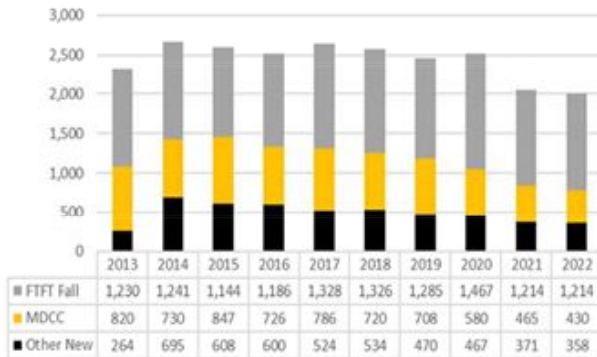
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	1,230	1,241	1,144	1,186	1,328	1,326	1,285	1,467	1,214	1,214
MDCC	820	730	847	726	786	720	708	580	465	430
Other New	264	695	608	600	524	534	470	467	371	358

Fig. 3 - SU Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	79%	81%	79%	82%	80%	81%	79%	76%	78%	74%
MDCC	87%	85%	84%	85%	86%	85%	84%	85%	82%	86%
Other New	80%	81%	75%	79%	77%	75%	76%	76%	72%	72%

Fig. 4 - SU Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	71%	74%	70%	74%	70%
MDCC	74%	76%	77%	75%	71%
Other New	69%	75%	75%	72%	73%

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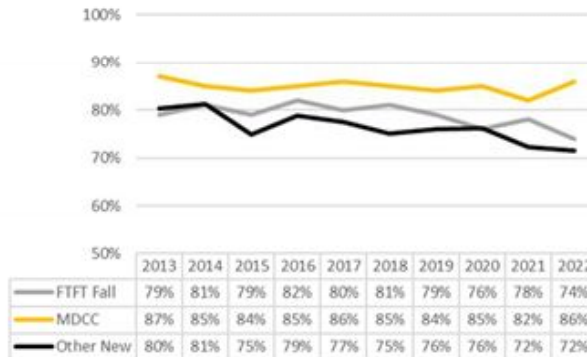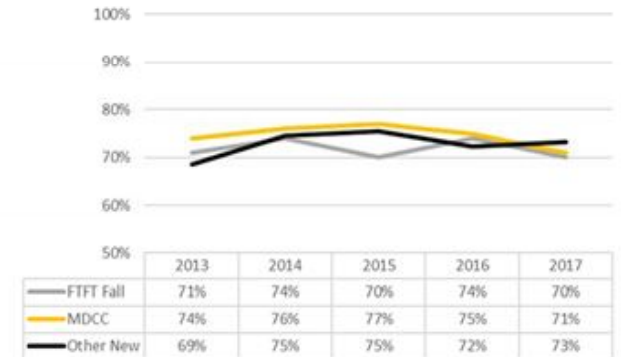
Towson University

Fig. 1 - TU Actual/Projected Enrollment
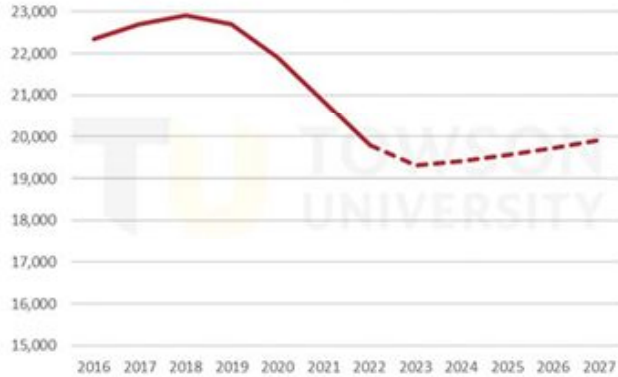
- Total enrollment at TU decreased from 22,343 in Fall 2016 to 19,793 in Fall 2022. **(-11%)**
- The projected total enrollment is 21,100 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - increased from 2,463 (Fall 2012/FY 2013) to 2,569 (Fall 2021/FY 2022) (Fig. 2). **(+4%)**
  - decreased retention rate from 86% to 81% (Fig. 3).
  - increased graduation rate approx. from 74% to 75% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 2,430 to 1,994. **(-18%)**
  - decreased retention rate at approx. 87% to 85%.
  - increased graduation rate from 72% to 78%.

- All other new entering Undergraduates
  - increased from 608 to 878. **(-44%)**
  - decreased retention rate from 84% to 78%.
  - increased graduation rate from 70% to 72%.

Fig. 2 - TU New FY Undergraduate Enrollment by Entry Type
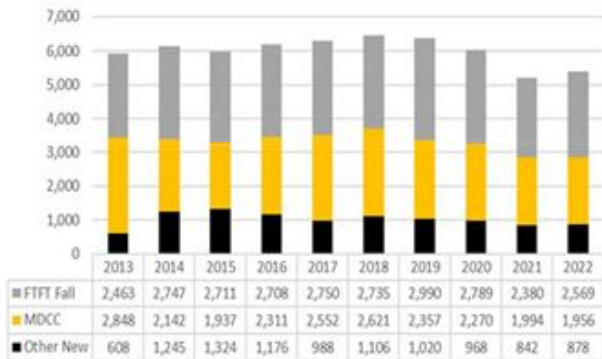
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	2,463	2,747	2,711	2,708	2,750	2,735	2,990	2,789	2,380	2,569
MDCC	2,848	2,142	1,937	2,311	2,552	2,621	2,357	2,270	1,994	1,956
Other New	608	1,245	1,324	1,176	988	1,106	1,020	968	842	878

Fig. 3 - TU Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	86%	83%	84%	85%	84%	84%	86%	84%	85%	81%
MDCC	86%	85%	87%	87%	89%	87%	87%	87%	85%	86%
Other New	84%	78%	83%	79%	83%	82%	84%	85%	79%	78%

Fig. 4 - TU Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	75%	72%	75%	75%	74%
MDCC	72%	75%	77%	77%	78%
Other New	70%	71%	74%	70%	72%

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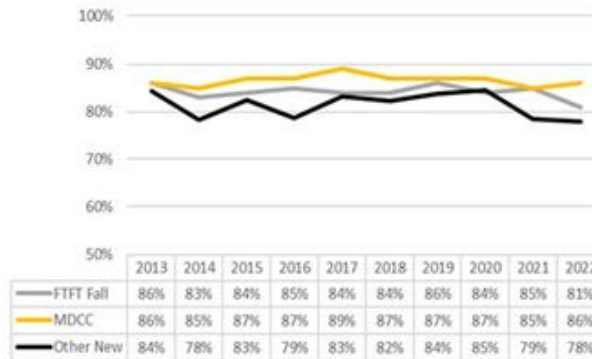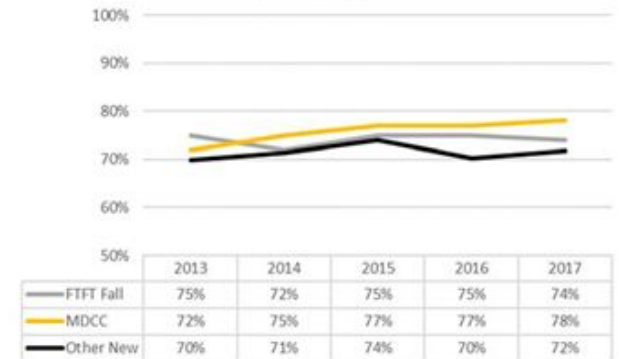
University of Baltimore

Fig. 1 - UBalt Actual/Projected Enrollment
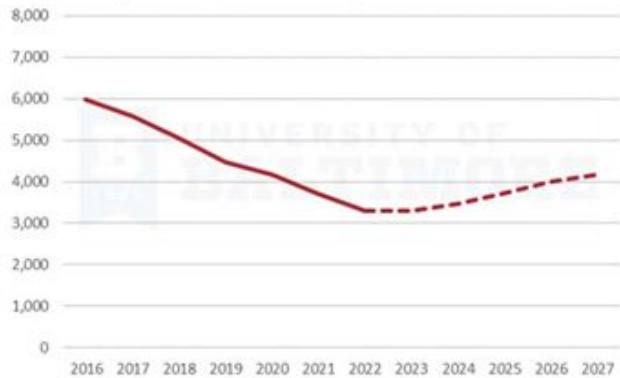
- Total enrollment at UBalt decreased from 5,983 in Fall 2016 to 3,288 in Fall 2022. **(-45%)**
- The projected total enrollment is 4,203 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - decreased from 215 (Fall 2012/FY 2013) to 60 (Fall 2021/FY 2022) (Fig. 2). **(-72%)**
  - decreased retention rate from 67% to 58% (Fig. 3).
  - decreased graduation rate approx. from 41% to 36% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 690 to 286. **(-59%)**
  - decreased retention rate at approx. 83% to 71%.
  - increased graduation rate from 63% to 65%.

- All other new entering Undergraduates
  - decreased from 307 to 91. **(-70%)**
  - decreased retention rate from 67% to 57%.
  - decreased graduation rate from 45% to 41%.

Fig. 2 - UBalt New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	215	236	226	137	138	107	76	40	62	60
MDCC	690	623	650	651	565	514	459	359	350	286
Other New	307	282	340	321	287	241	183	157	127	91

Fig. 3 - UBalt Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	67%	79%	71%	72%	67%	75%	82%	78%	66%	58%
MDCC	83%	81%	81%	80%	80%	77%	78%	80%	75%	71%
Other New	67%	67%	71%	69%	74%	67%	63%	64%	63%	57%
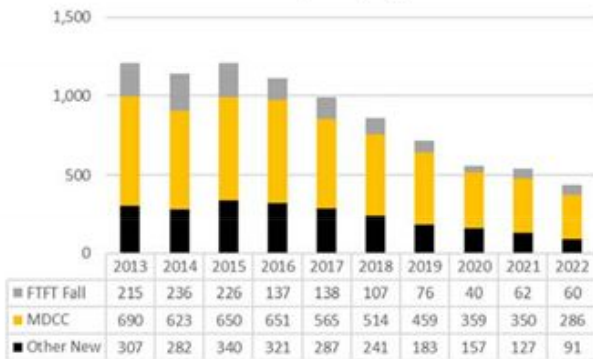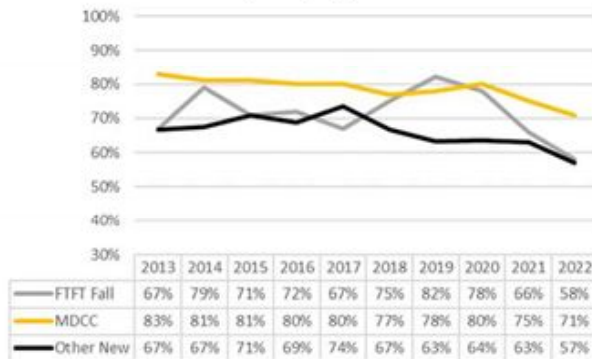
Fig. 4 - UBalt Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	41%	44%	40%	42%	36%
MDCC	63%	65%	63%	64%	65%
Other New	45%	45%	49%	46%	41%
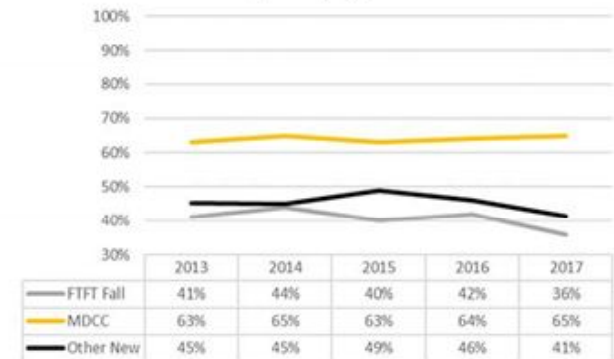
University of Maryland Global Campus

Fig. 1 - UMGC Actual/Projected Enrollment

- Total enrollment at UMGC decreased from 57,529 in Fall 2016 to 55,838 in Fall 2022. **(-3%)**
- The projected total enrollment is 61,374 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - decreased from 157 (Fall 2012/FY 2013) to 135 (Fall 2021/FY 2022) (Fig. 2). **(-14%)**
  - increased retention rate from 36% to 43% (Fig. 3).
  - decreased graduation rate approx. from 15% to 11% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - increased from 2,711 to 3,011. **(+11%)**
  - increased retention rate at approx. 58% to 64%.
  - increased graduation rate from 43% to 51%.

- All other new entering Undergraduates
  - increased from 6,547 to 12,431. **(+90%)**
  - increased retention rate from 38% to 44%.
  - increased graduation rate from 21% to 25%.

Fig. 2 - UMGC New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	157	87	175	149	192	131	132	96	141	135
MDCC	2,771	2,505	2,988	3,029	3,206	3,496	3,329	3,201	3,351	3,011
Other New	6,547	6,903	9,185	11,293	12,132	12,491	12,965	13,247	12,595	12,431

Fig. 3 - UMGC Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	36%	28%	37%	43%	38%	53%	52%	55%	52%	43%
MDCC	58%	59%	62%	65%	65%	63%	60%	64%	65%	64%
Other New	38%	40%	45%	45%	44%	44%	40%	43%	43%	44%

Fig. 4 - UMGC Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	15%	17%	13%	13%	11%
MDCC	43%	45%	47%	48%	51%
Other New	21%	23%	25%	24%	25%

University of Maryland, Baltimore

- Total enrollment at UMB decreased from 6,428 in Fall 2016 to 6,931 in Fall 2022. **(+8%)**
- The projected total enrollment is 7,072 by 2032 (Fig. 1).

- Maryland Community College Transfers (MDCC)
    - increased from 177 to 290. **(+64%)**
    - decreased retention rate at approx. 89% to 81%.
    - increased graduation rate from 81% to 96%.

- All other Undergraduates
    - increased from 203 to 211. **(+4%)**
    - increased retention rate from 89% to 90%.
    - increased graduation rate from 83% to 97%.

Fig. 1 - UMB Actual/Projected Enrollment

Fig. 2 - UMB New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
MDCC	177	298	280	296	300	279	280	266	278	290
Other New	203	108	142	175	167	172	161	166	202	211
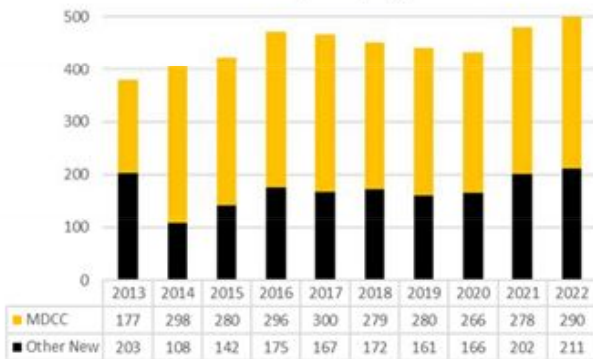
Fig. 3 - UMB Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
MDCC	89%	89%	88%	85%	88%	88%	86%	86%	87%	81%
Other New	89%	90%	89%	94%	96%	92%	92%	92%	96%	90%
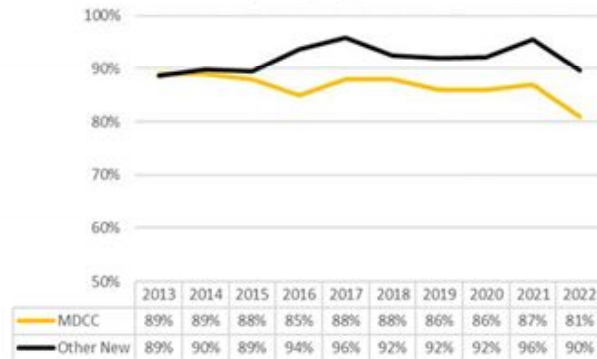
Fig. 4 - UMB Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
MDCC	81%	95%	94%	93%	96%
Other New	83%	96%	94%	96%	97%

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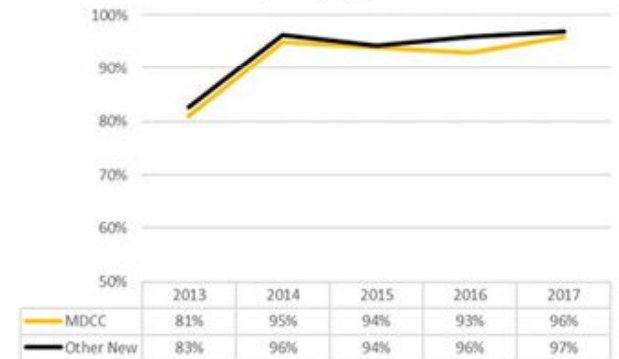
University of Maryland, Baltimore County

Fig. 1 - UMBC Actual/Projected Enrollment
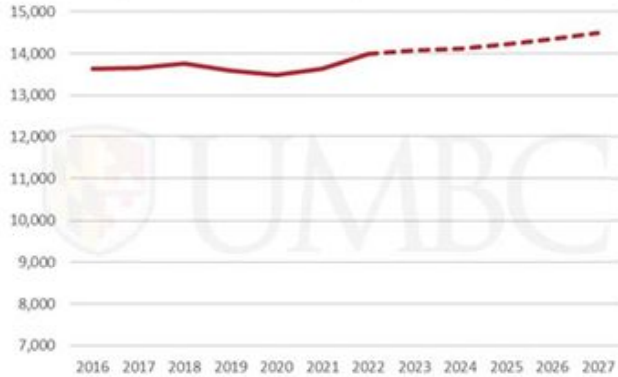
- Total enrollment at UMBC increased from 13,640 in Fall 2016 to 13,991 in Fall 2022. **(+3%)**
- The projected total enrollment is 15,247 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - increased from 1,547 (Fall 2012/FY 2013) to 2,035 (Fall 2021/FY 2022) (Fig. 2). **(+32%)**
  - decreased retention rate from 85% to 81% (Fig. 3).
  - increased graduation rate approx. from 68% to 72% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 1,418 to 1,058. **(-25%)**
  - decreased retention rate at approx. 84% to 76%.
  - increased graduation rate from 65% to 74%.

- All other new entering Undergraduates
  - decreased from 552 to 345. **(-38%)**
  - decreased retention rate from 81% to 67%.
  - increased graduation rate from 63% to 78%.

Fig. 2 - UMBC New FY Undergraduate Enrollment by Entry Type
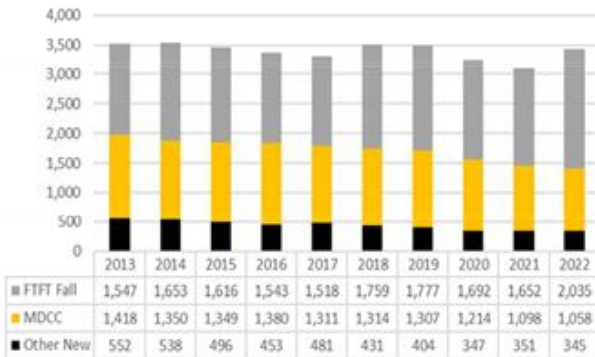
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	1,547	1,653	1,616	1,543	1,518	1,759	1,777	1,692	1,652	2,035
MDCC	1,418	1,350	1,349	1,380	1,311	1,314	1,307	1,214	1,098	1,058
Other New	552	538	496	453	481	431	404	347	351	345

Fig. 3 - UMBC Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	85%	87%	82%	85%	85%	84%	82%	86%	84%	81%
MDCC	84%	85%	80%	85%	83%	84%	78%	85%	80%	76%
Other New	81%	81%	76%	80%	77%	74%	74%	78%	72%	67%

Fig. 4 - UMBC Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	68%	71%	72%	73%	72%
MDCC	65%	72%	70%	72%	74%
Other New	63%	80%	76%	75%	78%

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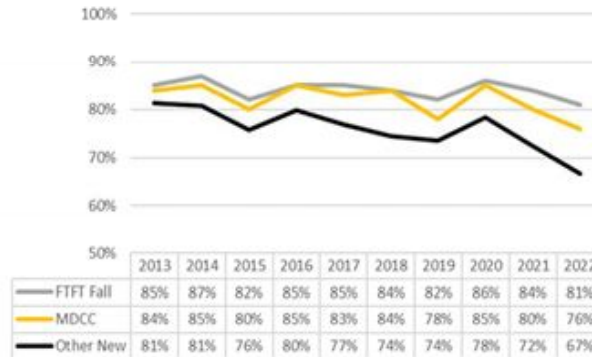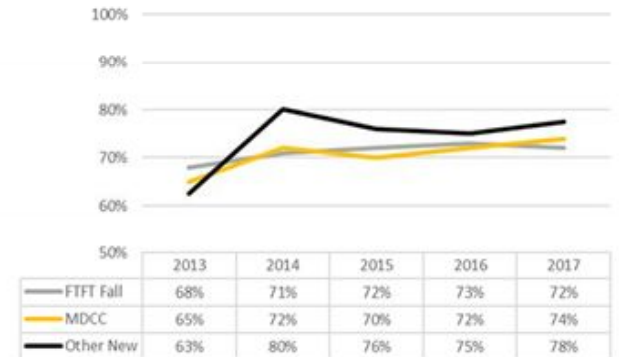
University of Maryland, College Park

Fig. 1 - UMCP Actual/Projected Enrollment

- Total enrollment at UMCP increased from 39,083 in Fall 2016 to 40,792 in Fall 2022. **(+4%)**
- The projected total enrollment is 42,050 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
  - increased from 3,893 (Fall 2012/FY 2013) to 6,007 (Fall 2021/FY 2022) (Fig. 2). **(+54%)**
  - decreased retention rate from 94% to 90% (Fig. 3).
  - increased graduation rate approx. from 86% to 88% (Fig. 4).

- Maryland Community College Transfers (MDCC)
  - decreased from 1,915 to 1,639. **(-14%)**
  - increased retention rate at approx. 89% to 91%.
  - increased graduation rate from 81% to 85%.

- All other new entering Undergraduates
  - increased from 648 to 1,044. **(+61%)**
  - maintained retention rates at approx. 79%.
  - increased graduation rate from 76% to 86%.

Fig. 2 - UMCP New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	3,893	4,011	4,128	3,934	4,543	5,178	6,021	5,301	5,289	6,007
MDCC	1,915	2,217	2,099	1,894	1,956	1,987	1,889	2,092	2,148	1,639
Other New	648	2,308	2,093	2,453	2,382	1,217	1,123	952	1,468	1,044
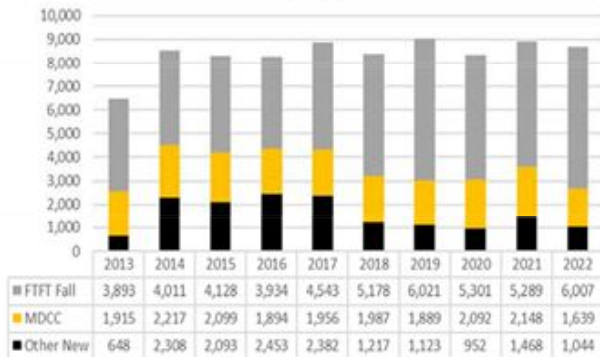
Fig. 3 - UMCP Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	94%	95%	95%	95%	95%	95%	94%	95%	95%	90%
MDCC	89%	90%	91%	91%	92%	91%	90%	93%	90%	91%
Other New	90%	81%	90%	87%	92%	87%	85%	90%	87%	89%
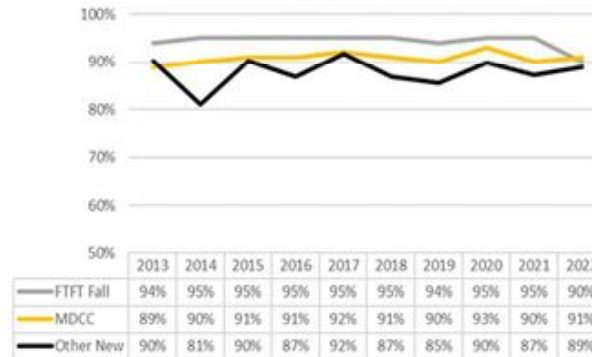
Fig. 4 - UMCP Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	86%	87%	87%	88%	88%
MDCC	81%	82%	83%	85%	85%
Other New	76%	73%	84%	79%	86%
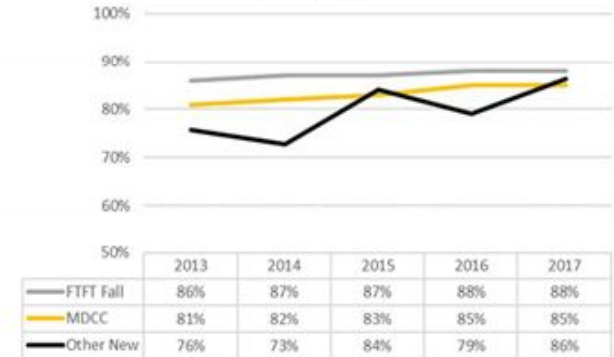
University of Maryland Eastern Shore

Fig. 1 - UMES Actual/Projected Enrollment
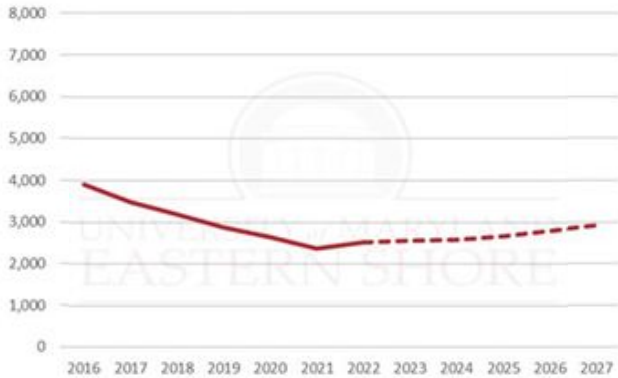
- Total enrollment at UMES decreased from 3,907 in Fall 2016 to 2,518 in Fall 2022. **(-36%)**
- The projected total enrollment is 3,454 by 2032 (Fig. 1).

- FTFT Frosh Undergraduates
    - decreased from 882 (Fall 2012/FY 2013) to 443 (Fall 2021/FY 2022) (Fig. 2). **(-50%)**
    - increased retention rate from 66% to 69% (Fig. 3).
    - decreased graduation rate approx. from 44% to 40% (Fig. 4).

- Maryland Community College Transfers (MDCC)
    - decreased from 135 to 61. **(-55%)**
    - decreased retention rate at approx. 86% to 70%.
    - decreased graduation rate from 73% to 70%.

- All other new entering Undergraduates
    - decreased from 107 to 96. **(-10%)**
    - decreased retention rates from 74% to 57%.
    - decreased graduation rate from 60% to 53%.

Fig. 2 - UMES New FY Undergraduate Enrollment by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	882	604	756	1,011	698	560	501	508	466	443
MDCC	135	180	151	114	97	112	103	69	57	61
Other New	107	184	198	208	139	138	120	115	79	96

Fig. 3 - UMES Undergraduate Retention Rates by Entry Type

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
FTFT Fall	66%	72%	67%	57%	63%	62%	61%	73%	59%	69%
MDCC	86%	77%	80%	79%	81%	77%	77%	84%	53%	70%
Other New	74%	78%	74%	73%	64%	67%	73%	70%	57%	57%
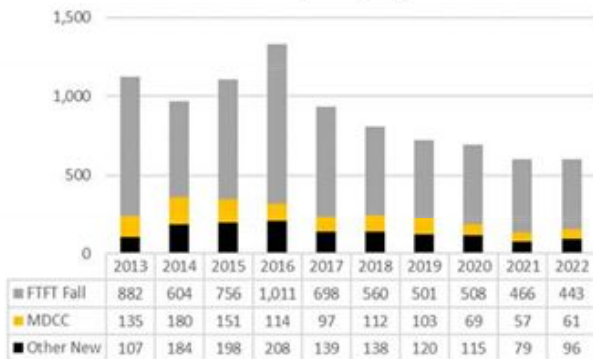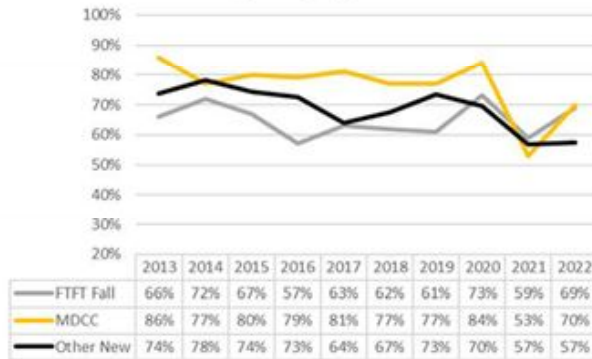
Fig. 4 - UMES Undergraduate Graduation Rates by Entry Type

	2013	2014	2015	2016	2017
FTFT Fall	44%	46%	45%	37%	40%
MDCC	73%	62%	56%	53%	70%
Other New	60%	55%	45%	57%	53%

Page 30 of 30
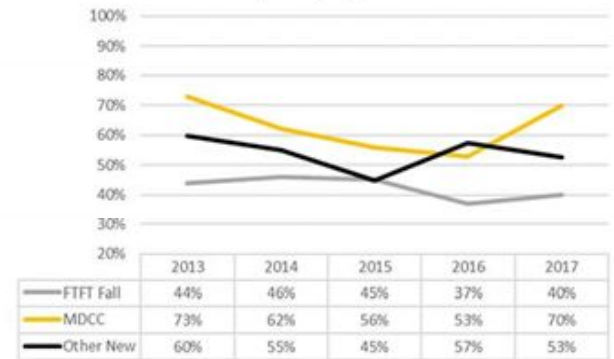
USM Enrollment Projections

Board of Regents Finance Committee
March 30, 2023

UNIVERSITY SYSTEM
of MARYLAND

Role of Enrollment Projections

USM Enrollment Management

- Operating Budget Development (Short-Term)
- Program Development / Student Support (Middle-Term)
- Capital Planning (Long-Term)

Informs MHEC Statewide Projection Process

Board of Regents Policy and Action Item

2

Fall 2023 to Fall 2032 USM Enrollment Projections
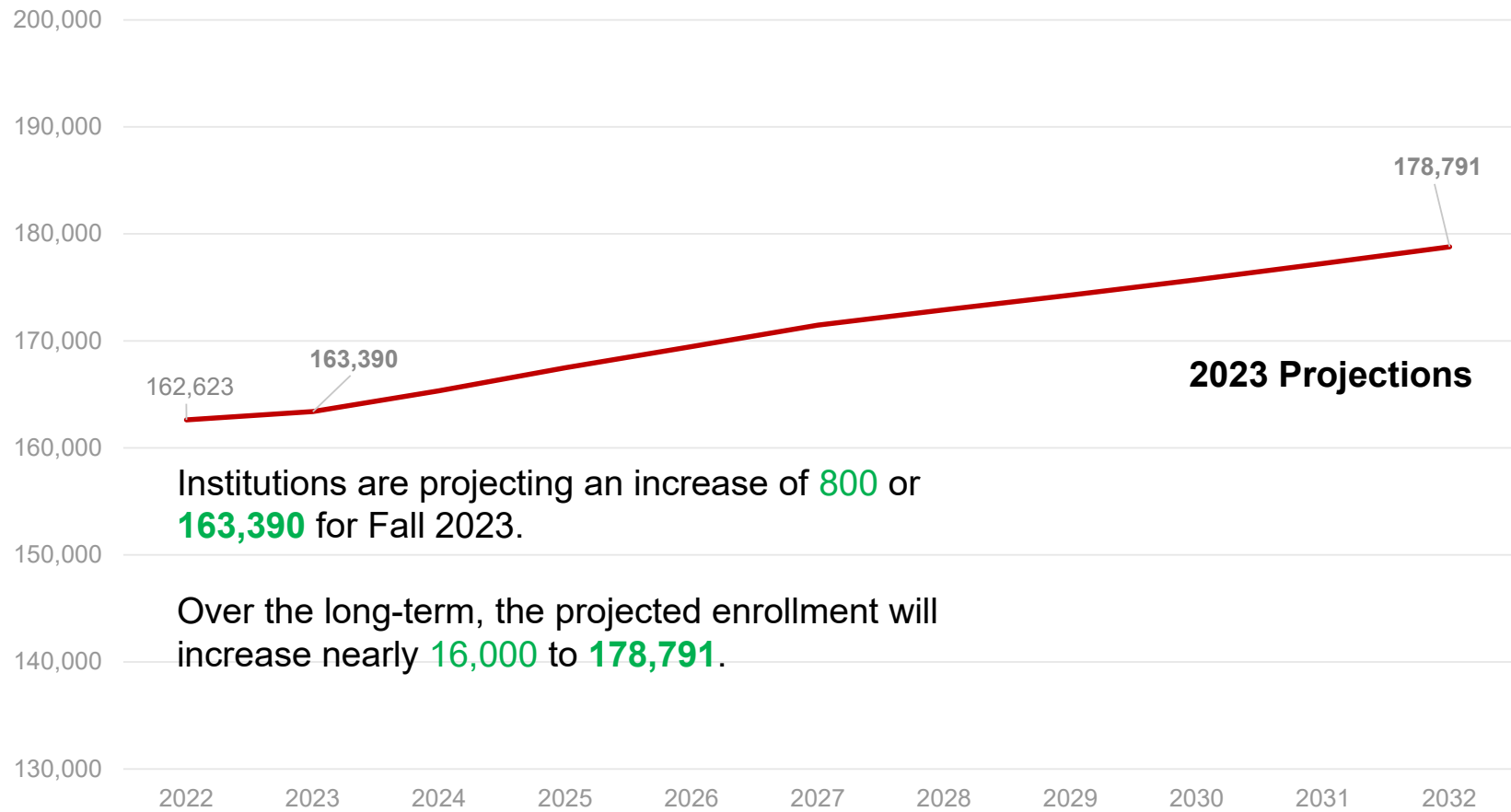
2023 Projections

Institutions are projecting an increase of 800 or **163,390** for Fall 2023.

Over the long-term, the projected enrollment will increase nearly 16,000 to **178,791**.

The 2023 Projections Compared to last year

UNIVERSITY SYSTEM
of MARYLAND
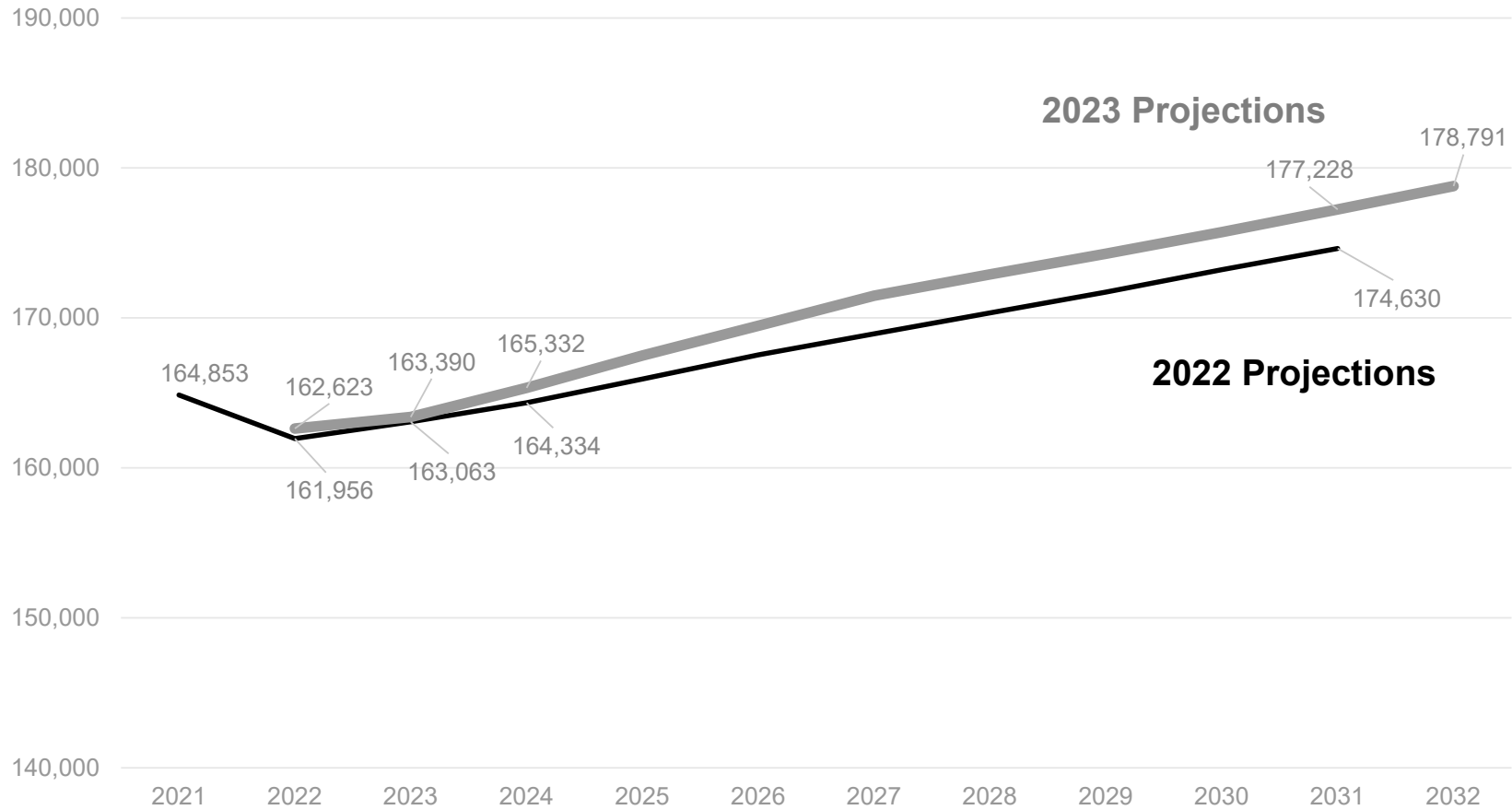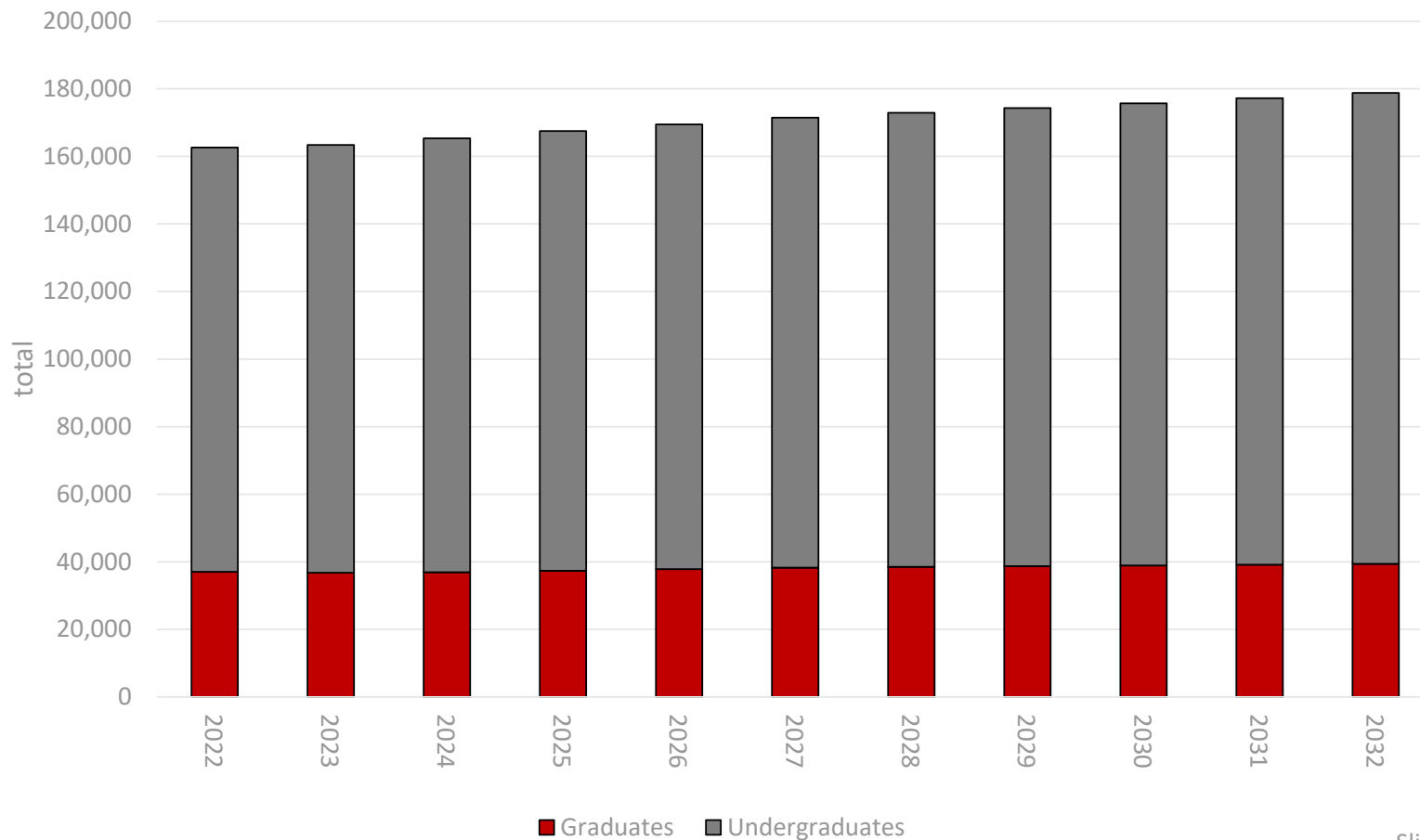
Summary

- Account for recent decreases in new student enrollment for FY 2020 to FY 2023 years

- Follow a similar trajectory and long-term strategy

- Enrollment plans
  - Accomplish USM Strategic Plan enrollment goals,
  - Incorporated the strategic use of institutional financial aid and differential tuition revenue, and
  - Built on best practices

6

Questions and Discussion

UNIVERSITY SYSTEM
of MARYLAND

For additional questions and information, please contact:

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

UNIVERSITY SYSTEM of MARYLAND

TOPIC: University of Maryland, Baltimore (UMB) Facilities Master Plan Update

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 2, 2023 (information)
March 30, 2023 (action)

SUMMARY: University of Maryland, Baltimore (UMB) requests Board of Regents approval of this 2022 Facilities Master Plan (FMP) Update. Please note that this update was prepared entirely by the UMB staff.

Founded in 1807, UMB is a sixty-five acre, 6.5 million gross square foot urban research university located in the western section of downtown Baltimore. The Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, Social Work, and a Graduate School confer the majority of health care and human services degrees in Maryland each year.

Over the past five years, the University has followed the roadmap outlined in the 2017 FMP. During this time, the 439,000 GSF LEED Gold Health Sciences Research Facility III, the 21,000 GSF Community Engagement Center, the 14,000 GSF Electrical Switching Station & Recycling Center, and an electrical peaking plant have been completed. Projects extending an updating campuswide electrical infrastructure and chilled water are ongoing. Significant progress has also been made toward the 2017 FMP's goal of north campus development, with all identified properties either purchased or under negotiation.

A site has been cleared for the planned new School of Social Work building through the demolition of nine blighted properties located on the north side of 600 block West Lexington Street. Campus beautification projects continue to extend the UMB streetscaping (landscaping, sidewalks, wayfinding signage, lighting improvements) to enhance the campus environment and support the University's identity in downtown Baltimore. These efforts are supportive of Baltimore Public Markets' Lexington Market revitalization project and are emblematic of UMB's ongoing role as an anchor institution. UMB has also continued to undertake numerous deferred maintenance projects to keep buildings relevant and useful.

The 2022 FMP Update builds on the future development framework and principles established in the 2017 FMP and aligns with and supports the UMB Strategic Plan. It is the culmination of many ideas generated through a rigorous planning process that involved a diverse range of stakeholders. The Plan is intended to be a framework for the development of the campus over the next ten years and beyond and encourages innovation and collaboration while responding to UMB's facilities needs. It seeks to create a vibrant, urban environment that attracts the best students, faculty, and staff and supports the University's ongoing role as an anchor for the community and leader in sustainable practices. Finally, the Plan underscores the need for significant investment in the existing physical plant to ensure that it continues to support the University's record of excellence.

The 2022 FMP Update identifies current and projected physical space needs for the University and provides a general strategy and recommendations for future development of the campus. The recommendations suggest building footprints, program locations, landscape and open space networks, circulation, and development phasing.

UMB FMP

ALTERNATIVE(S): The 2022 FMP Update includes adjustments to the 2017 plan, responding to the institution's ever evolving strategic goals, physical planning objectives, and growth trends. 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. Without these updates UMB would be less nimble in responding to contemporary issues.

FISCAL IMPACT: The 2022 Facilities Master Plan Update will present a challenge to the capital and operating budgets to secure funding to support the Plan. 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.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the University of Maryland, Baltimore Facilities Master Plan Update 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: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMB FMP

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Health Sciences Facility III Fifth and Sixth Floor Fit-Out

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University is seeking Board approval to fit-out the 5th and 6th floors of the Health Sciences Research Facility III (HSF III). The need for this fit-out comes as a result of the School of Medicine's success in identifying and recruiting new principal investigators in neuroscience and addiction medicine. The School will combine the efforts of these researchers to create two new centers: the *University of Maryland – Medicine Institute for Neuroscience Discovery*, and the *Center for Translational Addiction Medicine*.

Built in 2018, HSF III is a 428,970 gross square foot (GSF) building that includes 10 floors above grade, a mechanical penthouse, and an occupied basement. The 5th and 6th floors have been held as shell space with intent that they would be built-out to support future research growth. The two completed floors will tie into existing complex and costly infrastructure systems and will make use of specialty lab support operations located throughout the building.

Currently, both floors are in unfinished shell condition, with exposed ceilings, floors, walls, and utility systems. The project will include a full architectural/engineering (A/E) design of the fit-out, construction of the space, furniture, fixtures, and equipment, and project management.

University of Maryland – Medicine Institute for Neuroscience Discovery (UM-MIND)

- UM-MIND will occupy the entirety of the 6th floor, which measures 25,750 GSF and will contain approximately 18,200 net assignable square feet (NASF) once complete.

- The floor will include a combination of wet lab bench space, wet lab support spaces, faculty offices, and staff administrative spaces.

- UM-MIND will coalesce diverse neuroscience expertise around 3 thematic pillars: neurodevelopment and neuropsychiatric disorders; neurotrauma and brain injury; aging and neurodegeneration.

- Under the umbrella of UM-MIND, the School proposes to create the MIND X-CHANGE, a research infrastructure hub to propel neuroscience discovery through X-CHANGE of ideas, people, and resources among a collaborative of five diverse regional partners.

- After opening the new space, the Institute is projected to bring in an estimated $7 million in new research funding in its first year. The School of Medicine expects this figure to grow over time.

Center for Translational Addiction Medicine (CTAM)

- CTAM will occupy approximately half of the 5th floor with the other half being held as turnkey lab and office space for future growth.

- The 5th floor measures 30,150 GSF will contain approximately 21,600 NASF.

UMB HSF III 5-6 FLOORS

- Similar to the 6th, the 5th floor will also include a combination of wet lab bench space, wet lab support spaces, faculty offices, and staff administrative spaces.

- The CTAM will join researchers from different departments to perform translational research, investigating different approaches and methodologies to advance addiction science and medicine.

The subsequent capital construction contract will require the approval of the Maryland Board of Public Works.

ALTERNATIVE(S): The School of Medicine currently lacks the laboratory square footage needed to support the new principal investigators for the two new centers. If the School is unable to fit-out the shell floors in HSF III, it will be required to either rent space off campus until campus laboratory space becomes available or will decline grants requiring lab space.

FISCAL IMPACT: The budget for this project is $34.121 million. The project will be entirely funded by UMB institutional funds. The budget level cost estimate for this project was provided by HOK, a global design, architecture, engineering and planning firm—the building's architect of record.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Health Sciences Facility III 5th and 6th Floor Fit-Out project, with a budget of $34.121 million, as described above.

_____

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23
_____

BOARD ACTION: DATE:
_____

SUBMITTED BY: Ellen Herbst (301) 445-1923
_____

UMB HSF III 5-6 FLOORS

Project Cost Summary

UMB, Health Sciences Facility III
5th and 6th Floor Fit Out

	Original
Date	1/23/2023
Stage of Estimate	**Design**
Design/Fees	$4,165,000
Construction Cost	$25,676,000
Contingency	$4,280,000
Project Total	**$34,121,000**
Notes:	**The budget level cost estimate for this project was provided by HOK, the building's architect of record.**

University of Maryland, Baltimore
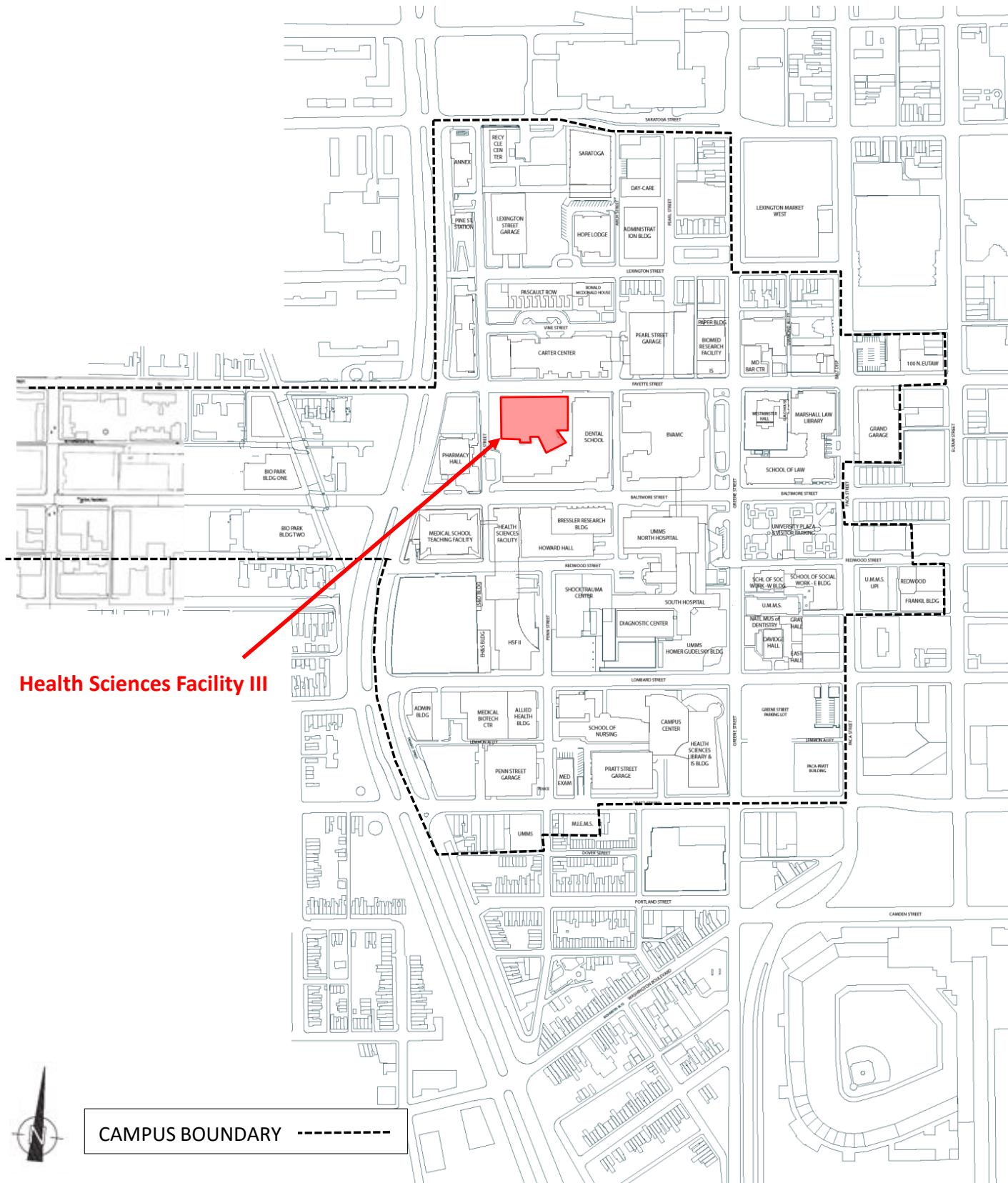
Health Sciences Facility III

CAMPUS BOUNDARY - - - - - - - - -

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University of Maryland, Baltimore: Modifications to the Oracle Financial Systems Contract for Additional Software and an Additional Renewal Term

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University of Maryland, Baltimore (UMB) requests approval to modify an existing contract with Oracle America, Inc. to add the cloud-based Human Capital Management (HCM) system and to add an additional optional renewal term.   UMB must replace its existing PeopleSoft HR system as vendor support for the current application version is expected to end in October 2024.

The modification includes an initial $4.1 million three-year term for HCM (2023-2026), and a $4.1 million renewal option for HCM (2026-2029). This request also includes an additional $2.4 million renewal option for the existing Oracle Financials system (2026-2029).

The total for this contract modification if all options are exercised is $10.7 million.

By way of background, the Board of Regents approved the original contract with Oracle for a cloud-based financial system on April 21, 2017. The new contract replaced the former PeopleSoft financial system, which had been in production since 2006. UMB went live with the new system in the fall of 2019. UMB currently uses this system for budget, finance, purchasing, post award grant management, reporting, financial analytics, and other critical financial functions. However, UMB has continued to use PeopleSoft for human resource management functions and must support and maintain interfaces between the two systems.   In order to take advantage of new technologies and to create an environment where the financial and human resource systems are delivered through a singular unified platform, UMB desires to add HCM's human resource functionality to its existing Oracle cloud environment.

HCM will include, among others, the following functionality:

- Human Capital Management
- Advanced Human Capital Management Controls
- Workforce Compensation
- Workforce Planning
- Recruiting
- Workforce Health and Safety
- Talent Management
- Time and Labor

The existing PeopleSoft HR application was built using early web-based technologies and these older technologies do not offer modern user interfaces, have limited capabilities with contemporary mobile/table-based platforms, lack modern analytic capabilities and other integrated services.

UMB ORACLE CONTRACT

The requested contract modification will include the purchase of the HCM cloud-based application software environment for an initial 3-year term from May 28, 2023 through May 27, 2026 and will include the option for the purchase of an additional 3-year renewal term from May 28, 2026 through May 27, 2029.

As noted above, the contract modification will include an option to purchase an additional renewal term for the existing Oracle Financials cloud application for a 3-year term from May 27, 2026 through May 28, 2029 to synchronize the expiration of the existing Oracle Financials and the new Oracle HCM licensing.

The original item approved by the Board in 2017 included two renewal terms through 2026, one of which has already been exercised. By including both Oracle HCM and Oracle Financials in a third proposed renewal option, UMB will lock in the current pricing schedules for the 2026 through 2029 contract years if UMB elects to exercise those options. The estimated savings by locking in current pricing for the future renewal option is approximately $872,000.

This contract includes the cloud-based software but does not include the implementation services. These services will be procured separately using an existing MEEC cooperative contract.

This request for approval is made pursuant to the USM Policy on Approval of Procurement Contracts, Section VIII.3.10 for procurements exceeding $5 million. This contract will not require the approval of the Maryland Board of Public Works as it is for the software platform and does not include services.

CONTRACTOR: Oracle America, Inc., Austin, TX. CEO: Safra Catz

ALTERNATIVE: This contract is a sole source purchase as there are no other vendors in the marketplace that have rights to Oracle's proprietary Oracle HCM system. Alternatives could include purchasing a different human resources system from another provider or continuing to use the existing PeopleSoft HRMS application. However, using an HR system from another provider would require the creation and maintenance of multiple interfaces/integrations and would not establish the single platform environment desired. Additionally, it would require UMB IT and Financial Systems staff to gain and maintain proficiency in supporting two disparate systems rather than a single unified system. Keeping the existing PeopleSoft HR system would similarly prevent moving to a single platform environment and would require the maintenance of an aging, outdated system which is rapidly approaching end-of-life.

FISCAL IMPACT:

HCM Base term (2023-2026)	$ 4,144,270
HCM 3-year renewal option (2026-2029)	$ 4,144,270
Financials 3-year renewal option (2026-2029)	$ 2,443,953
TOTAL if all options are exercised	$ 10,732,493

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, Baltimore the contract modification to purchase Oracle HCM and the additional optional renewal term for both Oracle HCM and Oracle Financials, as described above. Furthermore, authorize UMB to exercise all renewal options at its discretion.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMB ORACLE CONTRACT

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: University of Maryland, College Park: Contract Extension for Pouring Rights Agreement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University of Maryland, College Park's (UMCP) current contract for campus-wide beverage pouring rights with Pepsi has been in place since 2014 and is set to expire on June 30, 2023. This contract was awarded through a competitive procurement. The University is seeking approval to extend the contract for an additional ten years, from July 1, 2023 through June 30, 2033.

The beverage industry has experienced dramatic changes in consumer behavior since 2019. The impacts of COVID-19 for Pepsi and other beverage companies have been substantial, resulting in increased costs due to inflation, increased raw material prices, wage increases, increased transportation costs, and supply chain issues such as beverage bottle shortages. This, coupled with decreased demand from previously high consumption customers like the University, has resulted in an average 17% increase in product pricing as reported in the Wall Street Journal. Over the past 10 years, consumption of Pepsi beverages on campus (inclusive of water, juice, soda, and bottled coffee) has dropped 35 percent, from 140,000 annual units to 90,000 annual units. The reduced consumption of beverages during the period of 2020-2021 (peak COVID-19), was so significant it necessitated an amendment to mitigate Pepsi's unanticipated contract related losses from 2019-2021.

The proposed extension of the pouring rights agreement with Pepsi contains several changes that will benefit the University. Highlights include:

An overall cash commitment from Pepsi to UMCP increases by $3 million over a ten-year term. Despite the dramatic decrease in consumption, this represents a 16% increase in compensation to UMCP. The additional funding is earmarked for three UMCP activities:
- $1 million for research
- $1 million in support of the Maryland Promise scholarship program
- $1 million for athletic facilities

Pepsi will continue the practice of "volume protection" which ties annual compensation to overall beverage sales at UMCP. This is an industry standard in pouring rights agreements. Annual funding of $870,000 will be subject to "volume protection" on the following scale for purchases of Pepsi product:
- 51-89 percent of target (90,000 units): $443,700-774,300
- 90-104 percent of target (90,000 units): $870,000
- 105+ percent of target (90,000 units): $870,000 +

Other contract changes include:
- $430,000 in trade to the University
- Bottle and can costs will increase by 10 percent
- The cost per gallon for product will increase to $12/gallon
- Vending commission drops from 42 percent to 36 percent
- Pepsi will commit over $1 million in funding for new vending and self-checkout equipment

UMCP POURING RIGHTS EXTENSION

The relationship with Pepsi extends far beyond pouring rights. Over the past two decades, Pepsi has been a full participant in career fairs, provided funding for student groups, invested in academic research projects, provided in-kind product support, and supported Maryland Day. Pepsi has committed to continuing support and participation in these activities.

Engaging in a competitive solicitation process, at this time, has been determined to be impractical due to a) market conditions that are less than optimal with indicators that the current conditions will continue or potentially worsen, b) the costs associated with the change in a prime supplier relationship which includes substantial disruption to operations across the institution due to a change out of all equipment, branding, and staff training across all UMCP venues. A contract extension garnering increased revenue and support of key institutional objectives is the best option for the University.

Furthermore, the University determined this is not an opportune time to perform a competitive solicitation for pouring rights when the nation continues to see a rise in overall inflation, challenges in the trucking and transportation industries persist, an on-going rise in the cost of raw materials, and the unknown costs of a change in prime vendor relationship and related disruptions. For these reasons UMCP determined that a contract extension garnering an increase of $3 million in cash contribution to UMCP priorities, plus $1 million in new vending and self-checkout equipment (in-kind), is the best path forward.

This request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures, Section VIII.3.10 for procurements exceeding $5 million. This contract will not require the approval of the Maryland Board of Public Works because it falls under the exclusion for revenue generating contracts under the USM Procurement Policies and Procedures.

CONTRACTOR: PepsiCo, Inc., CEO: Ramon Laguarta

ALTERNATIVE(S): The University could resolicit the contract for a start date of July 1; however, that would risk the lucrative revenue stream, potentially inflated pricing due to current and near term anticipated market conditions, and potentially not being able to have all branding, equipment, and training in place for the 2023 Fall semester. UMCP could negotiate a shorter-term extension, which would risk the additional $3 million enhanced revenue stream and other forms of support committed to by Pepsi.

FISCAL IMPACT: $20.4 million in revenue, including an increase in cash commitment of an additional $3 million over the prior contract period. The associated product expenditure for the full 10-year extension period is forecasted at $14.2 million.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park a contract extension of ten years with Pepsi for pouring rights, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMCP POURING RIGHTS EXTENSION

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University of Maryland, College Park: Voluntary Separation Program for Tenured Faculty in Select Academic Areas

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University of Maryland, College Park seeks Board approval to implement a Voluntary Separation Program ("VSP") for certain faculty members in the following units:

- Institute for Bioscience & Biotechnology Research (IBBR); and
- School of Public Policy.

A total of seven tenured faculty members are eligible for the proposed VSP.

The University's objectives are to adjust faculty distribution and support in emerging disciplines, across undergraduate and graduate programs, and in new areas of research; and to revise curriculum and instructional needs in emerging areas.

Faculty members participating in the Program will separate from employment effective June 30, 2023. The University will make incentive payments to faculty members approved for participation in an amount equal to the lesser of:

1) 150% of the faculty member's annual base salary in effect as of December 12, 2022, or
2) $495,000.

Under the VSP:

- Eligible faculty members must apply for participation in the VSP during the time period of April 17, 2023 through June 1, 2023;

- The University reserves the right to limit (1) the total number of applications approved and (2) the number of applications approved in a particular department, work unit, or job category; and

- Applicants will be notified whether their application to participate in the Program has been approved on or before June 8, 2023.

The attached VSP summary document provides additional details. The proposed VSP documents have been approved by the Office of the Attorney General for legal sufficiency.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not approve the VSP as presented or recommend alternatives.

FISCAL IMPACT: The anticipated cost associated with the VSP will depend on faculty participation levels and associated salaries. If all eligible faculty members participate, the total estimated cost will be $2,036,064.

UMCP VSP

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park the Voluntary Separation Program for tenured faculty members in select academic areas, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMCP VSP

University of Maryland, College Park
Voluntary Separation Program for
Tenured Faculty in Select Academic Areas

Overview:

The University of Maryland, College Park ("University" or "UMD") 2023 Voluntary Separation Program ("VSP") is an offer to provide a financial incentive for eligible University faculty members to separate voluntarily from employment with the University. Participation in the VSP will require eligible faculty members to separate from employment with the University on or before June 30, 2023, in exchange for the separation incentive. An eligible faculty member's decision to participate in the VSP is entirely voluntary.

The Separation Incentive:

An eligible faculty member who participates in the VSP will receive a Separation Incentive equal to the lesser of: (1) 150% of the faculty member's annual base salary as of December 12, 2022; or (2) $495,000.

The University will pay the Separation Incentive, subject to required withholdings, in two equal installments: Half will be paid between August 1, 2023 and September 30, 2023, and half will be paid between August 1, 2024 and September 30, 2024.

Eligibility:

The University's objectives in offering the VSP are to adjust faculty distribution and support in emerging disciplines across undergraduate and graduate programs and in new areas of research, and to assist the University in revising curriculum and instructional needs in emerging areas. Accordingly, the VSP is available to eligible tenured faculty members in the following units:

- Institute for Bioscience & Biotechnology Research ("IBBR"); and
- School of Public Policy ("SPP").

Members of the University President's Cabinet are excluded from participation due to potential conflicts of interest.

Eligibility Criteria: The VSP is available to tenured faculty members in IBBR and SPP who meet the following criteria as of December 12, 2022: The faculty member must be (i) at least age 65 <u>and</u> (ii) the faculty member's age plus years of USM Service (defined below) must equal at least 80.

A faculty member who, on or before March 15, 2023, has (i) provided written notice of resignation to the University or (ii) submitted an application for retirement <u>is not</u> eligible to participate in the VSP, even if the faculty member withdraws notice of resignation or revokes their application for retirement.

1

USM Service:

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

A. Except as provided in C.2, below, a University System of Maryland ("USM") year of service means one year of full-time employment with:

1. The University;

2. The USM (which includes its predecessors); or

3. Any constituent institution or center or component of USM.

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

1. The Maryland Optional Retirement Program (Title 30, State Personnel and Pensions, Annotated Code of Maryland);

2. The State of Maryland Employees Retirement System (Title 22, State Personnel and Pensions, Annotated Code of Maryland);

3. The State of Maryland Teachers Retirement System (Title 22, State Personnel and Pensions, Annotated Code of Maryland);

4. The State of Maryland Employees Pension System (Title 23, State Personnel and Pensions, Annotated Code of Maryland); or

5. The State of Maryland Teachers Pension System (Title 23, State Personnel and Pensions, Annotated Code of Maryland).

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

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

1. Employment or service that does not meet the conditions of both Sections A. and B., above, will not constitute a USM year of service, including employment with any other agency or entity of the State of Maryland.

2. A year equals 12 months, except for faculty members whose regular work assignment was an academic year of at least nine (9) months, in which case the full academic year shall be counted as a USM year of service (e.g., employment

2

at 100% effort for a 10-month appointment will equal one (1) USM year of service).

3. For all faculty employed on a less-than-full-time basis, a USM year of service will be calculated by multiplying the percentage of employment proportionate to the percentage of full-time employment (e.g., employment at 75% effort for 12 months will equal 0.75 (3/4) of a USM year of service).

4. Employment for less than the full year of a faculty member's appointment will be calculated by multiplying the percentage of full-time employment by the percentage of the appointment year worked (e.g., six months of a 12-month 50% FTE would equal 0.25 (1/4) of a USM year of service).

5. A USM year of service shall include paid leave time used. A USM year of service does not include a period of unpaid leave, except for leave designated as Family and Medical Leave, Military Administrative Leave (or a comparable category of military leave), or as otherwise by State or federal law. Unused leave time will not count to increase a faculty member's USM years of service.

Timeline for the VSP:

1. VSP Window: The VSP (window) period will be from April 17, 2023 to June 30, 2023.
2. Application Period: The application period will be open to the eligible faculty members beginning on April 17, 2023 and ending on June 1, 2023, at 2:00 p.m.
3. Application Review Period: On or before June 8, 2023, the University will advise each applicant by electronic communication whether the University's President has approved their Application, Agreement & Release. Only the President has the authority to approve an application on behalf of the University. The University retains the right to limit: (1) the total number of applications approved; and (2) the number of applications approved in a particular department, work unit, or job category. In that event, the University will make approval determinations based upon the order in which applications were received by the University, as well as the needs of the University.
4. **Revocation Period: Each applicant will have the right to revoke his/her Application, Agreement & Release within seven (7) days ("Revocation Period") of notification from the University's Chief Human Resources Officer, Rythee Lambert-Jones, that the Application, Agreement & Release that was executed and submitted by the faculty member is complete, by providing a revocation in writing to Rythee Lambert-Jones, Chief Human Resource Officer, by email to rljones7@umd.edu.**
5. Separation Date: A faculty member who has been approved by the President for participation in the VSP and who does not revoke his or her Application, Agreement & Release prior to the end of the Revocation Period will be separated from employment with the University as of 11:59 p.m. on June 30, 2023. With the written agreement of the President, a faculty member may separate from employment with the University earlier than June 30, 2023 and participate in the VSP.

3

A faculty member who participates in the VSP will not be eligible for reemployment with the University, the USM, or any other constituent institution, center, institute or component of the USM without written approval of the President. Any approved employment or contractual arrangement is subject to applicable laws, rules, and regulation, including retirement rules and regulations. Such employment or contractual arrangement will make the participating faculty member ineligible for participation in the VSP and end the University's obligation to make any Separation Incentive payment on behalf of the faculty member. Additionally, the University may take action to recover any portion of the Separation Incentive already received by the faculty member prior to assuming an employment or contractual arrangement inconsistent with this provision.

How to Apply for the VSP:

An eligible faculty member who chooses to participate in the VSP must perform the following:

1. Complete and submit the electronic UMD Voluntary Separation Program Application, Agreement & Release by no later than 2:00 p.m. on June 1, 2023; and
2. Obtain written acknowledgment from the University that the completed Application, Agreement and Release has been submitted by the applicable deadline.

Eligible faculty members who wish to participate in the VSP must follow the VSP application process. **No other method or form of application will be accepted. No application for the VSP will be accepted after 2:00 p.m. on June 1, 2023.**

Faculty members who wish to retire must also follow the normal retirement application process, which is separate from the VSP.

By submitting an Application, Agreement & Release, the faculty member agrees to separate from employment with the University by no later than June 30, 2023, if approved by the President for participation in the VSP. The agreement to separate voluntarily from employment is in exchange for the Separation Incentive and the faculty member's release of employment rights and waiver of claims against the University, USM, the State of Maryland, and employees, officials, and agents of these entities through the date the signed Application, Agreement & Release is submitted to the University.

The decision to participate voluntarily in the VSP is the eligible faculty member's sole decision, subject to approval by the President. The faculty member should consult with an attorney and may wish to consult financial or personal advisors before deciding whether to participate in the VSP.

Should eligible faculty members require assistance with the electronic application, or have any question about the VSP, they may contact the University's Chief Human Resources Officer, Rythee Lambert-Jones, at rljones7@umd.edu.

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University of Maryland
Voluntary Separation Program
Board of Regents Meeting
April 14, 2023

UNIVERSITY OF
MARYLAND

1

Guidance for a Voluntary Separation Program (VSP)

A. The USM Retirement Planning and Incentives Plan provides alternatives to traditional terminal leave for faculty under narrow circumstances:

    i.   the retirement or other separation of an employee is beneficial to the business and/or academic objectives of the institution
    ii.   the employee voluntarily chooses to participate in the alternative.

B. A "Window" Program allows for tax-favored voluntary severance payments that are made available to a defined group of employees for a specified period of time.

UNIVERSITY OF MARYLAND   **FEARLESS IDEAS**   2

2

Objective of the Program

- The University's objectives in offering a VSP are to:

    - (1) adjust faculty distribution and support in emerging disciplines, across undergraduate and graduate programs, and in new areas of research; and

    - (2) to revise curriculum and instructional needs in emerging areas.
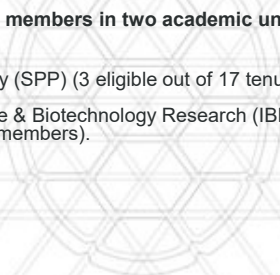
UNIVERSITY OF MARYLAND   FEARLESS IDEAS   3

3

UMCP VSP Eligibility and Incentive

- Tenured faculty member in specific units must be at least age 65 on or before December 12, 2022, and have age plus years of State Service equal or greater than 80.[1]

- The VSP incentive payment will be equal to the lesser of: (a) 150% of the faculty member's annual base salary as of December 12, 2022; or (b) $495,000.

- **Seven (7) tenured faculty members in two academic units will be eligible for the VSP**, as follows:

    - School of Public Policy (SPP) (3 eligible out of 17 tenured SPP faculty members);

    - Institute for Bioscience & Biotechnology Research (IBBR) (4 eligible out of 10 tenured IBBR faculty members).

UNIVERSITY OF MARYLAND   FEARLESS IDEAS   4

4

Number of Eligible Tenured Faculty

- The two departments selected to participate in the VSP plan have a total of 7 faculty who meet the eligibility criteria.

- The estimated payout if all eligible faculty elect to participate is $2 million that would be paid over 2 years.

  - Payment 1 between Aug 1 2023 & Sept 2023
  - Payment 2 between August 1 2024 & Sept 2024

Department Name	Number of Faculty	Base Salary	Calculated Payout
School of Public Policy	3	496,459	744,689
Institute for Bioscience & Biotech Research	4	860,917	1,291,376
	7	$ 1,357,376	$ 2,036,064

UNIVERSITY OF MARYLAND   FEARLESS IDEAS   5

5

UMCP VSP Key Dates

Timeline	Dates
USM Board of Regents Meeting	April 14, 2023
Window Opens	April 17, 2023 to June 1, 2023
Revocation Period	On or before June 8, 2023
Separation Date	June 30, 2023
Retirement Effective	July 1, 2023

UNIVERSITY OF MARYLAND   FEARLESS IDEAS   6

6

4113 Chesapeake Building, College Park, MD 20742

7

UNIVERSITY OF MARYLAND, COLLEGE PARK
2023 VOLUNTARY SEPARATION PROGRAM
FOR TENURED FACULTY IN SELECT ACADEMIC AREAS

APPLICATION, AGREEMENT & RELEASE
and
WAIVER OF EMPLOYMENT RIGHTS

Faculty Member's Name: _____

Faculty Member's Title: _____

Work Unit: _____

Do you believe you have the required "USM years of service" (calculated as described in the University of Maryland, College Park 2023 Voluntary Separation Program Summary) to be eligible for the University of Maryland, College Park's 2023 Voluntary Separation Program for Tenured Faculty in Select Academic Units (the "Program" or the "VSP"), other than solely from your employment with the University of Maryland, College Park (the "University")?

☐ YES ☐ NO

If your answer is YES, please list where you were employed, in what position(s), and the dates of employment: _____
_____
_____.

By signing this Application, Agreement & Release and Waiver of Employment Rights ("Application, Agreement & Release"), I, _____, authorize the University to obtain any employment, pension, and retirement records necessary to verify my USM years of service, as defined in the University's Voluntary Separation Program Summary.

My signature below confirms that I acknowledge and agree that:

(i)   I have carefully read and fully understand the University's Voluntary Separation Program in its entirety, including the Program Summary, the Age Discrimination in Employment Notice, and this Application, Agreement & Release (together, the "VSP documents");

(ii)   I have been advised to consult an attorney before signing this Application, Agreement & Release and have had sufficient opportunity to do so;

(iii)   No other promises or inducements have been made to induce me to enter into the VSP, except as set forth in the VSP documents;

(iv)   This Application, Agreement & Release, including the terms of the VSP, is the entire agreement regarding the terms of my separation from employment with the University; and

Page **1** of **7**

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(v)   No other promises or agreements shall be binding, unless reduced to writing and signed by the parties.

By signing this Application, Agreement & Release, I acknowledge and agree that I have knowingly and voluntarily applied to participate in the Voluntary Separation Program. I acknowledge that I have had at least forty-five (45) calendar days to review the VSP documents, and that if I submit this Application, Agreement & Release prior to the end of that 45-day period, I do so voluntarily knowing that I am free to take the entire 45-day period for review prior to submitting this Application, Agreement & Release. I further understand that, upon notification by Rythee Lambert-Jones, Chief Human Resource Officer, that my Application, Agreement & Release is complete, I will have seven (7) calendar days during which I may revoke my Application, Agreement & Release. If I do not revoke and communicate my revocation of the executed Application, Agreement & Release in writing or by email to Rythee Lambert-Jones, Chief Human Resource Officer, at rljones7@umd.edu, by the end of the seventh (7th) day following the University's communication of its determination that my Application, Agreement & Release is complete, this executed Application, Agreement & Release will become irrevocable and binding upon both myself and the University.

Upon acceptance by the University and expiration of the seven (7) day revocation period, this Application, Agreement & Release will serve as my separation agreement with the University. I may submit a formal resignation consistent with the terms of the VSP and this Application, Agreement & Release for my personnel records, but this Application, Agreement & Release will be the binding legal document, whether or not I submit a formal resignation letter. No additional notice or letter to the University is necessary to give legal effect to my binding agreement to separate from employment with the University. **I understand that this Application, Agreement & Release does not replace actions necessary on my part to file for retirement or pension benefits, or retiree health benefits, should I choose to retire.**

To participate in the Voluntary Separation Program, I understand that I must:
1. Complete, sign, and date this electronic Application, Agreement & Release;
2. Have a witness of legal age sign the Application, Agreement & Release as witness to my signature; and
3. At or before 2:00 p.m. on June 1, 2023, submit electronically a completed and executed Application, Agreement & Release and receive a written receipt for such submission. I understand that it is my responsibility to ensure that I obtain a written receipt to show that I submitted my completed Application, Agreement & Release prior to June 1, 2023, at 2:00 p.m.

The University's Chief Human Resources Officer, Rythee Lambert-Jones, will review my Application, Agreement & Release and notify me whether my application is complete.

I understand that, once I receive notice that my Application, Agreement & Release is complete, I will have seven (7) calendar days (the "Revocation Period") to revoke my Application, Agreement & Release by providing written or email notice to the University's Chief Human Resources Officer, Rythee Lambert-Jones, at rljones7@umd.edu. If I revoke this Application, Agreement & Release, I

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cannot participate in the Voluntary Separation Program unless I file another Application, Agreement & Release within the Application Period. If I do not revoke this Application, Agreement & Release within the seven (7) day Revocation Period: 1) my employment with the University will terminate effective 11:59 p.m. on June 30, 2023, or such other earlier date within the VSP Window that I request and the President approves; and 2) subject to the conditions contained in this Application, Agreement & Release, the University agrees to pay to me a Separation Incentive equal to the lesser of: (a) 150% of the my annual base salary in effect as of December 12, 2023; or (b) $495,000. The University will pay the Separation Incentive to me in two payments, each payment being 50% each of the Separation Incentive. Each payment of the Separation Incentive is subject to applicable withholding obligations such as federal and state tax withholding. The first payment will be made between August 1, 2023 and September 30, 2023, and the second payment will be made between August 1, 2024 and September 30, 2024.

I understand that by participating in the Program, I agree that I will separate from employment with the University by June 30, 2023, and that I will not become an employee or independent contractor of the University, the University System of Maryland ("USM"), or any constituent institution, center, institute, or component of USM at an effort greater than 0.4 FTE through June 30, 2026.

Participation in the Program and my eligibility to receive the Separation Incentive are conditioned upon my acceptance and fulfillment of the following conditions, as well as acceptance of the above terms:

1. **To participate in the VSP, I must electronically submit my signed and completed Application, Agreement & Release by no later than 2:00 p.m. on June 1, 2023, and receive an electronic receipt confirming that I submitted the Application, Agreement & Release in a timely manner.**

2. I must receive written or emailed notice from the University's Chief Human Resources Officer, Rythee Lambert-Jones, that my Application, Agreement & Release is complete.

3. I make revoke my Application, Agreement & Release within seven (7) days of notification from the University's Chief Human Resources Officer, Rythee Lambert-Jones, that it is complete, by providing my revocation in writing to Rythee Lambert-Jones, Chief Human Resource Officer, by email to **rljones7@umd.edu**. If I revoke my Application, Agreement & Release during the seven (7) day Revocation Period, I will not be eligible to participate in the VSP unless I submit another Application, Agreement & Release during the Application Period. If I do not revoke my Application, Agreement & Release within the seven (7) day Revocation Period, my employment with the University will terminate effective 11:59 p.m. on June 30, 2023, or such other earlier date within the VSP Window that I request and the President approves.

4. I will remain a University faculty member through June 30, 2023, or my earlier, approved separation date within the VSP Window. My salary and compensation, as well as other terms and conditions of employment, will continue in effect through my separation date. Until I separate from employment with the University, my employment, including my salary and compensation, will be subject to all laws and policies that are generally applicable to other University faculty members in my employment category. These matters (*e.g.*, furloughs/salary

reductions) may affect my actual compensation. Additionally, while employed by the University, I will continue to be subject to all applicable policies which could result in my discipline or termination earlier than my separation date. If I am terminated pursuant to University policy, I will not be eligible to participate in the Voluntary Separation Program, and this Application, Agreement & Release will be null and void.

5. This Application, Agreement & Release shall serve as my resignation from employment with the University, effective 11:59 p.m. on June 30, 2023. **If I choose to retire following my separation from employment, I will need to execute any documents needed to effectuate my retirement, including enrollment in retiree health benefits for which I wish to enroll and for which I am eligible. Regardless whether I choose to retire, and whether I take any additional actions to formally resign my position, my employment will terminate at 11:59 p.m. on June 30, 2023, and I will be removed from payroll as of that date.**

6. If I choose to resign from University employment during the VSP Window before June 30, 2023, but after the Revocation Period, I will relinquish the Separation Incentive unless the President approves such earlier separation date. If the President approves an earlier date, then all references to June 30, 2023 in this Application, Agreement & Release will be replaced by the date on which I separate from employment. This also means that I must have met all eligibility requirements set forth in the VSP on or before my separation from employment with the University.

7. I understand and agree that, as a condition of participating in the VSP, I cannot be re-employed or contracted (including but not limited to as an employee, temporary employee, contractual employee, independent contractor, or consultant) by the University, the USM, or any constituent institution, center, institute or component of the USM at a level of effort greater than 0.4 FTE, through June 30, 2026. If I violate this provision, the University will have no obligation to pay any unpaid Separation Incentive and may take legal action to recover any Separation Incentive that it has already paid.

8. In addition, State law requires that any other employment I may accept or consulting work I may undertake subsequent to separating from employment with the University must be consistent with the Maryland Public Ethics Law, the Public Private Partnership Act, and related University and University System of Maryland policies. If I have any questions about the applicability of conflict of interest rules to my situation, I can contact the Maryland Ethics Commission at (410) 260-7770.

9. **General Release and Forbearance Agreement. I release and discharge the University and its officers, employees, and agents, the USM and its Board of Regents, officials, employees and agents, and the State of Maryland and its officials, employees and agents (the "Released Parties") from all claims, rights, charges and/or causes of action ("claims") which I had, now have or hereafter may have based on any act or omission which occurred through the date I**

Page **4** of **7**

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sign this Application, Agreement & Release. This release covers all claims arising out of or related to my employment with the University, the termination of my employment, and/or any other relationship of any kind between myself and a Released Party, including, but not limited to, claims under the Age Discrimination in Employment Act of 1967, as amended ("ADEA"), all other employment and employment discrimination laws, tort claims, contract claims, and claims under all federal, state, and local law and University and USM College Park policies and procedures. I am not, however, waiving claims to benefits due to me subsequent to separation from employment, including vested pension and retirement rights, payment for accrued and unused annual leave and holidays as of my separation from employment (subject to limitations on payment set by law or by policy of the University or USM), and payment of the Separation Incentive described in this Application, Agreement & Release. This Agreement and General Release is intended to comply with the Older Workers Benefit Protection Act, and I acknowledge and agree that I am waiving rights and claims under the Age Discrimination in Employment Act. I acknowledge that this General Release is knowing and voluntary.

I confirm that the Separation Incentive to be provided under the Voluntary Separation Program is in addition to any compensation to which I am already entitled, and is consideration for my agreement to participate in the VSP and my release and waiver of claims. I voluntarily agree to accept the Separation Incentive in full accord and satisfaction of all claims. This General Release is agreed to without reliance upon any statement or representation not contained in this Application, Agreement & Release.

I agree that I will not file or maintain any suit (or seek or accept any compensation, benefit, or other remedy of any kind in any non-judicial forum or in any court) arising out of or related to the matters released. Nothing in this Application, Agreement & Release shall be construed to prevent me from filing or participating in a charge of discrimination filed with, or investigation by, the Equal Employment Opportunity Commission, the Maryland Commission on Civil Rights, or any other governmental agency. However, by signing this Agreement, I waive the right to recover any monetary damages, individual relief, or attorneys' fees from the University or any Released Party in any claim, charge, or lawsuit filed by myself or any other person on entity.

10. I acknowledge that I have been advised to consult with an attorney regarding the Voluntary Separation Program before signing the Application, Agreement, and Release, and regarding whether I voluntarily choose to apply to participate in the VSP. I also understand that I am free to consult with financial advisors and personal advisors to assist in my decision-making. I have a period of at least forty-five (45) calendar days to consider the Voluntary Separation Program offer and to determine whether I want to participate in it by executing this Application, Agreement & Release. If I execute and submit this Application, Agreement & Release before the end of the 45-day period, I have knowingly and voluntarily waived the 45-day review period.

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11. **I may revoke this Application, Agreement & Release within seven (7) calendar days following my receipt of an electronic communication that the University has notified me of the completeness of my executed Application, Agreement & Release. If I choose to revoke, I will do so by notifying Rythee Lambert-Jones, Chief Human Resource Officer, by electronic communication to rljones7@umd.edu before the end of the seven (7) calendar day Revocation Period. I understand that if I do not revoke it within the seven (7) calendar day period, this Application, Agreement & Release will be final and binding and my employment with the University will end at 11:59 p.m. on June 30, 2023.**

12. **The waivers and the contractual undertakings made in this Application, Agreement & Release are binding upon me and my heirs and assigns. The commitments of the University are binding upon the University and its successors and assigns. The University's commitments are subject to State law and the terms of State and University employee benefit plans, as well as federal law. Taxation issues will be handled by the University in accordance with applicable law.**

    I have fully considered the Voluntary Separation Program documents, including the VSP ADEA Disclosure Notice and this Application, Agreement & Release, and I confirm that I have been advised to consult with an attorney or legal advisor before applying to participate in the VSP.

    I understand that I may contact the University's Chief Human Resources Officer, Rythee Lambert-Jones, at rljones7@umd.edu with questions about the VSP.

_____   _____
Faculty Member's Signature   Date

_____
Faculty Member's Printed Name

_____   _____
Signature of Faculty Member's Witness   Date

_____   _____
Printed Name of Faculty Member's Witness   Date

_____   _____
Dean   Date

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_____   _____
Dr. Jennifer King Rice   Date
Senior Vice President & Provost

APPROVAL OF COMPLETENESS OF THE APPLICATION, AGREEMENT & RELEASE:

_____   **_____**

Rythee Lambert-Jones, Chief Human Resource Officer   Date
University of Maryland, College Park

**UNIVERSITY SYSTEM
of MARYLAND**

TOPIC: University of Maryland, College Park: Modification to Student Health Insurance Program
Contract

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The University of Maryland College Park (UMCP) requests approval to issue a contract modification with Academic Health Plans (AHP) to make a change to the health insurance carrier from Aetna to United Healthcare (UHC). The change in carrier is effective for one year beginning July 1, 2023.

UMCP has evaluated offers from Aetna and UHC for the upcoming year for healthcare coverage for participating undergraduate and graduate students. The change to UHC will result in a modest increase in the annual rate of 3.0% as opposed to Aetna's rate increase of 10.8%. There is no change in the level of coverage (90% coverage) and UHC offers an improved mental health network. While a higher price increase is mitigated by this change in insurance carrier, UMCP will continue to negotiate with AHP/UHC to improve the rates and reduce the administrative burden associated with the program.

The contract with AHP was awarded in 2022 through a competitive solicitation process and is a four-year contract.

This request for approval is made pursuant to the University System of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding $5 million. This will not require the approval of the Maryland Board of Public Works as this reimbursement contract is an exclusion under the USM Procurement Policies and Procedures.

VENDOR: Academic Health Plans; Grapevine TX: President, Terry Lyons (Broker)   United Healthcare, Edina, MN: Chief Executive Officer, Brian Thompson

ALTERNATIVE(S): Alternatives include: 1) continuing with Aetna and offering students and their families a rate that that is 10.8% higher than the prior year's rate; 2) reconfiguring the plan to increase deductibles or reduce coverage level as a means to make rates more affordable; or 3) considering a self-insurance model which may not result in lower rates and has a significantly longer lead time to implement.

FISCAL IMPACT: The total projected cost of the contract for the upcoming year is $10,176,600 based on 2022 academic year enrollment levels of 4,200 participants. All costs associated with this contract are borne by student participants.

Estimated Number of Participants	Aetna 2022 Rate	Aetna 2023 Rate	Aetna Extended Cost	UHC 2023 Rate	UHC Extended Cost
4,200	$2,334	$2,585	$10,857,000	$2,411	$10,126,200

UMCP STUDENT HEALTH INS MOD

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park to modify the Student Health Insurance Program contract changing the insurance carrier to United Healthcare.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMCP STUDENT HEALTH INS MOD

UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Frostburg State University: Facilities Master Plan 5-year Update

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: Frostburg State University (FSU) requests Board of Regents approval of this 2023 Facilities Master Plan Five-year Update. The document was prepared in-house by FSU staff and administration.

Founded in 1898, Frostburg State University is the only four-year institution of USM located west of the Baltimore – Washington corridor. The University is a comprehensive, student-centered institution offering 47 undergraduate majors, 80 specialized programs of study, 16 graduate degree programs, and a doctorate in education. The campus is comprised of 260 acres, consisting of 48 buildings with over 1.6 million gross square feet of academic and auxiliary space.

The Facilities Master Plan (FMP) of 2018 – 2028 provided an outline of potential Capital Projects over the ten-year planning period. The purpose of the upgrades concentrated primarily on improving function by modernizing classrooms and creating collaborative workspaces designed for students to excel in a contemporary academic atmosphere. Most of the University's physical space was constructed over 40 years ago and, in many cases, classrooms have been created in buildings that were originally built for other purposes making it difficult to further adapt the existing space into the technologically enhanced academic classrooms of today.

The 2023 FMP 5-year Update documents FSU's progress in achieving the goals established in the 2018-2028 FMP. FSU has pursued opportunities described in the FMP that were designed to enhance the student living experience and improve the learning environment. The update describes improvements made to residence halls, academic spaces, and recreational facilities. Additionally, the update offers a summary of FSU's dedication to conserving energy consumption and reducing the carbon footprint.

As many of the projects introduced back in 2018 near completion, FSU is cognizant that the work is not complete. Looking forward, FSU recognizes its responsibility to our students, our region, and our state. The projects being pursued over the next five years are consistent with the 2018-2028 FMP and will benefit these stakeholders by promoting the region, strengthening economic development, and advancing educational and recreational opportunities.

ALTERNATIVE(S): The 2023 FMP Five-year Update documents institutional planning objectives and is consistent with the framework of the 2018 - 2028 FMP, the University's mission, and strategic plan.

FISCAL IMPACT: The 2022 Facilities Master Plan Update will present a challenge to the capital and operating budgets to secure funding to support the Plan. 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.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee consider the Frostburg State University 2023 Five-year Update as presented today for formal action at the Committee's next meeting; subsequently recommending approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding.
FSU FMP

These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FACILITIES MASTER PLAN UPDATE
MARCH 2023 – EXECUTIVE SUMMARY

FACILITIES MASTER PLAN UPDATE

MARCH 2023 – EXECUTIVE SUMMARY

It was 125 years ago, in April 1898, that the Maryland State Legislature approved the funding for State Normal School #2, which today is Frostburg State University. The physical growth of the campus mirrors the academic progress of Frostburg State University. Our facilities now support 1) academic programs that have expanded from the single path in 1902 to more than 100 and 2) student support services that meet student club, health, recreational, residential, and food needs.

The full Facilities Master Plan Update outlines our progress in implementing the 2018-2028 FSU Facilities Master Plan. Here are a few highlights:

- Nearing completion of the $82 million Education and Health Sciences Center, which has been delayed due to of supply-chain issues related to the COVID-19 pandemic.
- Completion and occupancy of the Brownsville Residence Hall in fall 2020. *Our first new residence hall in over 40 years.*
- Repurposing existing space (e.g., library and academic classrooms) into collaborative learning spaces supporting the needs and expectations of this generation of students.
- Renovation completed for the Adams/Wyche Multicultural Center.
- Significant infrastructure work completed, including HVAC and utilities upgrades, new roofs, and walkway replacements.
- With financial support from the Appalachian Regional Commission, FSU's Innovation Park

is a reality, including the repurposing of applied research space in the Center for Product Design and Advanced Manufacturing (CPDAM) within the Center for Applied Research and Innovation (CARI) Building.

In addition, a listing of completed projects is included on the following page.

I hope you agree that we are staying true to the 2018-2028 plan in that our commitment is to renovate and improve existing academic and residential space on campus rather than adding square footage to the built environment. Our commitment to environmental sustainability also drives our thinking. We seek to improve energy efficiencies in heating and cooling and reduce our carbon footprint. With outside funding and industry involvement we will be completing a renewable energy microgrid demonstration project on campus by August 2024. We also support the campus community's desire for easier pedestrian accessibility and bike lanes.

We have also been active in living our commitment as a *"regional university."* With funding from private donors, the Maryland Governor and state legislature, federal funds, and the donation of a building by the City of Frostburg, we are developing an **FSU Regional Science Center** to be located in downtown Frostburg. Although this project was not in our 2018-2028 facilities master plan, it became a possibility when we were contacted by The Challenger Center to locate an educational site here in Western Maryland. Offering science education programs that serve middle school students within a 60- to

75-minute driving radius of FSU is consistent with our historic mission as a normal school and commitment to foster science education for all ages.

The proposed **FSU Regional Recreation Complex** is in our 2018-2028 facilities plan. With funding from the State of Maryland, the Maryland Stadium Authority has undertaken a feasibility and design study. This is an opportunity to utilize and expand upon our existing recreational and athletic facilities to develop a regional recreational complex adjacent to the main campus. This complex can serve as an engine for regional development and as an educational opportunity for our recreation and parks management, health sciences, exercise and sport science, and athletic training programs. Most importantly, it can contribute to improving the health of citizens in rural Western Maryland.

You will also read that we see opportunities to **improve the residence life experience** of our students through the early acquisition of Edgewood Commons, a P3 building supported through MEDCO. We believe there is an opportunity to make significant improvements in our housing stock at a much lower cost than would be possible through renovations to existing buildings. We would welcome further discussion and support for this proposal.

Ronald Nowaczyk

Ronald Nowaczyk, Ph.D.
President of Frostburg State University
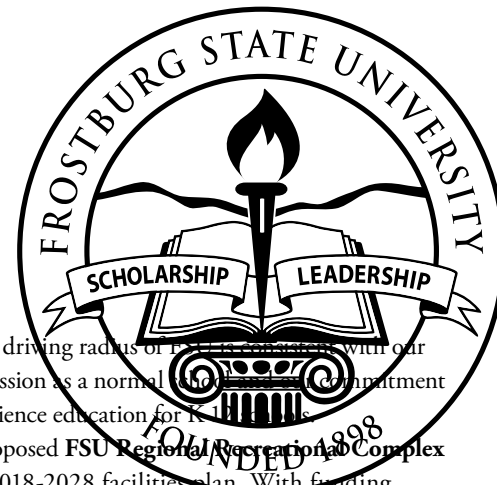
FACILITIES INVESTMENTS

BUILDING NAME	Total GSF	Total NASF	Year CONST	State or Aux	
150 Park Ave (ESL building)	1826	1747	1985	State	$128,000.00
7 American Ave (ESL building)	5200	4870	1992	State	$75,078.38
Allen	20536	12822	1957	Aux	$175,704.97
Annapolis	49310	31534	1967	Aux	$3,088,862.14
Braddock House	1913	1343	1955	State	$59,872.24
Brady Infirm	4244	2231	1965	State	$35,946.00
Cambridge Dorm	60109	36880	1976	Aux	$143,958.00
CCIT	127000	76360	2014	State	$69,109.25
Chesapeake Dining Hall	35126	21721	1973	Aux	$1,110,517.49
Compton Science Ce	117517	66421	2003	State	$594,102.09
Cumberland Dorm	53137	33670	1968	Aux	$3,522,712.02
Diehl Dorm	20924	12966	1962	Aux	$39,573.83
Dunkle Hall	42642	22405	1969	State	$578,723.25
Fine Arts	36833	20548	1969	State	$438,918.65
Framptom	36932	21097	1965	State	$5,954.00
Frederick Dorm	69558	46608	1971	Aux	$692,890.56
Frost Dorm	20417	13687	1919	Aux	$68,995.25
Fuller House - Alumni	3984	3057	1955	State	$68,611.50
Gray Hall	20924	12966	1964	Aux	$43,698.99
Guild Center	64102	28331	1986	State	$773,965.65
Gunter	27720	15116	1960	State	$510,603.25
Hitchins Admin Building	33404	17309	1978	State	$60,109.60
Kiln (Stangle)	1001	798	2000	State	$86,671.12
Lane Student Center	77687	49759	1973	Aux	$127,947.15
Library	100955	67168	1976	State	$881,177.66
Lincoln Public Safety Bldg.	2502	1538	1955	State	$53,207.00
Lowndes	19762	9641	1950	State	$133,753.81
Brownsville	125685	82368	2021	Aux	$408,224.77
Old Main	17845	9875	1902	State	$122,224.52
Performing Arts Ctr	76716	40611	1993	State	$77,505.37
Physical Education	165362	102017	1977	Aux	$4,896,461.33
Pullen School	36521	22649	1959	State	$1,293,131.83
Cari	6014	5550	2012	State	$102,304.00
Simpson Dorm	20536	12822	1964	Aux	$19,128.84
Sowers Dorm	23459	14875	1965	Aux	$77,182.90
Stangle	30820	25133	1971	State	$552,434.58
Westminster Dorm	69558	46570	1972	AUX	$951,379.51
					$22,068,641.50

Future home of the **Adams/Wyche Multicultural Center at Lincoln School**

Made possible, in part, by the generosity of Sandy Wyche Adams '86 and Tyrone Adams '87

FROSTBURG

To learn more about how to support this center, contact the FSU Foundation at 301-687-4068.

FROSTBURG STATE UNIVERSITY
FACILITIES MASTER PLAN PROJECTS

FMP PROJECTS COMPLETED / UNDER CONSTRUCTION

1 Brownsville Residence Hall
2 Education Health Science Center
3 Adams / Wyche Multicultural Center
4 Ort Library Renovations
5 Lower Quad Residence Hall Renovations

FUTURE CIP PROJECTS

1 Regional Science Center
2 Frampton Hall
3 Regional Recreation Center / Cordts PE Center Renovations

1 Regional Science Center
59 E. Main St.

SCALE: 1" = 500'

UNIVERSITY SYSTEM
of MARYLAND

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletic Programs

COMMITTEE: Committee on Finance

DATE OF COMMITTEE MEETING: March 30, 2023

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

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

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

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

ICA REPORTING

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Inter-collegiate Athletics and Student-athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2022

Institution	Fund balance / (Accumulated Deficit) - June 30, 2021	FY 2022 Net change in fund balances	Fund balance / (Accumulated Deficit) - June 30, 2022	Direct institution funding of athletics - COVID (other than student athletics fee) FY 2022*
Division 1:				
UMCP	(73,110,639)	(6,859,083)	(79,969,722)	
TU	(664,512)	263,138	(401,374)	
UMES	(4,199,736)		(4,199,736)	
CSU	(13,714,898)	630,709	(13,084,189)	
UMBC	(6,878,189)	4,699,275	(2,178,914)	
Division 2:				
FSU		(3,448,881)	(3,448,881)	
BSU	(2,021,507)	(291,026)	(2,312,533)	
Division 3:				
SU	11,686,016	(98,386)	11,587,630	

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

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Board of Regents Committee on Inter-collegiate Athletics and Student-athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
June 30, 2022

Institution	University cash and endowments of athletic program – June 30, 2022	Foundation cash and endowments for athletics - June 30, 2022	Owed to institution for facilities – June 30, 2022	External debt - June 30, 2022
Division 1:				
UMCP*	4,726,933	42,210,294	(150,133,583)	(31,021,911)
TU		4,820,984	(2,000,000)	
UMES				
CSU				
UMBC		1,262,778		(22,348,061)
Division 2:				
FSU		1,465,995	(1,060,403)	
BSU			(730,428)	
Division 3:				
SU	11,686,016	926,728		

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Self-Support Charges and Fees for FY 2024

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: March 30, 2023

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two-part process. This item involves the approval of room, board, and parking rates. Several institutions have proposed increases in housing and board. These increases can be attributed to state mandated salary and fringe benefit increases, in addition to the rising costs of goods and services.

Proposed increases in the typical annual dormitory charge are listed below:

$8,860 to $9,229	4.2%	University of Maryland, College Park
$6,109 to $6,414	5.0%	Bowie State University
$7,822 to $8,214	5.0%	Towson University
$5,492 to $5,600	2.0%	Frostburg State University
$7,340 to $7,490	2.0%	Salisbury University
$7,750 to $8,138	5.0%	UMBC

To accommodate the variation in the beginning dates of its academic programs, University of Maryland, Baltimore charges a daily rate. Their FY 2024 rate for a one-bedroom apartment will be $38.52 (no increase is proposed).

The percent increases for board range from an increase of 5.0% at Frostburg State University to an increase of 8.8% at the University of Maryland, College Park.

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures.

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2024 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL   DATE: 3/30/23

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
UNIVERSITY OF MARYLAND, BALTIMORE				
ROOM AND BOARD				
HOUSING PER APARTMENT*				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	32.22	32.22	0.00	0.0%
1 BEDROOM	38.52	38.52	0.00	0.0%
2 BEDROOM-TOTAL	54.69	54.69	0.00	0.0%
2 BEDROOM-per person	27.34	27.34	0.00	0.0%
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	33.80	33.80	0.00	0.0%
1 BEDROOM	40.10	40.10	0.00	0.0%
2 BEDROOM-TOTAL	56.27	56.27	0.00	0.0%
2 BEDROOM-per person	28.92	28.92	0.00	0.0%
SPOUSE/DOMESTIC PARTNER (Flat Monthly Rate - includes utilities & fully furnished)				
EFFICIENCY	200.00	200.00	0.00	0.0%
1 BEDROOM	200.00	200.00	0.00	0.0%
2 BEDROOM-TOTAL	200.00	200.00	0.00	0.0%
2 BEDROOM-per person	200.00	200.00	0.00	0.0%
DAILY STORAGE RATE	9.20	9.20	0.00	0.0%
PARKING				
STUDENTS				
DAILY LEXINGTON GARAGE	7.00	7.00	0.00	0.0%
LEXINGTON MARKET ROOF-MONTHLY	47.50	47.50	0.00	0.0%
PASCAULT ROW AT THE LEXINGTON GARAGE -SEMESTER	350.00	350.00	0.00	0.0%
PASCAULT ROW AT THE LEXINGTON GARAGE - YEARLY	585.00	585.00	0.00	0.0%
FAYETTE SQUARE HOUSING AT LEXINGTON GARAGE - MONTHLY	70.00	70.00	0.00	0.0%
FAYETTE SQUARE HOUSING AT BALTIMORE GRAND - MONTHLY	94.00	94.00	0.00	0.0%

*A daily-only rate is to accommodate the variation in the beginning dates of the academic programs.
 Resident contracts are still for the semester or the year.

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
UNIVERSITY OF MARYLAND, COLLEGE PARK				
ROOM AND BOARD				
ROOM*	8,860	9,229	369	4.2%
BOARD (POINT PLAN)	5,356	5,828	472	8.8%
PARKING FEE				
STUDENT - RESIDENT	701	701	0	0.0%
STUDENT - COMMUTER	362	362	0	0.0%

*The rate for a standard double room is $9,229. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
BOWIE STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
TOWERS				
DOUBLE	6,109	6,414	305	5.0%
SINGLE	6,572	6,901	329	5.0%
ALEX HALEY				
DOUBLE	7,187	7,547	360	5.0%
SINGLE	8,081	8,485	404	5.0%
QUAD	6,401	6,722	321	5.0%
TUBMAN & HOLMES				
DOUBLE	5,845	6,138	293	5.0%
SINGLE	6,345	6,662	317	5.0%
TRIPLE	5,246	5,508	262	5.0%
KENNARD				
DOUBLE	5,936	6,233	297	5.0%
SINGLE	6,434	6,756	322	5.0%
TRIPLE	5,321	5,587	266	5.0%
GOODLOE				
DOUBLE	6,933	7,280	347	5.0%
SINGLE	7,478	7,852	374	5.0%
BOARD				
GOLD 19 MEAL PLAN W/$225 FLEX	5,035	5,387	352	7.0%
GOLD 14 MEAL PLAN W/$250 FLEX	5,035	5,387	352	7.0%
GOLD 10 MEAL PLAN W/$300 FLEX	4,124	4,413	289	7.0%
CMRC 5 MEAL PLAN W/NO FLEX (CMRC Only)	1,799	1,925	126	7.0%
CMRC 5 MEAL PLAN W/$100 FLEX (CMRC Only)	1,999	2,125	126	6.3%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,496	2,671	175	7.0%
CMRC 7 MEAL PLAN W/$150 FLEX (CMRC Only)	2,796	2,971	175	6.3%
COMMUTER 100 PLAN W/$220 FLEX	2,549	2,727	178	7.0%
COMMUTER 50 PLAN W/$195 FLEX	1,457	1,559	102	7.0%
COMMUTER 25 PLAN W/$150 FLEX	847	906	59	7.0%
SUMMER BLOCK 60 W/NO FLEX	573	613	40	7.0%
SUMMER BLOCK 30 W/NO FLEX	303	324	21	6.9%
PARKING FEE				
RESIDENT STUDENT	100	100	0	0.0%
COMMUTER	93	93	0	0.0%
COMMUTER SEMESTER ONLY	60	60	0	0.0%
MONTHLY	50	50	0	0.0%

Note: CMRC stands for the Christa McAuliffe Residential Community

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
TOWSON UNIVERSITY				
ROOM AND BOARD				
ROOM				
DOUBLE	7,822	8,214	392	5.0%
SINGLE	9,198	9,658	460	5.0%
TOWER C 3 person room	6,258	6,570	312	5.0%
9 month HOUSING MULTIPLE	8,310	8,726	416	5.0%
9 month HOUSING SINGLE	9,772	10,260	488	5.0%
PREMIUM HOUSING - BARTON & DOUGLASS	9,090	9,544	454	5.0%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	9,678	10,162	484	5.0%
EFFICIENCIES - 2 BEDROOM	9,150	9,606	456	5.0%
EFFICIENCIES - 4 BEDROOM	7,708	8,092	384	5.0%
APARTMENT - WV & MARSHALL				
2 BEDROOM	11,148	11,704	556	5.0%
4 BEDROOM	10,928	11,474	546	5.0%
APARTMENT - MARRIOTT CONVERSION to 10 WEST				
Tier One, Floors 2 - 5, convenience kitchen, meal plan required	9,150	9,606	456	5.0%
Tier Two, Floors 6 - 15 with full kitchen	10,196	10,706	510	5.0%
Tier Three (apartments 1409 & 1509)	10,386	10,904	518	5.0%
BOARD				
FLEXIBLE 5 MEAL PLAN WITH $400 ANNUAL FOOD POINTS (Plan phased out)	2,700	N/A	N/A	N/A
FLEXIBLE 10 MEAL PLAN WITH $100 ANNUAL FOOD POINTS (Plan phased out)	4,970	N/A	N/A	N/A
FLEXIBLE 14 MEAL PLAN WITH $100 ANNUAL FOOD POINTS (Plan phased out)	5,820	N/A	N/A	N/A
FLEXIBLE 19 MEAL PLAN WITH $100 ANNUAL FOOD POINTS (Plan phased out)	6,490	N/A	N/A	N/A
FLEXIBLE 21 MEAL PLAN WITH $100 ANNUAL FOOD POINTS (Plan phased out)	6,910	N/A	N/A	N/A
FLEXIBLE UNLIMITED MEAL PLAN WITH $100 ANNUAL FOOD POINTS (Plan phased out)	6,910	N/A	N/A	N/A
BLOCK 25 MEAL PACKAGE WITH $75 IN FOOD POINTS	410	325	-85	-20.7%
BLOCK 50 MEAL PACKAGE WITH $75 IN FOOD POINTS	685	650	-35	-5.1%
BLOCK 75 MEAL PACKAGE WITH $75 IN FOOD POINTS	950	950	0	0.0%
BLOCK 100 MEAL PACKAGE WITH $75 IN FOOD POINTS	1,185	1,200	15	1.3%
Unlimited/7 Meal Exchanges per week with $ 1,000 Annual Food Points (New)	N/A	7,000	7,000	N/A
Unlimited/4 Meal Exchanges per week with $ 600 Annual Food Points (New)	N/A	6,400	6,400	N/A
Unlimited/1 Meal Exchange per week with $ 200 Annual Food Points (New)	N/A	5,800	5,800	N/A
Unlimited/No Meal Exchanges with No Annual Food Points (New)	N/A	5,200	5,200	N/A
PARKING FEE				
RESIDENT STUDENTS	480	504	24	5.0%
COMMUTER CORE CAMPUS ANNUAL	384	403	19	4.9%
COMMUTER REMOTE (WV & STADIUM) ANNUAL	192	192	0	0.0%
COMMUTER CORE CAMPUS SEMESTER	211	222	11	5.2%
COMMUTER REMOTE (WV & STADIUM) SEMESTER	106	106	0	0.0%
EVENING CORE ANNUAL	173	182	9	5.2%
EVENING SEMESTER	95	100	5	5.3%
UNIVERSITY OF MARYLAND EASTERN SHORE				
ROOM AND BOARD				
ROOM				
TRADITIONAL DOUBLE	5,928	5,928	0	0.0%
TRADITIONAL SINGLE	6,904	6,904	0	0.0%
APARTMENT SINGLE (Student Apartments - Non-Efficiency)	6,968	6,968	0	0.0%
TRADITIONAL DOUBLE (Student Apartments - Semi-Private Bath)	6,095	6,095	0	0.0%
APARTMENT SINGLE (Clusters - Efficiency)	7,197	7,197	0	0.0%
APARTMENT SINGLE PRIVATE BATH (Clusters - Efficiency)	7,399	7,399	0	0.0%
APARTMENT EFFICIENCY SINGLE LEASE (Hawks Landing)	7,601	7,601	0	0.0%
APARTMENT EFFICIENCY SINGLE (Hawks Plaza)	7,805	7,805	0	0.0%
APARTMENT EFFICIENCY SINGLE (Hawks Run)*	7,197	7,197	0	0.0%

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Previously included in Apartment Single (Clusters - Efficiency)

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	%
UNIVERSITY OF MARYLAND EASTERN SHORE (Cont'd)				
BOARD				
19 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,708	4,708	0	0.0%
14 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,471	4,471	0	0.0%
10 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	3,648	3,648	0	0.0%
5 MEAL PLAN (COMMUTERS ONLY)	1,859	1,859	0	0.0%
PARKING FEE				
STUDENTS	62	62	0	0.0%
FROSTBURG STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
DOUBLE				
PLAN 1 (Allen, Diehl, Gray, Simpson, Sowers) Uphill Doubles	5,492	5,600	108	2.0%
PLAN 2 (Frederick, Westminster, Annapolis) Downhill Doubles	5,626	6,150	524	9.3%
PLAN 2b Converted Triples to Doubles - Downhill Deluxe Doubles	6,662	6,750	88	1.3%
Uphill Deluxe Doubles	6,662	6,000	-662	-9.9%
SINGLE				
Downhill Singles	7,886	8,100	214	2.7%
Uphill Singles	7,274	7,500	226	3.1%
NEW RESIDENCE HALL				
Suite with 2 single occupancy rooms	9,540	9,550	10	0.1%
Suite with 4 single occupancy rooms	9,048	9,550	502	5.5%
Suite with 1 single occupancy room + 1 double occupancy room - Single room rate	8,736	9,250	514	5.9%
Suite with 1 single occupancy room + 1 double occupancy room - Double room rate	6,696	7,500	804	12.0%
BOARD				
15 MEALS WITH $50 FLEX	5,878	6,172	294	5.0%
BLACK PLAN UNLIMITED WITH $200 BONUS BUCKS	5,478	5,752	274	5.0%
RED 19 PLAN WITH $100 BONUS BUCKS	5,104	5,358	254	5.0%
14 MEALS WITH $125 FLEX	5,878	6,172	294	5.0%
WHITE 14 MEALS PER WEEK, $100 BONUS BUCKS	4,892	5,136	244	5.0%
12 MEALS PER WEEK, $250 BONUS BUCKS	5,080	5,334	254	5.0%
Residential Leadership Program Fee (new)	N/A	30	30	0.00
PARKING FEE				
STUDENTS - COMMUTER	40	40	0	0.0%
Existing Residence Hall				
COPPIN STATE UNIVERSITY				
ROOM AND BOARD				
ROOM				
TRIPLE	5,067	5,067	0	0.0%
DOUBLE	6,598	6,598	0	0.0%
SINGLE	6,917	6,917	0	0.0%
BOARD				
BRONZE ANYTIME DINING PLAN ($75 DINING $s)	4,811	5,066	255	5.3%
SILVER ANYTIME DINING PLAN ($150 DINING $s)	5,012	5,277	265	5.3%
GOLD ANYTIME DINING PLAN ($200 DINING $s)	5,148	5,421	273	5.3%
PARKING FEE				
ANNUAL COMMUTER AND RESIDENTIAL STUDENTS	75	75	0	0.0%
COMMUTER STUDENT - SPRING AND FALL SEMESTER	40	40	0	0.0%
STUDENT SUMMER RATE	32	32	0	0.0%

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	%
UNIVERSITY OF BALTIMORE				
PARKING FEE				
STUDENTS - semester - unlimited parking	299	299	0	0.0%
SALISBURY UNIVERSITY				
ROOM AND BOARD				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (CP)	8,150	8,310	160	2.0%
APARTMENT STYLE (DV)	7,420	7,570	150	2.0%
APARTMENT STYLE (SG 4x2)	8,500	8,670	170	2.0%
SUITE (NA, MK, PO, WI, CR, CK, SV)	8,400	8,570	170	2.0%
SUITE (St. Martin)	7,645	7,800	155	2.0%
APARTMENT STYLE (SGV) 3 bedroom x bath	7,900	8,060	160	2.0%
DOUBLE				
APARTMENT STYLE (CP)	7,340	7,490	150	2.0%
SUITE (NA, MK, PO, WI, CR, CK. SV)	7,480	7,630	150	2.0%
SUITE (St. Martin)	6,700	6,830	130	1.9%
ROOM (9 month)				
TRIPLE				
SUITE (CR, CK, SV)	6,490	6,620	130	2.0%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	9,500	9,690	190	2.0%
2 BEDROOMS & 2 BATHROOMS	9,470	9,660	190	2.0%
4 BEDROOMS & 4 BATHROOMS	9,425	9,610	185	2.0%
4 BEDROOMS & 2 BATHROOMS	8,850	9,030	180	2.0%
2 BEDROOMS & 1 BATHROOMS	8,900	9,080	180	2.0%
BOARD				
ALL ACCESS (Unlimited meals in the Commons, $250 dining dollars, 2 guest passes per semester)	5,510	5,786	276	5.0%
200 MEALS PLUS (200 meals+$400 dining dollars, 2 guest passes per semester)	5,300	5,570	270	5.1%
125 MEALS Block (125 meals+$300 dining dollars, 2 guest passes per semester)	3,710	3,896	186	5.0%
75 MEALS Block (75 meals+$250 dining dollars, 2 guest passes per semester)	2,440	2,560	120	4.9%
45 MEALS Block (45 meals+$100 dining dollars, 2 guest passes per semester)	1,380	1,450	70	5.1%
PARKING FEE				
STUDENTS	75-110	80-115	5	4.5%-6.7%

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UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES
FY 2024

	FY 2023	FY 2024	Recommended Change $	%
UMBC				
ROOM AND BOARD				
ROOM				
RESIDENCE HALLS (8 & 9 MONTH)	7,750	8,138	388	5.0%
RESIDENCE HALLS TRIPLE/QUAD	5,455	5,728	273	5.0%
RESIDENCE HALLS/SUITES CONVERTED SINGLE RATE	8,185	8,594	409	5.0%
RESIDENCE SUITES (8 MONTH)	7,750	8,138	388	5.0%
RESIDENCE SUITES (9 MONTH)	8,185	8,594	409	5.0%
RESIDENCE APARTMENTS (9 MONTH)	8,265	8,678	413	5.0%
BOARD				
UNLIMITED MEAL PLAN	5,252	5,690	438	8.3%
SAVVY 16	5,252	5,690	438	8.3%
TERRIFIC 12	4,536	4,910	374	8.2%
SUPER 225	4,744	5,134	390	8.2%
FLEXIBLE 14 MEAL PLAN	5,740	6,220	480	8.4%
FLEXIBLE 10 MEAL PLAN	4,798	5,196	398	8.3%
OTHER AUXILIARY FEES				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	375	375	0	0.0%
THE UNIVERSITIES AT SHADY GROVE				
PARKING FEE				
STUDENTS:				
Annual student rate	252	252	0	0.0%
Winter only	64	64	0	0.0%
Spring/Summer	126	126	0	0.0%
Summer only	64	64	0	0.0%

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Appendix A

UMCP FY24 Proposed Room Fees

	Traditional without Air Conditioning			Traditional with Air Conditioning			New Traditional			Semi-Suite			Suite			Apartment		
Single w/ Bath				$11,965	3	4.16%	$12,381	26	4.16%				$12,519	2	4.16%	$13,165	9	4.16%
Double As Single	$10,447	156	4.16%															
Single	$10,297	138	4.16%	$10,597	200	4.16%	$11,012	172	4.16%				$11,150	196	4.16%	$11,796	192	4.16%
Double w/ Bath	$10,297	2	4.16%	$10,597	26	4.16%	$11,012	70	4.16%	$9,921	813	4.16%	$11,150	58	4.16%	$11,796	30	4.16%
Double	$8,929	1,130	4.16%	$9,229	3,012	4.16%	$9,643	942	4.16%				$9,782	286	4.16%	$10,427	393	4.16%
Double requires Bunked Beds	$7,813	178	4.16%	$8,076	64	4.16%							$8,560	320	4.16%	$9,125	136	4.16%
Structural Triple / Quad w/ Bath	$9,405	21	4.16%	$9,675	89	4.16%												
Structural Triple / Quad	$8,036	9	4.16%	$8,306	563	4.16%							$8,805	36	4.16%	$9,386	18	4.16%
Flex Triple / Quad	$7,590	0	4.16%	$7,845	0	4.16%	$8,197	0	4.16%				$8,315	0	4.16%	$8,865	0	4.16%

    Standard Room Rate

Note: Number of rooms per room type indicate actual revenue-producing beds; room contract revenues are budgeted at 96% of revenue-producing beds.

Note: Red print indicates the proposed FY24 room fee is less than the FY23 room fee ($8,860 traditional double w/ air conditioning)

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**FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES**

University of Maryland, Baltimore

The following stakeholders were contacted in August 2022 and given a deadline of September 19 to request any changes:

- William Crockett (Campus Center Infrastructure & Services & Housing)
- Patty Alvarez (Student Services)
- Cyndi Rice-Advisor (Student Government)
- Angela Hall (Student Parking)
- Robert Milner (Shuttle)
- Jordan Nixon (Student Accounting)

There were no requested changes for parking or housing. The Student Fee Advisory Board met on November 7 to review the current fees and understood that there were no requests or changes for FY 2024.

University of Maryland, College Park

The Directors of Resident Life and Residential Facilities engage the Residence Hall Association (RHA) and their respective advisory groups (ReLATE and ReFAB) in a review of the student fee proposal annually. The Directors present the fee request to the 54-member RHA Senate in the fall and respond to any questions or concerns at that meeting. The Directors will then meet with ReLATE and ReFAB to further discuss the fee request and gain feedback. The advisory groups will develop a resolution for the RHA Senate meeting in the fall.

The two advisory groups, ReLATe and ReFAB, develop a resolution for RHA regarding the proposed fee increase. The RHA Senate then votes on whether they endorse the fee request. Adjustments to the fees can be made at any time during the process.

Board Rates

The first step of the budget vetting process begins with the Dining Services Advisory Board (DSAB). DSAB is the Resident Hall Association's (RHA) standing committee on dining issues. During one of the regularly scheduled fall semester meetings, observations about general market conditions are shared by Dining Services and there is a review of the general trends in revenue and expenses for the department. During this meeting, Dining Services shares its preliminary estimate of the expected increase in the board rate.

The second step of the budget vetting process occurs when the Director of Dining Services presents the proposed budget to the 54-member RHA Senate and responds to the questions and concerns raised.

The third and final step in the process is for the Director to meet with DSAB again in the fall semester to answer any additional questions about the proposal. The advisory board then develops a resolution for RHA regarding the fee increase and the RHA Senate then votes on whether they endorse the fee request or not. Adjustments to the fees can be made at any time during this process.

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UNIVERSITY SYSTEM
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FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES

Parking Fees
The first step of the Department of Transportation Services (DOTS) budget vetting process is an ad hoc student leadership information session for DOTS and the student leaders to begin a dialog of concerns and issues related to the DOTS budget. These student leaders include members of the Student Government Association, Graduate Student Government, and the Residence Hall Association. The next step is to bring a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Administration.

Bowie State University

The University Budget Office requested the proposed FY 2024 Tuition, Mandatory and Self-Supporting fees, and justifications from the various departments. After compiling the information, the proposed fees were shared with the President and Cabinet members on December 7, 2022.

On December 16, 2022, the Interim-Vice President for Administration & Finance, Provost, Vice President for Enrollment Management & Student Affairs, Vice President Division of Technology, Vice President of Athletics, Vice President of Auxiliary Services, Assistant Budget Director and representatives from various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2024 Tuition, Mandatory and Self- Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the proposed fees prior to the upcoming University Council meeting.

On January 19, 2023, the Assistant Budget Director shared and discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Faculty Senate. Faculty Senate represents faculty interests in the shared governance arena at Bowie State University.

On February 2, 2023, the Assistant Budget Director shared and is discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Bowie State University Staff Council (BSUSC) represents the interests and concerns of staff employees who are excluded from collective bargaining/union membership.

On February 14, 2023, the Assistant Budget Director shared and discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Bowie State University Council, a shared governance advisory board to the President. This group is comprised of membership from students, faculty, and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or their designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES

The proposed FY 2024 Room and Board Rates were discussed on the same date and time as the FY 2024 Tuition, Mandatory and Self –Supporting fees with all the shared governance groups of Bowie State University and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

Towson University (TU) administrators held a campus-wide Fee Forum prior to presenting the proposed FY 2024 tuition, mandatory fees and self-support fees. Held on February 13, 2023, the forum was conducted in partnership with the Student Government Association (SGA), open to the entire campus community and publicized in TU's daily newsletter, as well as TU's student newspaper. During the forum, administrators presented budget information, training, and the proposed FY 2024 tuition and fee rates. Presenters included TU's:

- Vice President for Administration and Finance
- Vice President for Student Affairs
- Vice President for Operations and Human Resources
- Athletic Director
- Associate Vice President for Administration and Finance
- Assistant Vice President, Housing and Resident Life
- SGA President and Treasurer
- Director, Academic Technology and Customer Service Office of Technology Services

Presenters conveyed the purpose of each fee category as well as the justification for the proposed FY 2024 tuition and fee rates. They also answered students' questions about the rates and about what the various fees cover. To allow for additional input from the campus community, the SGA agreed to provide feedback to TU leadership before the proposed rates were submitted to the USM.

During the FY 2023 campus-wide Fee forum, in response to a concern raised by a graduate student, beginning in the Fall 2023 semester, TU set a ceiling on fees for graduate students being charged by credit hour such that they will not exceed the rate of a full-time undergraduate student. This primarily impacted our clinical grad students who previously may have been charged a higher amount.

University of Maryland, Eastern Shore

On January 31, 2023, leadership from the University of Maryland Eastern Shore met with student representatives from the Student Government Associations, Campus Activities Board and Residence Life to discuss student concerns, tuition and fees for the 2023-2024 academic year.

UNIVERSITY SYSTEM
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FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES

Frostburg State University

Frostburg State University is committed to the communication and transparency of student mandatory tuition, fees, room, and board. In the summer of 2021, the Vice President of Student Affairs prepared updated procedures on sharing the upcoming mandatory tuition, fees, room, and board with students. The original committee was made up of the Student Government Association elected officers, VP of Student Affairs, VP and AVP of Administration of Finance. Additionally, the following positions have been added to create the Bobcat Student Fee Advisory Committee and give wider representation of stakeholders:

- Diversity, Equity, and Inclusion Student Representative on SGA
- Student Affairs Chair on SGA
- President of the Residence Hall Council
- President of the Student Athletic Advisory Council
- Graduate Student Representative on the University Council
- President University Program Board
- Independent Student Representative

This group meets at least twice a year for review of proposed increases to the mandatory fees schedule. The committee is given the opportunity to discuss, ask questions and provide feedback on the proposed changes for the upcoming fiscal year per the BOR policy. The committee met on September 15, 2022, to discuss Tuition & Fees and on February 27, 2023, to discuss Room & Board for FY 2024.

Coppin State University

Proposed self-support fee adjustments are developed and supporting documentation is included to provide students and other stakeholders with a clear understanding of the rationale and need for the proposed adjustments. This information is then shared with a committee consisting of the Student Government Association Officers and leadership as well as other students at the university. This conversation includes the following members of Coppin State University's leadership team.

- SGA President, Justin Evans
- SGA Secretary Kyndall Johnson
- SGA Chief Justice, Anthony Amalaha
- VP of Procurement, Dawson Thomas
- VP Enrollment Student Affairs, Dr. Stephen Moore
- Business Manager, Sherita Jordan

A meeting was held with student leadership on February 17, 2023, to review and discuss proposed fees for FY 2024.

UNIVERSITY SYSTEM
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FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES

University of Baltimore

In June 2022, the FPO (Financial Planning Operations) team, within the division of Administration and Finance, met with the business units to determine which units planned to pursue rate changes for FY 2024. In August, a meeting occurred with the representatives from the two student government associations and their advisors to outline the committee's role and responsibilities and to determine if either would pursue fee increases for FY 2024. Initial tuition and fee proposals were outlined at the October 19, 2022 meeting with a more detailed discussion occurring on November 16, 2022. Formal, detailed presentations occurred on January 11, 2023, and all proposed tuition and fee rates were reviewed, and consensus was achieved. On February 1st, a final recommendation was submitted to President Schmoke and a presentation was made at the February 9th, 2023, meeting of the President's Executive Team. On February 21, 2023, the President formally endorsed the FY 2024 tuition and course fee proposals for submission to the Board of Regents, via the USM Budget Office. The President's endorsement was communicated to the Student Advisory Committee on February 22, 2023.

Salisbury University

Tuition and Fee Study Group

In fall 2022 Salisbury University convened an advisory committee to serve as a data resource and study group for a multi-faceted review of tuition, fee, room and meal plan rates. The committee includes representatives from Administration & Finance, Enrollment Management, Graduate Studies, University Analysis, Academic Affairs, Dining and Residence Life. The committee helped to shape the FY 2024 proposed rates through analysis of internal revenues and expenses as well as a review of peer rates.

The FY 2024 preliminary rates were presented to the Student Government Executive Staff on December 6, 2022. There was an opportunity for discussion and questions at that time. On February 22, 2023, the FY 2024 proposed rates were shared at the SGA Senate meeting with an invite to all students to attend.

The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state and out-of-state tuition and a 3.25% increase in mandatory fees. The overview also covered other self-support fees, such as parking, residence hall and meal plan rates.

There was an opportunity for questions and comments on the overall budget and rate proposals for next year. While students did have some suggestions regarding meal plan options, there were no specific concerns expressed by the members in attendance regarding the proposed rates for tuition, mandatory fees and self-support fees.

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FY 2024 STUDENT INVOLVEMENT PROCESS
SELF-SUPPORT CHARGES AND FEES

UMBC

On February 15, 2023, leadership from Residential Life and Dining Services met with the Resident Student Association (RSA) to present the proposed rate increases for room and board. Students were advised that the proposed room rates were based on FY 2023 and potential FY 2024 salary adjustments, fringe increases, anticipated utility rate increases, and inflationary increases in a number of contracts. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home." The students offered comments, asked questions and provided feedback. Feedback was shared with stakeholders. Overall, students sought to understand the rationale for the proposed increases but did not express objections.

Universities at Shady Grove

USG convenes a Parking Advisory Committee to discuss and review the non-mandatory Parking Fees. The committee consists of seven USG staff and two USG students. Based on the advice of UMD's Department of Parking and Transportation, USG has decided not to increase fees for FY 2024.

UNIVERSITY SYSTEM
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BOARD OF REGENTS
Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
March 13, 2023
Meeting via Video and Conference Call

Minutes of the Public Session

Regent Gonella called the meeting of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the University System of Maryland Board of Regents to order in public session at 2:00 p.m.

Regents participating in the session included: Mr. Gonella (Chair), Mr. Attman, Mr. Breslin, Mr. McDonald, Mr. Peters, and Mr. Pope. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; AAG Langrill; Vice Chancellor Mosca, Associate Vice Chancellors Skolnik, Auburger, Muntz, and Denson, Ms. Wilkerson, Assistant Vice Chancellor Lee, Ms. Norris, Mr. Dahl, and Mr. Li; and Athletic Directors Barrio, DiBartolo, and Eigenbrot. Also participating were Dr. Borchers and Mr. Sweeney from U.S. Council for Athletes' Health. In attendance were President Ronald Nowaczyk, Dr. Anupam Joshi, Athletics Directors Owens, Evans, Carter, Doughty, and Dell; AD staff Franchak, Sorem, and Reinke and other members of the USM community and the public.

The following agenda items were discussed:

1.   Mental Wellness and Mental Health in the Intercollegiate Athletics Community – a presentation by Dr. James Borchers, President and CEO of the U.S. Council for Athlete's Health

Regent Gonella introduced Dr. James Borchers, President and CEO of the U.S. Council for Athletes' Health, and Mr. Robert Sweeney, Vice President for Client and Partner Services and the Council. Dr. Borchers gave a presentation on the current state of mental health and wellness in intercollegiate athletics.

2.   Mid-Year Athletic Director's Updates – Rotating – UMBC, SU, TU

Regent Gonella informed the Committee members they would hear from three athletic directors on their perspectives on current issues. The presentations are intended to keep the committee informed of current challenges and impacts felt on the ground at the institutions. AD Barrio made the presentation from UMBC, AD DiBartolo from Salisbury University, and AD Eigenbrot from Towson University.

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Regent Attman and AD Barrio both acknowledged that there is an ongoing issue, particularly UMBC, of the lack of an MBA program for students, which has affected the retention of current student-athletes and recruiting of undergraduate and graduate transfer students who may be interested in this program.

Chancellor Perman asked the athletic directors what they think are the challenges and the limitations of finding athletic trainers.

Regent Breslin asked what the Board's responsibility is in ensuring that proper education is occurring throughout our universities to ensure that athletic departments are addressing how to handle mental health and wellness issues with student-athletes.

3.   Financial Condition and Results of Intercollegiate Athletic Programs

Regent Gonella introduced Ms. Herbst who reviewed for the committee the System Office's analysis of the financial condition of each of the institution's athletic departments.

4.   Motion to Adjourn

Regent Gonella announced the next meeting would take place June 12, 2023, at 2 p.m. via video conferencing and called for a motion to adjourn. The motion was moved by Regent Pope, seconded by Regent Peters, and unanimously approved. The public session meeting adjourned at 3:25 p.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

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UNIVERSITY SYSTEM
of **MARYLAND**

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Director Updates – Rotating – UMBC, Salisbury University and Towson University (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 13, 2023

SUMMARY: Each committee meeting a set of institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their institution's athletic program and to discuss nationwide trends, developments, and future potential actions that may impact athletics in higher education.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- the lines of reporting within the institution and responsibility for athletics
- the institution's current challenges
- institution efforts to facilitate student-athletes' use of name, image, or likeness
- the impact of the *Alston* case on the institution's athletic department

Athletic directors asked to present at this meeting include:

1. Brian Barrio, University of Maryland, Baltimore County
2. Gerard DiBartolo, Salisbury University
3. Steve Eigenbrot, Towson University

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION   DATE: MARCH 13, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

TOPIC: Financial Condition and Financial Results of Intercollegiate Athletics Programs (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 13, 2023

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

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

A considerable volume of detailed information on the financial condition, and results of operations of the intercollegiate athletics programs, is collected annually to enable staff to assess the financial condition, as well as the results of operations, to ensure that athletics is being managed on a self-support basis. Institutions with athletics programs competing in Division 1 of the NCAA are expected to provide a robust range of information and details on matters that bear on the degree of borrowing, capital plans, and potential contingent liabilities. Institutions operating athletics programs competing in Division 2 or 3 may submit a somewhat streamlined set of financial information.

Staff has summarized the information for ease of use by the Regents as the attached report details.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION   DATE: MARCH 13, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2022

Institution	Fund balance / (Accumulated Deficit) - June 30, 2021	FY 2022 Net change in fund balances	Fund balance / (Accumulated Deficit) - June 30, 2022	Direct institution funding of athletics - COVID (other than student athletics fee) FY 2022*
Division 1:				
UMCP	(73,110,639)	(6,859,083)	(79,969,722)	
TU	(664,512)	263,138	(401,374)	
UMES	(4,199,736)		(4,199,736)	
CSU	(13,714,898)	630,709	(13,084,189)	
UMBC	(6,878,189)	4,699,275	(2,178,914)	
Division 2:				
FSU		(3,448,881)	(3,448,881)	
BSU	(2,021,507)	(291,026)	(2,312,533)	
Division 3:				
SU	11,686,016	(98,386)	11,587,630	

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

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
Summary of Athletic Program Key Balance Sheet Items
June 30, 2022

Institution	University cash and endowments of athletic program – June 30, 2022	Foundation cash and endowments for athletics - June 30, 2022	Owed to institution for facilities – June 30, 2022	External debt - June 30, 2022
Division 1:				
UMCP*	4,726,933	42,210,294	(150,133,583)	(31,021,911)
TU		4,820,984	(2,000,000)	
UMES				
CSU				
UMBC		1,262,778		(22,348,061)
Division 2:				
FSU		1,465,995	(1,060,403)	
BSU			(730,428)	
Division 3:				
SU	11,686,016	926,728		

UNIVERSITY SYSTEM
of **MARYLAND**

TOPIC: University System of Maryland: Fiscal Year 2024 Schedule of Tuition and Mandatory Fees

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: April 14, 2023

SUMMARY: The proposed FY 2024 Resident undergraduate full-time tuition rates will not increase more than 2.0 percent. Non-Resident undergraduate full-time tuition rates will not increase more than 5.0 percent.

Two institutions, Coppin State University and University of Maryland Eastern Shore, have proposed to offer Resident tuition rates to Non-Resident students that reside in a state or region without an HBCU (Historically Black College and University). One of the objectives for this proposal is to expand the geographical enrollment footprint and increase recruitment efforts among non-resident students. This proposal will also bolster relationships with states in which a student-transfer agreement is in place. See Attachment A for a list of targeted states.

Non-Resident undergraduate full-time tuition rate increases range from 1.0 percent (Bowie) and up to 5.0 percent (Towson). Non-Resident undergraduate part-time rate increases range from 1.0 percent (Bowie) and up to 4.9 percent (Towson). Graduate full-time and part-time tuition rates will not increase above 5.3 percent, with most institutions below 5.0 percent.

As a reminder, the Board of Regents previously authorized the University of Maryland, Baltimore to charge a "BSN Tuition Clinical Education Cost Coverage" to its traditional undergraduate nursing students. The additional revenue is necessary to offset the high cost of instruction to deliver an upper division traditional nursing program. Full-time traditional undergraduate nursing students will pay an additional $1,500 annually in the third year of a three-year phase-in implementation.

Additionally, University of Maryland Eastern Shore is in the third year of a previously approved three-year implementation plan for increases to its Physician Assistant (PA) Program.   The PA tuition rates for Residents will increase 15.0 percent and Non-Resident rates by 10.0 percent.

Also included in the schedule are mandatory fees. These fees support those services and activities that are not fully funded by either tuition revenue or state general funds. In accordance with USM Policy VIII-2.50, institutions are required to meet with student groups, who have a formal role in the discussion and review of proposed fees and changes to existing fees. A brief summary of the student engagement process is attached, beginning on page 31.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2024 tuition and fees revenue would increase $45.7 million or 2.5 percent over the FY 2023 tuition and fees revenue.

FY 2024 TUITION AND FEE SCHEDULE

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be in consultation with and reported to the Board.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

FY 2024 TUITION AND FEE SCHEDULE

ATTACHMENT A

Minority Population

- Alaska   26%
- Arizona   41%
- California   63%
- Colorado   27%
- Connecticut   31%
- Idaho   15%
- Indiana   15%
- Iowa   11%
- Kansas   37%
- Maine   5%
- Massachusetts   17%
- Michigan   22%
- Minnesota   10%
- Montana   32%
- Nebraska   8%
- Nevada   32%
- New Hampshire   9%
- New Jersey   47%
- New York   46%
- New Mexico   52%
- North Dakota   8%
- Oregon   16%
- Rhode Island   26%
- South Dakota   3%
- Utah   3%
- Vermont   4%
- Washington   28%
- Wisconsin   18%
- Wyoming   12%

Note: Special Consideration for Illinois and Ohio. Although they both have an HBCU in the state, their high minority student population is seeking additional opportunities.

University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2024 Full-Time <u>Undergraduate</u> Summary

	FY 2023	FY 2024	Amount	%
		Recommended		
UNIVERSITY OF MARYLAND, COLLEGE PARK				
In-State Tuition	9,695	9,889	194	2.0%
Out-of-State Tuition	37,931	38,690	759	2.0%
Technology Fee	0	0	0	0.0%
Total Auxiliary Fees	1,538	1,616	78	5.1%
Total Fees	**1,538**	**1,616**	**78**	**5.1%**
Total In-State Cost	**11,233**	**11,505**	**272**	**2.4%**
Total Out-of-State Cost	**39,469**	**40,306**	**837**	**2.1%**
BOWIE STATE UNIVERSITY				
In-State Tuition	5,875	5,993	118	2.0%
Out-of-State Tuition	16,666	16,833	167	1.0%
Technology Fee	265	270	5	1.9%
Total Auxiliary Fees	2,613	2,736	123	4.7%
Total Fees	**2,878**	**3,006**	**128**	**4.4%**
Total In-State Cost	**8,753**	**8,999**	**246**	**2.8%**
Total Out-of-State Cost	**19,544**	**19,839**	**295**	**1.5%**
TOWSON UNIVERSITY				
In-State Tuition	7,238	7,382	144	2.0%
Out-of-State Tuition	23,240	24,402	1,162	5.0%
Technology Fee	232	256	24	10.3%
Total Auxiliary Fees	3,348	3,668	320	9.6%
Total Fees	**3,580**	**3,924**	**344**	**9.6%**
Total In-State Cost	**10,818**	**11,306**	**488**	**4.5%**
Total Out-of-State Cost	**26,820**	**28,326**	**1,506**	**5.6%**
UNIVERSITY OF MARYLAND EASTERN SHORE				
In-State Tuition	5,637	5,637	0	0.0%
Out-of-State Tuition	16,467	16,467	0	0.0%
Technology Fee	172	172	0	0.0%
Total Auxiliary Fees	3,090	3,090	0	0.0%
Total Fees	**3,262**	**3,262**	**0**	**0.0%**
Total In-State Cost	**8,898**	**8,898**	**0**	**0.0%**
Total Out-of-State Cost	**19,729**	**19,729**	**0**	**0.0%**
FROSTBURG STATE UNIVERSITY				
In-State Undergraduate Tuition	6,974	7,110	136	2.0%
Out-of-State Undergraduate Tuition	21,854	22,292	438	2.0%
Out-of-State Undergraduate Tuition - Contiguous Counties	16,124	16,446	322	2.0%
Technology Fee	204	208	4	2.0%
Total Auxiliary Fees	2,626	2,680	54	2.1%
Total Fees	**2,830**	**2,888**	**58**	**2.0%**
Total In-State Cost	**9,804**	**9,998**	**194**	**2.0%**
Total Out-of-State Cost	**24,684**	**25,180**	**496**	**2.0%**
Total Out-of-State Contiguous Counties Cost	**18,954**	**19,334**	**380**	**2.0%**

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University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2024 Full-Time <u>Undergraduate</u> Summary

	FY 2023	Recommended FY 2024	Amount	%
<u>COPPIN STATE UNIVERSITY</u>				
In-State Undergraduate Tuition	4,836	4,933	97	2.0%
Out-of-State Undergraduate Tuition	11,491	11,721	230	2.0%
Technology Fee	200	200	0	0.0%
Total Auxiliary Fees	1,868	1,868	0	0.0%
Total Fees	**2,068**	**2,068**	**0**	**0.0%**
Total In-State Cost	**6,904**	**7,001**	**97**	**1.4%**
Total Out-of-State Cost	**13,559**	**13,789**	**230**	**1.7%**
<u>UNIVERSITY OF BALTIMORE</u>				
In-State Undergraduate Tuition	7,296	7,442	146	2.0%
Out-of-State Undergraduate Tuition	20,746	21,160	414	2.0%
Technology Fee	216	240	24	11.1%
Total Auxiliary Fees	1,994	2,090	96	4.8%
Total Fees	**2,210**	**2,330**	**120**	**5.4%**
Total In-State Cost	**9,506**	**9,772**	**266**	**2.8%**
Total Out-of-State Cost	**22,956**	**23,490**	**534**	**2.3%**
<u>SALISBURY UNIVERSITY</u>				
In-State Undergraduate Tuition	7,556	7,706	150	2.0%
Out-of-State Undergraduate Tuition	18,032	18,400	368	2.0%
Technology Fee	418	460	42	10.0%
Total Auxiliary Fees	2,422	2,472	50	2.1%
Total Fees	**2,840**	**2,932**	**92**	**3.2%**
Total In-State Cost	**10,396**	**10,638**	**242**	**2.3%**
Total Out-of-State Cost	**20,872**	**21,332**	**460**	**2.2%**
<u>UNIVERSITY OF MARYLAND GLOBAL CAMPUS</u>				
In-State Tuition	312	318	6	1.9%
Out-of-State Tuition	499	499	0	0.0%
Technology Fee - per credit	15	15	0	0.0%
Total Fees	**15**	**15**	**0**	**0.0%**
Total In-State Cost	**327**	**333**	**6**	**1.8%**
Total Out-of-State Cost	**514**	**514**	**0**	**0.0%**
<u>UNIVERSITY OF MARYLAND, BALTIMORE COUNTY</u>				
In-State Undergraduate Tuition	9,056	9,238	182	2.0%
Out-of-State Undergraduate Tuition	25,820	26,594	774	3.0%
Technology Fee	344	354	10	2.9%
Total Auxiliary Fees	3,206	3,360	154	4.8%
Total Fees	**3,550**	**3,714**	**164**	**4.6%**
Total In-State Cost	**12,606**	**12,952**	**346**	**2.7%**
Total Out-of-State Cost	**29,370**	**30,308**	**938**	**3.2%**

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University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2024 Full-Time <u>Undergraduate</u> Tuition & Fees

<table>
<tr><td style="background-color:yellow" colspan="7">Recommended</td></tr>
</table>

<u>**Resident**</u>

	<u>Tuition</u>	<u>% increase</u>	<u>Fees</u>	<u>% increase</u>	<u>Total</u>	<u>% increase</u>
UMCP	9,889	2.0%	1,616	5.1%	11,505	2.4%
BSU	5,993	2.0%	3,006	4.4%	8,999	2.8%
TU	7,382	2.0%	3,924	9.6%	11,306	4.5%
UMES	5,637	0.0%	3,262	0.0%	8,898	0.0%
FSU	7,110	2.0%	2,888	2.0%	9,998	2.0%
CSU	4,933	2.0%	2,068	0.0%	7,001	1.4%
UBalt	7,442	2.0%	2,330	5.4%	9,772	2.8%
SU	7,706	2.0%	2,932	3.2%	10,638	2.3%
UMBC	<u>9,238</u>	<u>2.0%</u>	<u>3,714</u>	<u>4.6%</u>	<u>12,952</u>	<u>2.7%</u>
Average	**7,259**	**1.8%**	**2,860**	**3.8%**	**10,119**	**2.3%**
UMGC	318	1.9%	15	0.0%	333	1.8%

<u>**Non-Resident**</u>

	<u>Tuition</u>	<u>% increase</u>	<u>Fees</u>	<u>% increase</u>	<u>Total</u>	<u>% increase</u>
UMCP	38,690	2.0%	1,616	5.1%	40,306	2.1%
BSU	16,833	1.0%	3,006	4.4%	19,839	1.5%
TU	24,402	5.0%	3,924	9.6%	28,326	5.6%
UMES	16,467	0.0%	3,262	0.0%	19,729	0.0%
FSU	22,292	2.0%	2,888	2.0%	25,180	2.0%
CSU	11,721	2.0%	2,068	0.0%	13,789	1.7%
UBalt	21,160	2.0%	2,330	5.4%	23,490	2.3%
SU	18,400	2.0%	2,932	3.2%	21,332	2.2%
UMBC	<u>26,594</u>	<u>3.0%</u>	<u>3,714</u>	<u>4.6%</u>	<u>30,308</u>	<u>3.2%</u>
Average	**21,840**	**2.1%**	**2,860**	**3.8%**	**24,700**	**2.3%**
UMGC	499	0.0%	15	0.0%	514	0.0%

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University System of Maryland
Schedule of Tuition and Mandatory Fees
FY 2024 Summary of <u>Part-Time</u> Tuition
<u>Recommended</u>

<u>Undergraduate</u>

	In-State	% Inc	Out-of State	% Inc
UMCP	412	2.0%	1,613	2.0%
BSU	263	1.9%	708	1.0%
TU	316	1.9%	1,026	4.9%
UMES	233	0.0%	607	0.0%
FSU	298	4.2%	612	0.0%
CSU	209	1.9%	652	1.9%
UBalt	338	1.8%	1,074	2.0%
SU	315	1.9%	760	2.0%
UMGC	318	1.9%	499	0.0%
UMBC	<u>382</u>	<u>1.9%</u>	<u>1,103</u>	<u>3.0%</u>
Average*	**308**	**2.0%**	**865**	**1.7%**

*Excludes professional schools at UMB and UBalt.

<u>Graduate</u>

	In-State	% Inc	Out-of State	% Inc
UMCP	828	2.0%	1,805	2.0%
BSU	448	2.1%	730	1.0%
TU	506	5.0%	1,047	4.9%
UMES	346	0.0%	641	0.0%
FSU	465	2.0%	600	2.0%
CSU	377	5.3%	693	5.2%
UBalt	804	2.0%	1,179	2.0%
SU	428	1.9%	775	2.0%
UMGC	524	1.9%	659	0.0%
UMBC	<u>720</u>	<u>3.0%</u>	<u>1,237</u>	<u>3.0%</u>
Average*	**545**	**2.5%**	**937**	**2.2%**

*Excludes professional schools at UMB and UBalt.

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University System of Maryland
Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
DDS Program				
In-State Tuition	46,354.00	48,660.00	2,306.00	5.0%
Out-of-State Tuition	86,235.00	90,535.00	4,300.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State DDS Program	48,376.00	50,682.00	2,306.00	4.8%
Total Out-of-State DDS Program	88,257.00	92,557.00	4,300.00	4.9%
Post Graduate Program				
In-State Tuition	42,814.00	44,942.00	2,128.00	5.0%
Out-of-State Tuition	67,373.00	70,729.00	3,356.00	5.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	60.00	60.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Post Graduate Program	44,821.00	46,949.00	2,128.00	4.7%
Total Out-of-State Post Graduate Program	69,380.00	72,736.00	3,356.00	4.8%
Graduate - Masters per Credit Hour				
In-State Tuition	764.00	783.00	19.00	2.5%
Out-of-State Tuition	1,320.00	1,353.00	33.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Graduate - Ph D per Credit Hour				
In-State Tuition	608.00	623.00	15.00	2.5%
Out-of-State Tuition	1,075.00	1,101.00	26.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Dental Hygiene - Undergraduate				
In-State Tuition	5,740.00	5,854.50	114.50	2.0%
Out-of-State Tuition	31,441.00	32,069.50	628.50	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	68.00	68.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Dental Hygiene	7,755.00	7,869.50	114.50	1.5%
Total Out-of-State Dental Hygiene	33,456.00	34,084.50	628.50	1.9%
Dental Hygiene - Undergraduate per Credit Hour				
In-State Tuition	402.00	409.50	7.50	1.9%
Out-of-State Tuition	1,000.00	1,020.00	20.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	46.00	46.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
School of Dentistry Shady Grove Programs				
Clinical Dental Hygiene Leadership Dual Degree				
In-State Tuition	**16,059.00**	**16,385.50**	**326.50**	**2.0%**
Out-of-State Tuition	**22,481.00**	**22,935.50**	**454.50**	**2.0%**
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	696.00	732.00	36.00	5.2%
USG Facilities fee	42.00	44.00	2.00	4.8%
Student Activities	68.00	68.00	0.00	0.0%
Student Services fee	320.00	320.00	0.00	0.0%
Total In-State Clinical Dental Hygiene Leadership	**17,327.00**	**17,691.50**	**364.50**	**2.1%**
Total Out-of-State Clinical Dental Hygiene Leadership	**23,749.00**	**24,241.50**	**492.50**	**2.1%**
SCHOOL OF LAW				
JD Full Time Program				
In-State Tuition (base tuition 12 credits or more)	**34,301.00**	**34,987.00**	**686.00**	**2.0%**
Out-of-State Tuition (base tuition 12 credits or more)	**50,630.00**	**51,643.00**	**1,013.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State JD Full Time - 12 credits or more	**36,313.00**	**36,999.00**	**686.00**	**1.9%**
Total Out-of-State JD Full Time - 12 credits or more	**52,642.00**	**53,655.00**	**1,013.00**	**1.9%**
JD Part Time Program Flat Rate				
In-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**22,518.00**	**22,968.00**	**450.00**	**2.0%**
Out-of-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**33,147.00**	**33,810.00**	**663.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State JD Part Time 20 credits	**24,514.00**	**24,964.00**	**450.00**	**1.8%**
Total Out-of-State JD Part Time 20 credits	**35,143.00**	**35,806.00**	**663.00**	**1.9%**
JD Program per Credit Hour				
In-State Tuition (per credit hour)	**1,298.00**	**1,324.00**	**26.00**	**2.0%**
Out-of-State Tuition (per credit hour)	**1,915.00**	**1,953.00**	**38.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
LLM Full Time Program Flat Rate				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	**29,551.00**	**30,142.00**	**591.00**	**2.0%**
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	**29,551.00**	**30,142.00**	**591.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	65.00	65.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State LLM Full Time - 12 credits or more	**31,563.00**	**32,154.00**	**591.00**	**1.9%**
Total Out-of-State LLM Full Time - 12 credits or more	**31,563.00**	**32,154.00**	**591.00**	**1.9%**
LLM Program per Credit Hour				
In-State Tuition <12 credits	**1,160.00**	**1,183.00**	**23.00**	**2.0%**
Out-of-State Tuition <12 credits	**1,160.00**	**1,183.00**	**23.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49.00	49.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%

Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
			Recommended Change	
Master of Science in Law per Credit Hour (at College Park)				
In-State Tuition	905.00	923.00	18.00	2.0%
Out-of-State Tuition	905.00	923.00	18.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
ONLINE - Master of Science in Law (Cybersecurity) per Credit Hour				
In-State Tuition	905.00	923.00	18.00	2.0%
Out-of-State Tuition	905.00	923.00	18.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
ONLINE - Master of Science in Law (Homeland Sec & Crisis Mgmt) Per Credit Hour				
In-State Tuition	905.00	923.00	18.00	2.0%
Out-of-State Tuition	905.00	923.00	18.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
SCHOOL OF MEDICINE				
MD Program				
In-State Tuition	38,573.00	39,731.00	1,158.00	3.0%
Out-of-State Tuition	68,249.00	69,619.00	1,370.00	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	83.00	83.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State MD Program	40,603.00	41,761.00	1,158.00	2.9%
Total Out-of-State MD Program	70,279.00	71,649.00	1,370.00	1.9%
Medicine Graduate - Masters per Credit Hour				
In-State Tuition	764.00	783.00	19.00	2.5%
Out-of-State Tuition	1,320.00	1,353.00	33.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Medicine Graduate - Ph D per Credit Hour				
In-State Tuition	608.00	623.00	15.00	2.5%
Out-of-State Tuition	1,075.00	1,101.00	26.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Masters in Genetic Counseling				
In-State Tuition	20,141.00	20,746.00	605.00	3.0%
Out-of-State Tuition	33,251.00	34,249.00	998.00	3.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	75.00	75.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Genetic Counseling	22,163.00	22,768.00	605.00	2.7%
Total Out-of-State Genetic Counseling	35,273.00	36,271.00	998.00	2.8%

Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
Masters in Public Health per Credit Hour				
In-State Tuition	**879.00**	**905.00**	**26.00**	**3.0%**
Out-of-State Tuition	**1,553.00**	**1,600.00**	**47.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	47.00	47.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Medical & Research Technology - Undergraduate				
In-State Tuition	**8,205.00**	**8,214.00**	**9.00**	**0.1%**
Out-of-State Tuition	**24,889.00**	**24,898.00**	**9.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Med. & Research Technology	**10,203.00**	**10,212.00**	**9.00**	**0.1%**
Total Out-of-State Med. & Research Tech.	**26,887.00**	**26,896.00**	**9.00**	**0.0%**
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	**14,775.00**	**14,789.00**	**14.00**	**0.1%**
Out-of-State Tuition	**28,673.00**	**28,687.00**	**14.00**	**0.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Medical & Research Tech Certificate	**16,773.00**	**16,787.00**	**14.00**	**0.1%**
Total Out-of-State Medical & Research Tech Certificate	**30,671.00**	**30,685.00**	**14.00**	**0.0%**
Medical Research Technology - Undergraduate per Credit Hour				
In-State Tuition	**393.50**	**394.00**	**0.50**	**0.1%**
Out-of-State Tuition	**900.00**	**901.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Medical & Research Technology - Graduate per Credit Hour				
In-State Tuition	**761.00**	**762.00**	**1.00**	**0.1%**
Out-of-State Tuition	**1,292.00**	**1,293.00**	**1.00**	**0.1%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee- per credit hour	72.00	72.00	0.00	0.0%
Doctorate in Physical Therapy (All PT Students) per Credit Hour				
In-State Tuition	**668.00**	**688.00**	**20.00**	**3.0%**
Out-of-State Tuition	**1,140.00**	**1,174.00**	**34.00**	**3.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities Fee	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
Masters of Public Health Dual Degree				
In-State Tuition	**26,409.00**	**27,201.00**	**792.00**	**3.0%**
Out-of-State Tuition	**46,407.00**	**47,799.00**	**1,392.00**	**3.0%**
Technology Fee	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State MPH Dual Degree	**28,423.00**	**29,215.00**	**792.00**	**2.8%**
Total Out-of-State MPH Dual Degree	**48,421.00**	**49,813.00**	**1,392.00**	**2.9%**
SCHOOL OF NURSING				
Nursing Undergraduate Traditional				
In-State Tuition	**9,635.00**	**9,827.00**	**192.00**	**2.0%**
Out-of-State Tuition	**39,597.00**	**40,389.00**	**792.00**	**2.0%**
BSN Tuition Clinical Education Cost Coverage	**1,000.00**	**1,500.00**	**500.00**	**50.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**12,692.00**	**13,374.00**	**682.00**	**5.4%**
Total Out-of-State School of Nursing - Undergraduate	**42,654.00**	**43,936.00**	**1,282.00**	**3.0%**
Nursing Undergraduate per Credit Hour Traditional				
In-State Tuition	**417.00**	**425.00**	**8.00**	**1.9%**
Out-of-State Tuition	**1,416.00**	**1,444.00**	**28.00**	**2.0%**
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1,500)	**100.00**	**62.50**	**-37.50**	**-37.5%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Nursing Undergraduate (BS) RN-BSN				
In-State Tuition	**9,379.00**	**9,567.00**	**188.00**	**2.0%**
Out-of-State Tuition	**38,488.00**	**39,258.00**	**770.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**11,436.00**	**11,614.00**	**178.00**	**1.6%**
Total Out-of-State School of Nursing - Undergraduate	**40,545.00**	**41,305.00**	**760.00**	**1.9%**
Nursing Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	**409.00**	**417.00**	**8.00**	**2.0%**
Out-of-State Tuition	**1,379.00**	**1,406.00**	**27.00**	**2.0%**
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Online Undergraduate (BS) RN-BSN				
In-State Tuition	**9,379.00**	**9,567.00**	**188.00**	**2.0%**
Out-of-State Tuition	**38,488.00**	**39,258.00**	**770.00**	**2.0%**
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee	320.00	320.00	0.00	0.0%
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN	**9,951.00**	**10,129.00**	**178.00**	**1.8%**
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN	**39,060.00**	**39,820.00**	**760.00**	**1.9%**

Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
Online Undergraduate per Credit Hour (BS) RN-BSN				
In-State Tuition	409.00	417.00	8.00	2.0%
Out-of-State Tuition	1,379.00	1,406.00	27.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Nursing Masters CNL per Credit Hour				
In-State Tuition	844.00	873.00	29.00	3.4%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Nursing Masters Other per Credit Hour				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Nursing Ph D per Credit Hour				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Nursing DNP per Credit Hour				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities flat rate	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Nursing - Masters Online-Informatics per Credit Hour				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Nursing - Masters Online - Health Services Leadership & Management (per Credit Hour)				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	100.00	100.00	0.00	0.0%
Student Serves Fee - per credit hour	18.00	18.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
School of Nursing Shady Grove Campus				
Traditional BSN Program				
In-State Tuition	9,635.00	9,827.00	192.00	2.0%
Out-of-State Tuition	39,597.00	40,389.00	792.00	2.0%
BSN Tuition Clinical Education Cost Coverage	1,000.00	1,500.00	500.00	50.0%
Technology Fee - per credit hour	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	696.00	732.00	36.00	5.2%
USG Facilities fee	42.00	44.00	2.00	4.8%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services fee	320.00	320.00	0.00	0.0%
Total In-State School of Nursing	11,945.00	12,665.00	720.00	6.0%
Total Out-of-State School of Nursing	41,907.00	43,227.00	1,320.00	3.1%
Undergraduate Per Credit Hour Traditional				
In-State Tuition	417.00	425.00	8.00	1.9%
Out-of-State Tuition	1,416.00	1,444.00	28.00	2.0%
BSN Tuition Clinical Education Cost Coverage (Maximum amount of $1,500)	100.00	62.50	-37.50	-37.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	29.13	30.00	0.87	3.0%
USG Facilities fee	21.00	22.00	1.00	4.8%
Student Activities	110.00	100.00	-10.00	-9.1%
Student Services fee - per credit hour	18.00	18.00	0.00	0.0%
Undergraduate (BS) RN-BSN*				
In-State Tuition	9,379.00	N/A	0.00	0.0%
Out-of-State Tuition	38,488.00	N/A	0.00	0.0%
Technology Fee - per credit hour	120.00	N/A	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	0.00	0.0%
USG Auxiliary fee	696.00	N/A	0.00	0.0%
USG Facilities fee	42.00	N/A	0.00	0.0%
Student Activities	110.00	N/A	0.00	0.0%
Student Services fee	320.00	N/A	0.00	0.0%
Total In-State School of Nursing	10,689.00	N/A	0.00	0.0%
Total Out-of-State School of Nursing	39,798.00	N/A	0.00	0.0%
Undergraduate Per Credit Hour RN-BSN*				
In-State Tuition	409.00	N/A	0.00	0.0%
Out-of-State Tuition	1,379.00	N/A	0.00	0.0%
Technology Fee - per credit hour	10.00	N/A	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	0.00	0.0%
USG Auxiliary fee	29.13	N/A	0.00	0.0%
USG Facilities fee	21.00	N/A	0.00	0.0%
Student Activities	110.00	N/A	0.00	0.0%
Student Services fee - per credit hour	18.00	N/A	0.00	0.0%
Nursing DNP Per Credit Hour				
In-State Tuition	856.00	873.00	17.00	2.0%
Out-of-State Tuition	1,519.00	1,549.00	30.00	2.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	21.84	22.00	0.16	0.7%
USG Facilities fee	21.00	22.00	1.00	4.8%
Student Activities	100.00	100.00	0.00	0.0%
Student Services fee - per credit hour	18.00	18.00	0.00	0.0%
Online Undergraduate (BS) RN-BSN*				
In-State Tuition	9,379.00	N/A	0.00	0.0%
Out-of-State Tuition	38,488.00	N/A	0.00	0.0%
Technology Fee - flat rate	120.00	N/A	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	0.00	0.0%
Student Activities	110.00	N/A	0.00	0.0%
Student Services Fee	320.00	N/A	0.00	0.0%
Total In-State School of Nursing - Online Undergraduate (BS) RN-BSN	9,951.00	N/A	0.00	0.0%
Total Out-of-State School of Nursing - Online Undergraduate (BS) RN-BSN	39,060.00	N/A	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
Online Undergraduate per Credit Hour (BS) RN-BSN*				
In-State Tuition	409.00	N/A	0.00	0.0%
Out-of-State Tuition	1,379.00	N/A	0.00	0.0%
Technology Fee - per credit hour	10.00	N/A	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	N/A	0.00	0.0%
Student Activities	110.00	N/A	0.00	0.0%
Student Services Fee - per credit hour	18.00	N/A	0.00	0.0%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	28,352.00	29,063.00	711.00	2.5%
Out-of-State Tuition	45,836.00	46,418.00	582.00	1.3%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State School of Pharm D Program	30,366.00	31,077.00	711.00	2.3%
Total Out-of-State School of Pharm D Program	47,850.00	48,432.00	582.00	1.2%
Pharmacy Graduate - Masters per Credit Hour				
In-State Tuition	764.00	783.00	19.00	2.5%
Out-of-State Tuition	1,320.00	1,353.00	33.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Pharmacy Graduate - Masters Pharmaceutical Sciences per Credit Hour				
In-State Tuition	654.00	670.00	16.00	2.4%
Out-of-State Tuition	805.00	825.00	20.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Pharmacy Graduate - ONLINE Masters Regulatory Sciences per Credit Hour				
In-State Tuition	663.00	679.00	16.00	2.4%
Out-of-State Tuition	817.00	837.00	20.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Pharmacy Graduate - Online Masters Palliative Care per Credit Hour				
In-State Tuition	663.00	679.00	16.00	2.4%
Out-of-State Tuition	817.00	837.00	20.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee -per credit hour	18.00	18.00	0.00	0.0%
Pharmacy Graduate - Online PhD in Palliative Care per Credit Hour				
In-State Tuition	663.00	679.00	16.00	2.4%
Out-of-State Tuition	817.00	837.00	20.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
Pharmacy Graduate - Online Masters Pharmacometrics per Credit Hour				
In-State Tuition	764.00	783.00	19.00	2.5%
Out-of-State Tuition	1,320.00	1,353.00	33.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Pharmacy Graduate - Ph D per Credit Hour				
In-State Tuition	608.00	623.00	15.00	2.5%
Out-of-State Tuition	1,075.00	1,101.00	26.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Pharm D per Credit Hour				
In-State Tuition	1,093.00	1,120.20	27.20	2.5%
Out-of-State Tuition	1,581.00	1,601.20	20.20	1.3%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	67.00	67.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
School of Pharmacy Shady Grove Campus				
MS IN CANNABIS PROGRAM				
In-State Tuition	663.00	679.00	16.00	2.4%
Out-of-State Tuition	817.00	837.00	20.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - Flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	22.00	1.00	4.8%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
USG Auxiliary Fee - per credit hour	21.84	22.00	0.16	0.7%
Per Credit Hour				
Graduate Master's Pharmaceutical Sciences				
In-State Tuition	654.00	670.00	16.00	2.4%
Out-of-State Tuition	805.00	825.00	20.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Facilities Fee	21.00	22.00	1.00	4.8%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
USG Auxiliary Fee - per credit hour	21.84	22.00	0.16	0.7%
SCHOOL OF SOCIAL WORK				
Masters of Social Work Program - Full time				
In-State Tuition	15,442.80	15,750.00	307.20	2.0%
Out-of-State Tuition	33,638.58	34,310.00	671.42	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	63.00	63.00	0.00	0.0%
Student Services Fee	320.00	320.00	0.00	0.0%
Campus Center Infrastructure Fee	1,296.00	1,296.00	0.00	0.0%
Total In-State Master of Social Work Program	17,452.80	17,760.00	307.20	1.8%
Total Out-of-State Masters of Social Work Program	35,648.58	36,320.00	671.42	1.9%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
		Recommended Change		
Masters of Social Work - Per Credit Hour				
In-State Tuition	729.00	729.00	0.00	0.0%
Out-of-State Tuition	1,307.00	1,307.00	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Social Work - Ph D per Credit Hour				
In-State Tuition	608.00	623.00	15.00	2.5%
Out-of-State Tuition	1,075.00	1,101.00	26.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Masters of Social Work - Per Credit Hour (New Students Entering Fall FY 2023-2024)**				
In-State Tuition	0.00	676.00	676.00	100.0%
Out-of-State Tuition	0.00	1,307.00	1,307.00	100.0%
Technology Fee - per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	0.00	22.00	22.00	100.0%
UMB Shuttle Fee for Part Time	0.00	94.50	94.50	100.0%
UMB Shuttle Fee for Full Time	0.00	189.00	189.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee - per credit hour (max $160/semester)	0.00	18.00	18.00	100.0%
Campus Center Infrastructure Fee - per credit hour (max $648/semester)	0.00	72.00	72.00	100.0%
Online Masters of Social Work - Credit Hour***				
In-State Tuition	0.00	676.00	676.00	100.0%
Out-of-State Tuition	0.00	1,307.00	1,307.00	100.0%
Technology Fee - per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	0.00	22.00	22.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee - per credit hour (max $160/semester)	0.00	18.00	18.00	100.0%
School of Social Work Shady Grove Campus				
Masters of Social Work Program-Full Time				
In-State Tuition	15,442.80	15,750.00	307.20	2.0%
Out-of-State Tuition	33,638.58	34,310.00	671.42	2.0%
Technology Fee - flat rate	120.00	120.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	392.00	412.00	20.00	5.1%
USG Facilities fee	42.00	44.00	2.00	4.8%
Student Activities	63.00	63.00	0.00	0.0%
Student Services fee	320.00	320.00	0.00	0.0%
Total In-State School of Social Work	16,401.80	16,731.00	329.20	2.0%
Total Out-of-State School of Social Work	34,597.58	35,291.00	693.42	2.0%
Masters of Social Work - per Credit Hour				
In-State Tuition	729.00	729.00	0.00	0.0%
Out-of-State Tuition	1,307.00	1,307.00	0.00	0.0%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
USG Auxiliary fee	21.84	22.00	0.16	0.7%
USG Facilities fee	21.00	22.00	1.00	4.8%
Student Activities	51.00	51.00	0.00	0.0%
Student Services fee per credit hour	18.00	18.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
GRADUATE SCHOOL				
GRADUATE - MASTERS				
In-State Tuition Per Credit Hour	764.00	783.00	19.00	2.5%
Out-of-State Tuition Per Credit Hour	1,320.00	1,353.00	33.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
GRADUATE - PH D				
In-State Tuition Per Credit Hour	608.00	623.00	15.00	2.5%
Out-of-State Tuition Per Credit Hour	1,075.00	1,101.00	26.00	2.4%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Graduate - PhD Health Professions Education				
In-State Tuition Per Credit Hour	761.00	779.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189.00	189.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Graduate - Masters, Health Science Online				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Graduate - Masters, Health & Social Innovation				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Serves Fee - per credit hour	18.00	18.00	0.00	0.0%
Master Health Science Physician Assistant				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee - per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
UMB Shuttle Fee for Part Time****	0.00	94.50	94.50	100.0%
UMB Shuttle Fee for Full Time****	0.00	189.00	189.00	100.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Campus Center Infrastructure Fee - per credit hour	72.00	72.00	0.00	0.0%
Graduate - MS, Global Health				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
Graduate - MS in Vulnerability and Violence Reduction				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Masters of Science Health Professions Education				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Masters, Diversity, Equity and Inclusion Leadership				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Masters, Gerontology				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
MS, Clinical Informatics				
In-State Tuition Per Credit Hour	746.00	764.00	18.00	2.4%
Out-of-State Tuition Per Credit Hour	972.00	996.00	24.00	2.5%
Technology Fee per credit hour	10.00	10.00	0.00	0.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	22.00	22.00	0.00	0.0%
Student Activities	51.00	51.00	0.00	0.0%
Student Services Fee - per credit hour	18.00	18.00	0.00	0.0%
Doctor of Medical Science (DMSC)*****				
In-State Tuition Per Credit Hour	0.00	779.00	779.00	100.0%
Out-of-State Tuition Per Credit Hour	0.00	996.00	996.00	100.0%
Technology Fee per credit hour (max $60/semester)	0.00	10.00	10.00	100.0%
Auxiliary Fees - (Flat Rate Unless Noted)				
Student Government Association	0.00	22.00	22.00	100.0%
Student Activities	0.00	51.00	51.00	100.0%
Student Services Fee - per credit hour (max $160/semester)	0.00	18.00	18.00	100.0%

* UMB doesn't offer Undergraduate (BS) RN-BSN and Online Undergraduate (BS) RN-BSN programs at Shady Grove Campus
** Change in the Tuititon Structure for Master of Social Work Per Credit Hour (New Students Entering FY 2023-2024)
*** New Program - Online Masters of Social Work - Credit Hour
**** UMB Shuttle Fee Added to Master Health Science Physician Assistant program
***** New Program - Doctor of Medical Science (DMSC)

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	**9,695.00**	**9,889.00**	**194.00**	**2.0%**
Out-of-State Tuition	**37,931.00**	**38,690.00**	**759.00**	**2.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	399.00	399.00	0.00	0.0%
Shuttle Bus	254.00	267.00	13.00	5.1%
Student Union	359.00	377.00	18.00	5.0%
Student Activities	82.00	85.00	3.00	3.7%
Recreation Services	411.00	434.00	23.00	5.6%
Student Sustainability Fee	18.00	24.00	6.00	33.3%
Student Counseling Center Fee	15.00	30.00	15.00	100.0%
Total Fees:	**1,538.00**	**1,616.00**	**78.00**	**5.1%**
Total In-State Cost	**11,233.00**	**11,505.00**	**272.00**	**2.4%**
Total Out-of-State Cost	**39,469.00**	**40,306.00**	**837.00**	**2.1%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	**404.00**	**412.00**	**8.00**	**2.0%**
Out-of-State Tuition - per credit hour	**1,581.00**	**1,613.00**	**32.00**	**2.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	127.00	134.00	7.00	5.5%
Student Union	180.00	189.00	9.00	5.0%
Student Activities	41.00	42.00	1.00	2.4%
Recreation Services	206.00	217.00	11.00	5.3%
Student Sustainability Fee	9.00	12.00	3.00	33.3%
Student Counseling Center Fee	8.00	15.00	7.00	87.5%
Total Fees:	**704.00**	**742.00**	**38.00**	**5.4%**

SPECIAL TUITION RATES FOR UNDERGRADUATES:
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE

These students pay the annual standard tuition and mandatory fees above **PLUS** the annual differential pricing rate.
In-State and Out-of-State undergraduate students pay the same differential pricing rate.

	FY 2023	FY 2024	$	%
Full-time Undergraduate Jr./Sr. rate	**2,971.00**	**3,030.00**	**59.00**	**2.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**122.00**	**124.50**	**2.50**	**2.0%**

FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS,
ENGINEERING & COMPUTER SCIENCE

	FY 2023	FY 2024	$	%
In-State Tuition	9,695.00	9,889.00	194.00	2.0%
Out-of-State Tuition	37,931.00	38,690.00	759.00	2.0%
Differential Pricing Rate Jr./Sr.	2,971.00	3,030.00	59.00	2.0%
Fees (Per Student)	1,538.00	1,616.00	78.00	5.1%
Total In-State Full-time	**14,204.00**	**14,535.00**	**331.00**	**2.3%**
Total Out-of-State Full-time	**42,440.00**	**43,336.00**	**896.00**	**2.1%**

PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE

	FY 2023	FY 2024	$	%
In-State Tuition (Per Credit Hour)	404.00	412.00	8.00	2.0%
Out-of-State Tuition (Per Credit Hour)	1,581.00	1,613.00	32.00	2.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	122.00	124.50	2.50	2.0%
Total In-State Part-time	**526.00**	**536.50**	**10.50**	**2.0%**
Total Out-of-State Part-time	**1,703.00**	**1,737.50**	**34.50**	**2.0%**
Part-time mandatory fee (flat rate per student)	704.00	742.00	38.00	5.4%

FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)

	FY 2023	FY 2024	$	%
In-State Tuition - per credit hour	**811.90**	**828.00**	**16.10**	**2.0%**
Out-of-State Tuition - per credit hour	**1,769.38**	**1,805.00**	**35.62**	**2.0%**
PhD Candidacy In-State Tuition - per semester	**1,323.84**	**1,350.00**	**26.16**	**2.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,574.77**	**2,626.00**	**51.23**	**2.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletics	133.00	133.00	0.00	0.0%
Shuttle Bus	254.00	267.00	13.00	5.1%
Student Union	359.00	377.00	18.00	5.0%
Student Activities	38.00	42.00	4.00	10.5%
Recreation Services	411.00	434.00	23.00	5.6%
Student Counseling Center Fee	15.00	30.00	15.00	100.0%
Total Fees:	**1,210.00**	**1,283.00**	**73.00**	**6.0%**

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	811.90	828.00	16.10	2.0%
Out-of-State Tuition - per credit hour	1,769.38	1,805.00	35.63	2.0%
PhD Candidacy In-State Tuition - per semester	1,323.84	1,350.00	26.16	2.0%
PhD Candidacy Out-of-State Tuition - per semester	2,574.77	2,626.00	51.23	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	66.00	66.00	0.00	0.0%
Shuttle Bus	127.00	134.00	7.00	5.5%
Student Union	180.00	189.00	9.00	5.0%
Student Activities	38.00	42.00	4.00	10.5%
Recreation Services	206.00	217.00	11.00	5.3%
Student Counseling Center Fee	8.00	15.00	7.00	87.5%
Total Fees:	625.00	663.00	38.00	6.1%

SPECIAL GRADUATE TUITION RATES:
PROFESSIONAL GRADUATE PROGRAMS:
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park.
Additional fees above the standard fees or exceptions to the standard fees are noted below.)

SCHOOL OF ARCHITECTURE
PART-TIME GRADUATE STUDENTS - per credit hour
Master (and Certificate) of Real Estate Development

	FY 2023	FY 2024	$	%
In-State Tuition - per credit hour	905.42	905.50	0.08	0.0%
Out-of-State Tuition - per credit hour	1,203.26	1,203.50	0.24	0.0%
School of Architecture Technology Fee (per semester) - Full-Time	100.00	100.00	0.00	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50.00	50.00	0.00	0.0%

SCHOOL OF ENGINEERING
PART-TIME GRADUATE STUDENTS - per credit hour

	FY 2023	FY 2024	$	%
Professional Masters in Engineering[1]	1,086.53	1,130.00	43.47	4.0%
Distance Learning Engineering	1,340.39	1,394.00	53.61	4.0%
Masters in Telecommunications	1,183.00	1,230.50	47.50	4.0%

[1]For remote sites, students pay a Distance Education Technology Services fee of $150 per class
and do not pay the standard auxiliary fees.

COLLEGE OF EDUCATION
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour

	FY 2023	FY 2024	$	%
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs[2]	800.42	800.50	0.08	0.0%

[2]Students do not pay the standard auxiliary fees.

COLLEGE OF BUSINESS AND MANAGEMENT
MBA PROGRAMS
PART-TIME and FULL-TIME MBA (Program in College Park)

	FY 2023	FY 2024	$	%
In-State Tuition - per credit hour	1,759.16	1,759.50	0.34	0.0%
Out-of-State Tuition - per credit hour	2,156.96	2,157.00	0.04	0.0%
MBA Association Fee (Fall only)	725.00	750.00	25.00	3.4%

PART-TIME MBA PROGRAM (Offsite programs)[3]

	FY 2023	FY 2024	$	%
Tuition - per credit hour	1,732.64	1,733.00	0.36	0.0%
PT MBA Association Fee (Fall and Spring - each semester)	100.00	150.00	50.00	50.0%

[3]Students do not pay the standard auxiliary fees.

MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)

	FY 2023	FY 2024	$	%
In-State Tuition - per credit hour	1,630.64	1,631.00	0.36	0.0%
Out-of-State Tuition - per credit hour	2,115.00	2,115.00	0.00	0.0%
MS Association Fee (Fall and Spring semester - each semester)	80.00	80.00	0.00	0.0%

MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)

	FY 2023	FY 2024	$	%
In-State Tuition - per credit hour	1,630.64	1,631.00	0.36	0.0%
Out-of-State Tuition - per credit hour	2,072.30	2,072.50	0.20	0.0%
MS Association Fee (Fall and Spring - each semester)	80.00	80.00	0.00	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	1,661.00	850.50	-810.50	-48.8%
ONLINE MBA PROGRAM				
Tuition - per credit hour	1,732.64	1,733.00	0.36	0.0%
EXECUTIVE MBA PROGRAM - College Park Weekends	136,806.00	136,806.00	0.00	0.0%
SCHOOL OF PUBLIC POLICY				
FULL-TIME & PART-TIME MASTERS GRADUATE STUDENTS (MPM/MPP)				
In-State Tuition - per credit hour	975.21	995.00	19.79	2.0%
Out-of-State Tuition - per credit hour	2,003.12	2,044.00	40.88	2.0%
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	49,464.90	49,960.00	495.10	1.0%
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	975.00	995.00	20.00	2.1%
Out-of-State Tuition - per credit hour	2,003.12	2,044.00	40.88	2.0%
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA)	1,454.18	1,484.00	29.82	2.1%
(flat rate per credit hour regardless of residency status)				

PhD GRADUATE STUDENTS pay campus standard tuition rates

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
SCHOOL OF PUBLIC HEALTH				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	957.34	996.00	38.66	4.0%
Out-of-State Tuition - per credit hour	1,773.71	1,845.00	71.29	4.0%
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES				
Joint Program in Survey Methodology (JPSM) - per credit hour[4]	1,142.00	1,142.00	0.00	0.0%

[4]Students do not pay the standard auxiliary fees.

BOWIE STATE UNIVERSITY	FY 2023	FY 2024	Recommended Change $	Recommended Change %
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	5,875	5,993	118	2.0%
Out-of-State Tuition	16,666	16,833	167	1.0%
Technology Fee - flat rate	265	270	5	1.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	851	923	72	8.5%
Intramural and Recreation	42	46	4	9.5%
Health Service Fee	160	164	4	2.5%
University Construction	172	180	8	4.7%
Student Union Operating	1,175	1,199	24	2.0%
Student Activity	191	200	9	4.7%
Sustainability Fee	4	4	0	6.3%
Bowie Card Fee	18	20	2	8.2%
Total Fees:	2,878	3,006	128	4.4%
Total In-State Cost	8,753	8,999	246	2.8%
Total Out-of-State Cost	19,544	19,839	295	1.5%
FULL-TIME ONLINE PROGRAM				
In-State Tuition (Annual)	0	5,993	5,993	0.0%
Out-of-State Tuition (Annual)	0	16,833	16,833	0.0%
Technology Fee - flat rate (Annual)	0	270	270	0.0%
Total Flat Rate fees:	0	270	270	0.0%
Auxiliary Fees: flat rate (Annual)				
Bulldog Card Fee	0	20	20	0.0%
Total Fees:	0	20	20	0.0%
Total In-State Cost	0	6,283	6,283	0.0%
Total Out-of-State Cost	0	17,123	17,123	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
		Recommended Change		
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	258	263	5	1.9%
Out-of-State Tuition	701	708	7	1.0%
Technology Fee - per credit hour	11	11	0	1.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	35	38	3	8.5%
Intramural and Recreation Fee	2	2	0	8.0%
Health Service Fee	7	7	0	2.3%
University Construction	7	8	0	4.7%
Student Union Operating	49	50	1	2.0%
Student Activity	8	8	0	5.0%
Sustainability Fee - flat rate	4	4	0	6.3%
Bowie Card Fee - flat rate	18	20	2	8.2%
Total Auxiliary fees:	130	137	7	5.2%
Total Fees	141	148	7	4.9%
Total Mandatory Fee Rate per semester	130	136	6	4.7%
PART-TIME ONLINE PROGRAM				
In-State Tuition	0	263	263	0.0%
Out-of-State Tuition	0	708	708	0.0%
Technology Fee (per credit hour)	0	11	11	0.0%
Total Flat Rate fees:	0	11	11	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Bulldog Card Fee - flat rate *(Annual)*	0	20	20	0.0%
Total Auxiliary fees:	0	20	20	0.0%
Total Fees	0	31	31	0.0%
Total Mandatory Fee Rate per semester	0	21	21	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	439	448	9	2.1%
Out-of-State Tuition	723	730	7	1.0%
Technology Fee - per credit hour	11	11	0	1.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	35	38	3	8.5%
Intramural and Recreation Fee*	2	2	0	8.6%
Health Service Fee	7	7	0	2.3%
University Construction	7	8	0	4.7%
Student Union Operating	49	50	1	2.0%
Student Activity	12	13	1	5.0%
Sustainability Fee - flat rate	4	4	0	6.3%
Bowie Card Fee - flat rate	18	20	2	8.2%
Total Auxiliary fees:	135	142	7	5.2%
Total Mandatory Fee Rate per semester	134	141	6	4.7%
GRADUATE ONLINE PROGRAM				
In-State Tuition	0	448	448	0.0%
Out-of-State Tuition	0	730	730	0.0%
Technology Fee (per credit hour)	0	11	11	0.0%
Total Flat Rate fees:	0	11	11	0.0%
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	0	20	20	0.0%
Total Auxiliary fees:	0	20	20	0.0%
Total Fees	0	31	31	0.0%
Total Mandatory Fee Rate per semester	0	21	21	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
DOCTORAL ONLINE PROGRAM				
In-State Tuition	0	448	448	0.0%
Out-of-State Tuition	0	730	730	0.0%
Technology Fee (per credit hour)	0	11	11	0.0%
Total Flat Rate fees:	0	11	11	0.0%
Auxiliary Fees				
Bulldog Card Fee - flat rate (Annual)	0	20	20	0.0%
Total Auxiliary fees:	0	20	20	0.0%
Total Fees	0	31	31	0.0%
Total Mandatory Fee Rate per semester	0	21	21	0.0%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	7,238	7,382	144	2.0%
Out-of-State Tuition	23,240	24,402	1,162	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	11,174	11,732	558	5.0%
Technology Fee - flat rate	232	256	24	10.3%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	1,088	1,180	92	8.5%
Auxiliary Services	752	812	60	8.0%
Auxiliary Services - Construction	1,406	1,518	112	8.0%
Wellness	N/A	50	0	0.00
Student Services - SGA	102	108	6	5.9%
Total Fees	3,580	3,924	344	9.6%
Total In-State Cost	10,818	11,306	488	4.5%
Total Out-of-State Cost	26,820	28,326	1,506	5.6%
Total Out-of-State Regional Cost On-Site Hagerstown	12,812	13,506	694	5.4%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	310	316	6	1.9%
Out-of-State Tuition	978	1,026	48	4.9%
Out-of-State Regional Tuition On-Site Hagerstown	484	508	24	5.0%
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	48	50	2	4.2%
Auxiliary Services	34	36	2	5.9%
Auxiliary Services - Construction	64	69	5	7.8%
Wellness	N/A	0	0	0.00
Student Services - SGA	7	8	1	14.3%
Total Fees:	163	174	11	6.7%

SPECIAL TUITION RATES FOR UNDERGRADUATES:
JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING, & COMPUTER SCIENCE

These students pay the annual standard tuition and mandatory fees above **PLUS** the annual differential pricing rate.
In-State and Out-of-State undergraduate students pay the same differential pricing rate.

	FY 2023	FY 2024	$	%
Full-time Undergraduate Jr./Sr. rate	1,500	1,500	0	0.0%
Part-time Undergraduate Jr./Sr. rate (per credit hour)	63	63	0	0.0%
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition	7,238	7,382	144	2.0%
Out-of-State Tuition	23,240	24,402	1,162	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	11,174	11,732	558	5.0%
Differential Pricing Rate Jr./Sr.	1,500	1,500	0	0.0%
Fees (Per Student)	3,580	3,924	344	9.6%
Total In-State Full-time	12,318	12,806	488	4.0%
Total Out-of-State Full-time	28,320	29,826	1,506	5.3%
Total Out-of-State Regional Tuition On-Site Hagerstown	16,254	17,156	902	5.6%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, NURSING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	310	316	6	1.9%
Out-of-State Tuition (Per Credit Hour)	978	1,026	48	4.9%
Out-of-State Regional Tuition On-Site Hagerstown	484	508	24	5.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	63	63	0	0.0%
Total In-State Part-time	373	379	6	1.6%
Total Out-of-State Part-time	1,041	1,089	48	4.6%
Total Out-of-State Regional Tuition On-Site Hagerstown	547	571	24	4.4%
			21	
Part-time mandatory fee (per credit hour)	163	174	11	6.7%

Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**482**	**506**	**24**	**5.0%**
Out-of-State Tuition	**998**	**1,047**	**49**	**4.9%**
Out-of-State Regional Tuition On-Site Hagerstown	**724**	**724**	**0**	**0.0%**
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	48	49	1	2.1%
Auxiliary Services	34	36	2	5.9%
Auxiliary Services - Construction	64	64	0	0.0%
Graduate SGA	4	4	0	0.0%
Total Fees:	**160**	**163**	**3**	**1.9%**

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	**841**	**858**	**17**	**2.0%**
Regional Tuition (in person and Web instruction)#	**841**	**858**	**17**	**2.0%**
Out-of-State Tuition (in person and Web instruction)	**1,162**	**1,185**	**23**	**2.0%**
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee (combined constr, ops + student center)	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate	50	50	0	0.0%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	**1,820**	**1,911**	**91**	**5.0%**
Tuition - AIT 500 - per course	**2,274**	**2,387**	**113**	**5.0%**
Tuition - AIT 501 - per course	**1,972**	**2,070**	**98**	**5.0%**
Tuition - AIT 885 - per course	**606**	**636**	**30**	**5.0%**
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM	**752**	**752**	**0**	**0.0%**

**Joint degree with University of Baltimore (UB) for the MS is charged and billed through UB

#Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon,Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg,Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
UNIVERSITY OF MARYLAND EASTERN SHORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,637**	**5,637**	**0**	**0.0%**
Out-of-State Tuition	**16,467**	**16,467**	**0**	**0.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**8,235**	**8,235**	**0**	**0.0%**
Technology Fee - flat rate	172	172	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,084	1,084	0	0.0%
Student Union	784	784	0	0.0%
Recreational Facilities	964	964	0	0.0%
Student Health Services	107	107	0	0.0%
Student Activities	150	150	0	0.0%
Total Fees:	**3,262**	**3,262**	**0**	**0.0%**
Total In-State Cost	**8,898**	**8,898**	**0**	**0.0%**
Total Out-of-State Cost	**19,729**	**19,729**	**0**	**0.0%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**11,497**	**11,497**	**0**	**0.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**233**	**233**	**0**	**0.0%**
Out-of-State Tuition	**607**	**607**	**0**	**0.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**304**	**304**	**0**	**0.0%**
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Fees:				
Student Union Fee per credit hour	33	33	0	0.0%
Student Health Services per credit hour	6	6	0	0.0%
Athletic fee per credit hour	46	46	0	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
OFF-SITE/SATELLITE SITES*				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	5,637	5,637	0	0.0%
Out-of-State Tuition	16,468	16,468	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate	8,234	8,234	0	0.0%
Technology Fee	172	172	0	0.0%
Auxiliary Operations & Facility Fee	605	605	0	0.0%
Total In-State Cost	6,414	6,414	0	0.0%
Total Out-of-State Cost	17,245	17,245	0	0.0%
Total Eastern Shore Regional Cost	9,012	9,012	0	0.0%
PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR				
In-State Tuition	233	233	0	0.0%
Out-of-State Tuition	607	607	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate	304	304	0	0.0%
Technology Fee	10	10	0	0.0%
Auxiliary Operations & Facility Fee per credit hour	57	57	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	346	346	0	0.0%
Out-of-State Tuition	641	641	0	0.0%
Out-of-State Tuition - Eastern Shore Regional Rate	476	476	0	0.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
DOCTORATE				
In-State Tuition	355	355	0	0.0%
Out-of-State Tuition	660	660	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate	490	490	0	0.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
Physician Assistant (PRIOR to Fall 2021)*				
In-State Tuition (per credit hour)	355	355	0	0.0%
Out-of-State Tuition (per credit hour)	660	660	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	490	490	0	0.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
Physician Assistant (NEW Students Entering Fall 2021)*				
In-State Tuition (per credit hour)	451	451	0	0.0%
Out-of-State Tuition (per credit hour)	767	767	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	570	570	0	0.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
Physician Assistant (NEW Students Entering Fall 2022)*				
In-State Tuition (per credit hour)	451	451	0	0.0%
Out-of-State Tuition (per credit hour)	767	767	0	0.0%
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	570	570	0	0.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
Physician Assistant (NEW Students Entering Fall 2023)*				
In-State Tuition (per credit hour)	451	519	68	15.0%
Out-of-State Tuition (per credit hour)	767	844	77	10.0%
Out-of-State Tuition Eastern Shore Regional Rate(per credit hour)	570	627	57	10.0%
Technology Fee per credit hour	10	10	0	0.0%
Auxiliary Operations & Facility Fee	80	80	0	0.0%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	30,480	30,480	0	0.0%
Out-of-State Tuition	59,207	59,207	0	0.0%
Out-of-State Pharm D program Regional Rate	47,889	47,889	0	0.0%
Technology Fee - flat rate	172	172	0	0.0%
Auxiliary Operations & Facility Fee	2,110	2,110	0	0.0%
Total Fees:	2,283	2,283	0	0.0%
Total In-State Pharm D program	32,762	32,762	0	0.0%
Total Out-of-State Pharm D program	61,490	61,490	0	0.0%
Total Out-of-State Pharm D program Regional Rate	50,172	50,172	0	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
		Recommended Change		
PHARMACY D PROGRAM PER CREDIT HOUR				
In-State Tuition	897	897	0	0.0%
Out -of-State Tuition	1,747	1,747	0	0.0%
Out -of-State Tuition Eastern Shore Regional Rate	1,340	1,340	0	0.0%
Technology Fee - flat rate	172	172	0	0.0%
Auxiliary Operations & Facility Fee	362	362	0	0.0%

*Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students
**New Physician Assistant Program

	FY 2023	FY 2024	$	%
FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	6,974	7,110	136	2.0%
Out-of-State Undergraduate Tuition	21,854	22,292	438	2.0%
Out-of-State Undergraduate Tuition - Regional Rate	16,124	16,446	322	2.0%
Technology Fee - flat rate	204	208	4	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,104	1,140	36	3.3%
Student Union Operating	408	414	6	1.5%
Auxiliary Facilities	668	672	4	0.6%
Student Activity	360	366	6	1.7%
Sustainability Fee	30	30	0	0.0%
Transportation Fee	56	58	2	3.6%
Total Fees:	2,830	2,888	58	2.0%
Total In-State Cost	9,804	9,998	194	2.0%
Total Out-of-State Cost	24,684	25,180	496	2.0%
Total Out-of-State Regional Cost	18,954	19,334	380	2.0%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	286	298	12	4.2%
Out-of-State Tuition	612	612	0	0.0%
Out-of-State Tuition - Regional Rate	462	462	0	0.0%
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62	48	-14	-22.6%
Student Union Operating	25	17	-8	-32.0%
Auxiliary Facilities	35	28	-7	-20.0%
Student Activity - flat rate	26	16	-10	-38.5%
Sustainability Fee	2	1	-1	-50.0%
Transportation Fee	3	3	0	0.0%
Online Undergraduate RN-BSN per credit hour				
In-State Tuition	N/A	300	0	0.0%
Out-of-State Tuition	N/A	330	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Undergraduate Multidisciplinary Studies - per credit hour				
In-State Tuition	N/A	300	0	0.0%
Out-of-State Tuition	N/A	330	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	456	465	9	2.0%
Out-of-State Tuition	588	600	12	2.0%
Nurse Practitioner In-State Tuition	512	522	10	2.0%
Nurse Practitioner Out-of-State Tuition	700	714	14	2.0%
Nurse Practitioner Out-of-State Tuition - Regional Rate	576	588	12	2.1%
Physician's Assistant In-State Tuition	541	552	11	2.0%
Physician's Assistant Out-of-State Tuition	788	804	16	2.0%
Physician's Assistant Out-of-State Tuition - Regional Rate	646	659	13	2.0%
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62	48	-14	-22.6%
Student Union Operating	25	17	-8	-32.0%
Auxiliary Facilities	35	28	-7	-20.0%
Student Activity - flat rate	26	16	-10	-38.5%
Sustainability Fee	2	1	-1	-50.0%
Transportation Fee	3	3	0	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
			Recommended Change	
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	**638**	**651**	**13**	**2.0%**
Out-of-State Tuition	**802**	**818**	**16**	**2.0%**
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	62	48	-14	-22.6%
Student Union Operating	25	17	-8	-32.0%
Auxiliary Facilities	35	28	-7	-20.0%
Student Activity - flat rate	26	16	-10	-38.5%
Sustainability Fee	2	1	-1	-50.0%
Transportation Fee	3	3	0	0.0%
Online Graduate MBA per credit hour				
In-State Tuition	N/A	465	0	0.0%
Out-of-State Tuition	N/A	575	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Graduate MED per credit hour (Curr & Inst., Ed Leadership, Lit Ed, Interdis, & Spec Ed)				
In-State Tuition	N/A	400	0	0.0%
Out-of-State Tuition	N/A	450	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Graduate MS Nursing per credit hour (Leadership/Mgmt. Education)				
In-State Tuition	N/A	465	0	0.0%
Out-of-State Tuition	N/A	575	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Graduate MS in Recreation, Parks & Sports Mgmt. - per credit hour				
In-State Tuition	N/A	400	0	0.0%
Out-of-State Tuition	N/A	450	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Graduate MS in Applied Computer Science - per credit hour				
In-State Tuition	N/A	465	0	0.0%
Out-of-State Tuition	N/A	525	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
Online Doctoral Ed. D - per credit hour				
In-State Tuition	N/A	650	0	0.0%
Out-of-State Tuition	N/A	715	0	0.0%
Technology Fee - per credit hour	N/A	17	0	0.0%
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**4,836**	**4,933**	**97**	**2.0%**
Out-of-State Undergraduate Tuition	**11,491**	**11,721**	**230**	**2.0%**
Technology Fee - flat rate	200	200	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	830	830	0	0.0%
College Center	472	472	0	0.0%
Auxiliary Construction	376	376	0	0.0%
Student Activity	190	190	0	0.0%
Total Fees:	**2,068**	**2,068**	**0**	**0.0%**
Total In-State Cost	**6,904**	**7,001**	**97**	**1.4%**
Total Out-of-State Cost	**13,559**	**13,789**	**230**	**1.7%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**205**	**209**	**4**	**1.9%**
Out-of-State Tuition	**640**	**652**	**12**	**1.9%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61	61	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	12	12	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	**9,036**	**9,515**	**479**	**5.3%**
Out-of-State Tuition - Part-Time (per credit hour)	**478**	**504**	**26**	**5.4%**
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	358	377	19	5.3%
Out-of-State Tuition	659	693	34	5.2%
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61	61	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	12	12	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	545	574	29	5.3%
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	713	751	38	5.3%
Out-of-State Tuition	1,095	1,154	59	5.3%
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	61	61	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	12	12	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	7,296	7,442	146	2.0%
Out-of-State Undergraduate Tuition	20,746	21,160	414	2.0%
Technology Fee - flat rate	216	240	24	11.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440	1,536	96	6.7%
Student Services Fee	504	504	0	0.0%
Student Government Association*	50	50	0	0.0%
Total Fees:	2,210	2,330	120	5.4%
Total In-State Cost	9,506	9,772	266	2.8%
Total Out-of-State Cost	22,956	23,490	534	2.3%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	332	338	6	1.8%
In-State Tuition - Web Instruction	373	379	6	1.6%
Out-of-State Tuition	1,053	1,074	21	2.0%
Out-of-State Tuition - Web Instruction	1,117	1,138	21	1.9%
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
High School Dual Enrollment	166.00	169.00	3.00	1.8%
Technology Fee - per credit hour	4.50	5.00	0.50	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	30.00	32.00	2.00	6.7%
Student Services Fee	12.50	10.50	-2.00	-16.0%
Student Government Association - flat rate*	25.00	25.00	0.00	0.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	31,986	32,626	640	2.0%
Regional FT Law Tuition - J.D.**	31,986	32,626	640	2.0%
Out-of-State FT Law Tuition - J.D.	47,706	48,660	954	2.0%
Technology Fee - flat rate	216	240	24	11.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440	1,536	96	6.7%
Student Services Fee	504	504	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	2,234	2,354	120	5.4%
Total In-State FT Law - J.D.	34,220	34,980	760	2.2%
Regional FT Law Tuition - J.D.**	34,220	34,980	760	2.2%
Total Out-of-State FT Law - J.D.	49,940	51,014	1,074	2.2%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	Recommended Change %
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	**21,214**	**21,638**	**424**	**2.0%**
Out-of-State FT Law Tuition - LL.M. - US	**21,214**	**21,638**	**424**	**2.0%**
Technology Fee - flat rate	216	240	24	11.1%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Operations Fee	1,440	1,536	96	6.7%
Student Services Fee	504	504	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	**2,234**	**2,354**	**120**	**5.4%**
Total In-State FT Law - LL.M. - US	**23,448**	**23,992**	**544**	**2.3%**
Total Out-of-State FT Law - LL.M. - US	**23,448**	**23,992**	**544**	**2.3%**
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	**1,324**	**1,350**	**26**	**2.0%**
J.D. Regional Tuition**	**1,324**	**1,350**	**26**	**2.0%**
J.D. Out-of-State Tuition	**1,866**	**1,903**	**37**	**2.0%**
LL.M. US In-State Tuition	**714**	**728**	**14**	**2.0%**
LL.M. US Out-of-State Tuition	**714**	**728**	**14**	**2.0%**
LL.M. Tax In-State/Masters Tax In-State Tuition	**1,039**	**1,060**	**21**	**2.0%**
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	**1,039**	**1,060**	**21**	**2.0%**
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Bar Association - flat rate (LL.M. students only)*	74	74	0	0.0%
Student Government Association - flat rate (Masters Tax only)*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	**882**	**900**	**18**	**2.0%**
Regional Tuition (MBA - in person and on-line instruction)	**882**	**900**	**18**	**2.0%**
Out-of-State Tuition (MBA - on-line instruction)	**882**	**900**	**18**	**2.0%**
Out-of-State Tuition (MBA - in person instruction	**1,232**	**1,257**	**25**	**2.0%**
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition (in person and Web instruction)	**841**	**858**	**17**	**2.0%**
Regional Tuition (in person and Web instruction)**	**841**	**858**	**17**	**2.0%**
Out-of-State Tuition - Online MS Accounting#	**841**	**858**	**17**	**2.0%**
Out-of-State Tuition (in person and Web instruction except on-line MS Acctg.)	**1,162**	**1,185**	**23**	**2.0%**
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition (in person and Web instruction)	**788**	**804**	**16**	**2.0%**
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	**788**	**804**	**16**	**2.0%**
Regional Tuition (in person and Web instruction)**	**788**	**804**	**16**	**2.0%**
Out-of-State Tuition (Other than IDIA on-line) (in person and Web instruction)	**1,156**	**1,179**	**23**	**2.0%**
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

| | FY 2023 | Recommended Change | | |
		FY 2024	$	%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	799	815	16	2.0%
In-State Tuition - Web Instruction	909	925	16	1.8%
Out-of-State Tuition: Masters Public Administration - on-line	909	925	16	1.8%
Regional Tuition**	799	815	16	2.0%
Regional Tuition - Web Instruction**	909	925	16	1.8%
Out-of-State Tuition (Other than MPA on-line)	1,158	1,181	23	2.0%
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	1,261	1,284	23	1.8%
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	1,000	1,020	20	2.0%
Regional Tuition (Arts & Sciences) **	1,000	1,020	20	2.0%
Out-of-State Tuition (Arts & Sciences)	1,696	1,730	34	2.0%
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	1,029	1,050	21	2.0%
Regional Tuition (Public Affairs) **	1,029	1,050	21	2.0%
Out-of-State Tuition (Public Affairs)	1,696	1,730	34	2.0%
Technology Fee - per credit hour	9	10	1	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Operations Fee	60	64	4	6.7%
Student Services Fee	21	21	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

*Full year rate is shown. Half of the amount will be charged per semester.

**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

	FY 2023	FY 2024	$	%
SALISBURY UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	7,556	7,706	150	2.0%
Out-of-State Undergraduate Tuition	18,032	18,400	368	2.0%
Out-of-State Regional Tuition On-Site Hagerstown	12,032	12,400	368	3.1%
Technology Fee - flat rate	418	460	42	10.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	680	780	100	14.7%
Facilities Fee	1,060	1,010	-50	-4.7%
Student Life Fee	528	528	0	0.0%
Student Activity Fee	130	130	0	0.0%
Sustainability Fee	24	24	0	0.0%
Total Fees:	2,840	2,932	92	3.2%
Total In-State Cost	10,396	10,638	242	2.3%
Total Out-of-State Cost	20,872	21,332	460	2.2%
Total Out-of-State Regional Cost On-Site Hagerstown	14,872	15,332	460	3.1%

Adjusted components of mandatory fees (Technology, Athletic, Facilities) based on revenue and expense analysis. Overall mandatory fees increasing 3.24% ($92 annually)

	FY 2023	FY 2024	$	%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	309	315	6	1.9%
Out-of-State Tuition	745	760	15	2.0%
Out-of-State Regional Tuition On-Site Hagerstown	495	510	15	3.0%
Technology Fee - per credit hour	18	20	2	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25	27	2	8.0%
Facilities Fee	39	39	0	0.0%
Student Life Fee	22	22	0	0.0%
Student Activity Fee	6	6	0	0.0%
Sustainability Fee	1	1	0	0.0%

Adjusted components of mandatory fees (Technology, Athletic) based on revenue and expense analysis. Overall mandatory fees increasing 3.60% ($4 per credit hour)

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	Recommended Change $	%
PART-TIME GRADUATE (excluding DNP, EdD, GIS, Online MBA, Online MSW, MSN) PER CREDIT HOUR				
In-State Tuition	**420**	**428**	**8**	**1.9%**
Out-of-State Tuition	**760**	**775**	**15**	**2.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**505**	**515**	**10**	**2.0%**
Technology Fee - per credit hour	18	20	2	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23	25	2	8.7%
Facilities Fee	40	40	0	0.0%
Student Life Fee	19	19	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%

Adjusted components of mandatory fees (Technology, Athletic) based on revenue and expense analysis. Overall mandatory fees increasing 3.60% ($4 per credit hour)

	FY 2023	FY 2024	Recommended Change $	%
EdD PER CREDIT HOUR *				
In-State Tuition	**560**	**572**	**12**	**2.1%**
Out-of-State Tuition	**975**	**995**	**20**	**2.1%**
Technology Fee - per credit hour	18	20	2	11.1%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	23	25	2	8.7%
Facilities Fee	40	40	0	0.0%
Student Life Fee	19	19	0	0.0%
Student Activity Fee	10	10	0	0.0%
Sustainability Fee	1	1	0	0.0%
Total Fees:	**111**	**115**	**4**	**3.6%**
Total In-State Cost	**671**	**687**	**16**	**2.4%**
Total Out-of-State Cost	**1,086**	**1,110**	**24**	**2.2%**

Adjusted components of mandatory fees (Technology, Athletic) based on revenue and expense analysis. Overall mandatory fees increasing 3.60% ($4 per credit hour)

* Salisbury University is awaiting a modality change approval from MHEC to move this program to being fully online. Once this approval is finalized, the intention is to utilize a single combined tuition and fee rate of $775 per credit hour for all newly admitted students-please see accompanying memo.

	FY 2023	FY 2024	Recommended Change $	%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	**675**	**690**	**15**	**2.2%**
MBA	**775**	**790**	**15**	**1.9%**
MSW	**775**	**790**	**15**	**1.9%**
DNP	**788**	**805**	**17**	**2.2%**
MSN	**539**	**550**	**11**	**2.0%**
UNIVERSITY OF MARYLAND GLOBAL CAMPUS				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**312**	**318**	**6**	**1.9%**
Out-of-State Tuition	**499**	**499**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**418**	**418**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	**250**	**250**	**0**	**0.0%**
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**514**	**524**	**10**	**1.9%**
Out-of-State Tuition	**659**	**659**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
MBA	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY POLICY	**694**	**694**	**0**	**0.0%**
M.S. DATA ANALYTICS	**694**	**694**	**0**	**0.0%**
DOCTOR OF MANAGEMENT (DM)	**1,087**	**1,087**	**0**	**0.0%**
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**9,056**	**9,238**	**182**	**2.0%**
Out-of-State Undergraduate Tuition	**25,820**	**26,594**	**774**	**3.0%**
Technology Fee - flat rate	344	354	10	2.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,282	1,356	74	5.8%
Transportation	492	506	14	2.8%
Auxiliary Facilities	602	620	18	3.0%
Campus Engagement *	726	770	44	6.1%
Student Activities	104	108	4	3.8%
Total Fees:	**3,550**	**3,714**	**164**	**4.6%**
Total In-State Cost	**12,606**	**12,952**	**346**	**2.7%**
Total Out-of-State Cost	**29,370**	**30,308**	**938**	**3.2%**

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Schedule of Tuition and Mandatory Fees
Fiscal 2024

	FY 2023	FY 2024	$	%
		Recommended Change		
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	375	382	7	1.9%
Out-of-State Tuition	1,071	1,103	32	3.0%
Technology Fee - per credit hour	18	19	1	5.6%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	49	56	7	14.3%
Transportation	26	27	1	3.8%
Auxiliary Facilities	26	27	1	3.8%
Campus Engagement*	33	37	4	12.1%
Student Activity	7	7	0	0.0%
Total Fees:	159	173	14	8.8%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	699	720	21	3.0%
Out-of-State Tuition	1,201	1,237	36	3.0%
Technology Fee - per credit hour	17	18	1	5.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	33	35	2	6.1%
Graduate Program	17	17	0	0.0%
Transportation	26	27	1	3.8%
Auxiliary Facilities	26	27	1	3.8%
Campus Engagement*	32	36	4	12.5%
Total Fees:	151	160	9	6.0%
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	934	934	0	0.0%
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	699	720	21	3.0%
Out-of-State Tuition	1,201	1,237	36	3.0%

Formerly the University Commons Fee

THE UNIVERSITIES AT SHADY GROVE

	FY 2023	FY 2024	$	%
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	696	732	36	5.2%
Part-Time Student - per credit hour	29	30	1	3.0%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	392	412	20	5.1%
Part-Time Student - per credit hour	22	22	0	0.7%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	42	44	2	4.8%
Part-Time Student - flat rate	21	22	1	4.8%

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FY 2024
Student Involvement Process
Tuition & Fees

University of Maryland, Baltimore

FY 2024 Tuition and Fees

In accordance with University System of Maryland Board of Regents policy on tuition, fees and charges, the University of Maryland, Baltimore Professional Schools and Graduate School, sought input from students for all proposed FY 2024 tuition and student fee increases. Each School established a committee of students, who met to review and discuss the schedule of tuition and fees and to confer on any proposed School tuition and/or student fee changes (including Student Activity Fees by school and program).

The school student committees expressed support or did not object to the proposed increases for the FY 2024 tuition and fee increases through the submission of memorandums to the Office of the Provost.

FY 2024 Central Administrative Fees

In addition to School tuition and fee increases, Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in mandatory auxiliary student fees which include the following:

- Campus Center Infrastructure Fees (CCI)
- Student Services Fees
- Student Government Fee (USGA)
- Shuttle Fees
- Technology Fees

No increases were requested for the central administrative fees for FY 2024.

Students genuinely appreciate the opportunity to engage with school and Central Administration leaders on this important matter.

The UMB Office of the Provost retains a record of student involvement in tuition and fee setting should the board of Regents or others wish to examine the documentation.

University of Maryland, College Park

Committee for the Review of Student Fees (CRSF)

The President manages student fees including the review and recommendation of proposed fees and authorization of expenditures from resulting fee revenues. He is advised by the President's Cabinet. The Committee for the Review of Student Fees (CRSF) advises the President's Cabinet on recommendations for proposed fees. CRSF ensures students have an appropriate advisory role in the recommendation of student fees. Student participation allows for full disclosure of the appropriateness of the student fee schedule, the need for specific fees, and the cost-benefit of the fees to the student community.

The process culminates with CRSF representatives (SGA President, GSG President, RHA President) attending the President's Cabinet meeting where the CFO presents proposed fee increases. At this meeting, student representatives have the opportunity to discuss any concerns regarding any of the proposed increases.

Athletics

The University of Maryland Department of Intercollegiate Athletics presented to the Committee for the Review of Student Fees. During this presentation, ICA discussed the overall state of college athletics, a commitment to hold student fees flat in the face of financial pressures (i.e., multiple COLA and merit increases). The Athletic Dept discussed that the student fee is used to support operating expenses including but not limited to salary and benefits, travel, equipment, game day operations.

Shuttle Bus

It is the goal of the Department of Transportation Services (DOTS) to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, DOTS employs an approach to ensure all members of the campus community have input through their elected representatives. Through this process, DOTS provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

The budget vetting process includes the presentation of a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Administration. Review meetings were held twice in October.

As the budget process continues, it is not unusual for DOTS to go back to these groups to ensure that proper input is provided as the budget process comes to a close and is presented to the Committee for Review of Student Fees.

Student Union

It is the goal of the Stamp Student Union to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their elected representatives. Through this process, the Stamp provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. The final step of their budget vetting process is a meeting with the Stamp Advisory Board (SAB). The SAB reviews the information in the fall.

The Stamp Director presents a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group. The SAB votes on the content of the proposal in the fall.

University System of Maryland

Undergraduate Student Activities

The Student Government Association decides in spring to request additional fee monies within two fiscal years. Enhancements received during the budget review process within two fiscal years will be integrated into the general operations of SGA. Fee increases are placed in referendum during the election of new officers for SGA each year if determined to be necessary by the SGA Legislature.

Graduate Student Activities

This fee proposal is in accordance with the legislative and executive actions of the Graduate Student Government. The Graduate Student Assembly approves the budgets for both Graduate Student Government and Graduate Legal Aid Office at their summer meeting and decides to request any additional fee enhancement monies for the upcoming fiscal year. An assembly of representatives of graduate programs from across the campus, the Graduate Student Assembly and the Executives of the Graduate Student Government meet monthly and include in their annual business the allocation and distribution of the Graduate Student Activities Fee.

Recreation Services

The goal of University Recreation & Wellness (RecWell) is to produce their annual fee proposals in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to ensure all members of the campus community have input through their representatives on the Campus Recreation Advisory Board (CRAB), as well as consulting with their Student Employee Advisory Board (SEAB). Through this process, RecWell provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

Their fee proposal vetting process is accomplished through an in-person review with CRAB and SEAB. The Director and Associate Director of RecWell present a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group to reach a consensus for endorsement.
A second meeting of CRAB, to consider the fee submittal, is held in the fall. The proposal is discussed again at this meeting. After outlining the proposal for those who could not make the first meeting, there is a half-hour discussion and question/answer session. The board members present then vote to endorse the proposal.

Student Sustainability Fee

Student Sustainability Fee revenue provides grant funding for projects that 1) improve the environmental performance of campus operations by decreasing greenhouse gas emissions, reducing energy and/or water use, enhancing stormwater management, increasing biodiversity, minimizing waste, etc.; 2) improve or create opportunities for UMD students to learn about and develop skills for sustainability; and/or 3) involve research that would create substantial opportunities for student involvement and the outcomes of the research have practical implications for improving the environmental performance of campus operations.

A student-majority committee of the University Sustainability Council makes grant recommendations, and the Sustainability Council has granting authority. The committee and Council receive administrative support from the Office of Sustainability. The committee is also responsible for annually reviewing the Student Sustainability Fee rate and making recommendations to the Sustainability Council for adjustments to the fee rate. As part of the Sustainability Council, a Sustainability Fund Review Committee shall review project proposals, recommend allocation of funds to the Sustainability Council, and review and propose changes to the Student Sustainability Fee rate. The committee shall consist of at least 3 students and 2 non-students. Additional members may be added by the Sustainability Council, but the committee shall remain student-majority. The chair of the committee is the Undergraduate Student Representative on the Sustainability Council, who is appointed by the Council chair from nominations provided by the Student Government Association President and Vice President for Student Affairs. A minimum of two other undergraduate students shall be appointed by the Council chair in consultation with the current chair of the committee. Non-student members include the Director of the Office of Sustainability or designee (voting) and designee of the Director of the Office of Sustainability who serves as the Fund Coordinator (non-voting). If graduate students pay a Student Sustainability Fee in the future, the committee will include 2 additional individuals: the Graduate Student Representative on the Council and another graduate student appointed by the Council chair in consultation with the Graduate Student Representative.

Student Counseling Center Fee

The Board met for the first time this academic year in October. An in-depth discussion of the student mental health proposal and the mental health transport proposal occurred during this meeting. In addition, the Director of the Counseling Center explained how the Counseling Center Mental Health Fee collected was being used. Since then, two meetings have been held, one in November and another in December. During these meetings, the Director explained the Counseling Center's budget to the board members. Proposal for the use of additional funds if the Counseling Center Mental Health Fee were to be increased was discussed. The Director explained how the additional revenue brought in by increasing the fee would be used. The members then voted on the proposal. The Director had to meet with some of the board members individually since they were not able to attend the scheduled meetings.

Bowie State University

The University Budget Office requested the proposed FY 2024 Tuition, Mandatory and Self-Supporting fees, and justifications from the various departments. After compiling the information, the proposed fees were shared with the President and Cabinet members on December 7, 2022.

On December 16, 2022, the Interim-Vice President for Administration & Finance, Provost, Vice President for Enrollment Management & Student Affairs, Vice-President Division of Technology, Vice-President of Athletics, Vice-President of Auxiliary Services, Assistant Budget Director and representatives from various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2024 Tuition, Mandatory and Self- Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the proposed fees prior to the upcoming University Council meeting.

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On January 19, 2023, the Assistant Budget Director shared and discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Faculty Senate. Faculty Senate represents faculty interests in the shared governance arena at Bowie State University.

On February 2, 2023, the Assistant Budget Director shared and discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Bowie State University Staff Council (BSUSC) represents the interests and concerns of staff employees who are excluded from collective bargaining/union membership.

On February 14, 2023, the Assistant Budget Director shared and discussed in detail the FY 2024 proposed Tuition, Mandatory and Self-Supporting fees with Bowie State University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty, and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

Towson University (TU) administrators held a campus-wide Fee Forum prior to present the proposed FY 2024 tuition & mandatory fees and self-support fees. Held on February 13, 2023, the forum was conducted in partnership with the Student Government Association (SGA), open to the entire campus community and publicized in TU's daily newsletter, as well as TU's student newspaper. During the forum, administrators presented budget information, training, and the proposed FY 2024 tuition and fee rates. Presenters included TU's:

- Vice President for Administration and Finance
- Vice President for Student Affairs
- Vice President for Operations and Human Resources
- Athletic Director
- Associate Vice President for Administration and Finance
- Assistant Vice President, Housing and Resident Life
- SGA President and Treasurer
- Director, Academic Technology and Customer Service Office of Technology Services

Presenters conveyed the purpose of each fee category as well as the justification for the proposed FY 2024 tuition and fee rates. They also answered students' questions about the rates and about what the various fees cover. To allow for additional input from the campus community, the SGA agreed to provide feedback to TU leadership before the proposed rates were submitted to the USM.

TU's FY 2024 mandatory fee rate increase is under 10% to cover the state-mandated FY 2023 and FY 2024 merit and COLA. Together, the aggregate merit and COLA is 13.5%, which compounded is over 14.2%. Since the state does not fund these increases for auxiliary or self-support units, those units are required to fund their own increases—thus raising costs. Additionally, as a University strategic decision to be fair and equitable, Student Workers, Graduate Assistants, Adjunct Professor, and applicable contingents were

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brought up to the $15.00 minimum wage last year. As a University decision, they received the same three COLA increases as regular exempt faculty and staff of 1%, 3% and 4.5%, spanning FY 2022 and 2023. Auxiliary and self-support units are required to fund these pay adjustments while remaining within a balanced budget. The rate increases are also required to cover increased auxiliary debt payments, as well as vendor contract increases tied to the consumer price index (CPI). Despite these constraints, TU has kept the four-year mandatory fee rate increase average under 5.5%. The average increase from FY 2020 to FY 2024 is 5.32%.

During the FY23 campus-wide Fee forum, in response to a concern raised by a graduate student, beginning in the Fall 2023 semester, TU set a ceiling on fees for graduate students being charged by credit hour such that they will not exceed the rate of a full-time undergraduate student. This primarily impacted our clinical grad students who previously may have been charged a higher amount.

University of Maryland, Eastern Shore

On January 31, 2023, leadership from the University of Maryland Eastern Shore met with student representatives from the Student Government Associations, Campus Activities Board and Residence Life to discuss student concerns, tuition and fees for the 2023-2024 academic year.

Frostburg State University

Frostburg State University is committed to the communication and transparency of student mandatory tuition, fees, room and board. In the summer of 2021, the Vice President of Student Affairs prepared updated procedures on sharing the upcoming mandatory tuition, fees, room and board with students. The original committee was made up of the Student Government Association elected officers, VP of Student Affairs, VP and AVP of Administration of Finance. Additionally, the following positions have been added to create the Bobcat Student Fee Advisory Committee and give wider representation of stakeholders:

- Diversity, Equity, and Inclusion Student Representative on SGA
- Student Affairs Chair on SGA
- President of the Residence Hall Council
- President of the Student Athletic Advisory Council
- Graduate Student Representative on the University Council
- President University Program Board
- Independent Student Representative

This group meets at least twice a year for review of proposed increases to the mandatory fees schedule. The committee is given the opportunity to discuss, ask questions and provide feedback on the proposed changes for the upcoming fiscal year per the BOR policy. The committee met on September 15, 2022, to discuss Tuition & Fees and on February 27, 2023 to discuss Room & Board for FY 2024.

Coppin State University

Proposed tuition & fee adjustments are developed and supporting documentation is included to provide students and other stakeholders with a clear understanding of the rationale and need for the proposed adjustments. This information is then shared with a committee consisting of the Student Government Association Officers and leadership as well as other students at the university. This conversation includes the following members of Coppin State University's leadership team.

- SGA President, Justin Evans,
- SGA Secretary, Kyndall Johnson
- SGA Chief Justice, Anthony Amalaha,
- VP of Procurement, Dawson Thomas,
- VP Enrollment Student Affairs, Dr. Stephen Moore
- Business Manager, Sherita Jordan

University of Baltimore

The University of Baltimore requests tuition rate changes of 2% for undergraduate, graduate, and professional programs and degrees.

All proposed changes were presented and voted on by the Student Advisory Committee before presentation to the President and his Executive Team. The management of student fees, including the review and recommendation of proposed fees and the authorization of expenditures from the resulting fee revenues, is the responsibility of the President, who is advised by his executive committee. The Executive Committee is advised of the recommendation by the Student Advisory Committee.

Student Advisory Committee

The Financial Planning and Operations (FPO), within the division of Administration and Finance, engages a formal student advisory committee to review and discuss proposals related to student fees. The purpose of this advisory committee is to ensure student engagement and transparency when new student fees are established, and existing student fee changes are proposed. This committee is comprised of three representatives from both student government associations (SGA and SBA), academic leadership from each College, representatives from the Provost's Office, RLB Library, Student Success and Support Services, Office of Technology Services, Enrollment Management, Bursar and Auxiliary Enterprises. To restate, the UBalt. committee is comprised of 20 people, of which six are student representatives.

In June 2022, the FPO team met with the business units to determine which units planned to pursue rate changes for FY 2024. In August, a meeting occurred with the representatives from the two student government associations and their advisors to outline the committee's role and responsibilities and to determine if either would pursue fee increases for FY 2024. Initial tuition and fee proposals were outlined at the October 19th meeting with a more detailed discussion occurring on November 16th. Formal, detailed presentations occurred on January 11, 2023, and all proposed tuition and fee rates were reviewed, and consensus was achieved. On February 1, a final recommendation was submitted to President Schmoke and a presentation was made at the February 9 meeting of the President's Executive Team. On February 21, the President formally endorsed the FY 2024 tuition and course fee proposals for

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submission to the Board of Regents, via the USM Budget Office. The President's endorsement was communicated to the Student Advisory Committee on February 22, 2023.

Salisbury University

Tuition and Fee Study Group

In fall 2022 Salisbury University convened an advisory committee to serve as a data resource and study group for a multi-faceted review of tuition, fee, room and meal plan rates. The committee includes representatives from Administration & Finance, Enrollment Management, Graduate Studies, University Analysis, Academic Affairs, Dining and Residence Life. The committee helped to shape the FY 2024 proposed rates through analysis of internal revenues and expenses as well as a review of peer rates.

Graduate Rates

The FY 2024 proposed rates were presented to the Graduate Council on February 16, 2023. The students were presented with a detailed overview of the entire proposed schedule. In-person program rates are proposed to increase by 1.9-2.1% with a 3.6% increase in mandatory fees. On-line program rates are increasing 1.9-2.2% and are inclusive of tuition and fees.

There was an opportunity for discussion and questions. There were no concerns raised regarding the FY 2024 proposed rates.

Undergraduate Rates

The FY 2024 preliminary rates were presented to the Student Government Executive Staff on December 6, 2022. There was an opportunity for discussion and questions at that time. On February 22, 2023, the FY 2024 proposed rates were shared at the SGA Senate meeting with an invite to all students to attend.

The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state and out-of-state tuition and a 3.25% increase in mandatory fees. The overview also covered other self-support fees, such as parking, residence hall and meal plan rates.

There was an opportunity for questions and comments on the overall budget and rate proposals for next year. While students did have some suggestions regarding meal plan options, there were no specific concerns expressed by the members in attendance regarding the proposed rates for tuition, mandatory fees and self-support fees.

University of Maryland, Global Campus

In accordance with University System of Maryland Board of Regents policy VII-2.50 POLICY ON STUDENT TUITION, FEES, AND CHARGES, University of Maryland Global (UMGC) campus met with the Student Advisory Committee (STAC) to discuss UMGC fees.

The STAC committee at UMGC serves as the advisory committee which is involved in the process of setting student fees.

Eugene Lockett, VP and CFO, Frank Hauer, AVP for Financial Planning and Analysis, and STAC met on Saturday February 11, 2023. The UMGC team first explained the policy and the current fee structure, as well as empowering STAC as the appropriate committee to be consulted prior to the establishment or change of student fees.

UMGC did not establish or change any student fees in its FY 2024 Operating Budget submission, STAC was informed of this current status quo. STAC was informed that a team from UMGC Finance/Budget would meet with them on an annual basis to discuss the current fee structure and any planned new or changing fees.

UMBC

Student input was an important component of the FY 2024 mandatory fee review process. The administration invited the Student Government Association, the Graduate Student Association, the Residential Student Association, and other student groups to identify students to serve on a Student Fee Advisory Committee. The primary function of this committee was to represent student interests during the annual mandatory fee review process. The committee was comprised of seven members, six undergraduate students and one graduate student, and represented various student groups across campus.

A training session was held for the committee in November. The training session included an overview of the University's budget, and a summary of the activities and services supported by the mandatory fee revenue. In a subsequent meeting, campus leaders presented the proposed FY 2024 fee schedule, including justifications for any proposed fee increases, and responded to questions from the student committee.

A campus-wide fee forum was held on February 15, 2023. Campus leadership presented the FY 2024 mandatory fee proposals and summarized the justifications for any proposed fee increases. Students were invited to ask questions and provide feedback regarding the mandatory fees. Students did not express concerns with the proposed mandatory fee rates for FY 2024.

The Universities at Shady Grove

USG administrative staff met on February 24, 2023, with members of the USG Student Leadership Advisory Council (This is a combination of the Student Council, Graduate Student Association, and Student Advisory Board) to discuss USG's Mandatory Fees. Staff shared how the fees were used in the areas of Student Auxiliary Support, Student Facilities support and Technology Services support. The students had few questions and were overly supportive and appreciative of the services provided and neutral to the rate increases.

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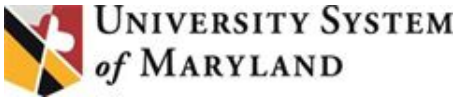
BOARD OF REGENTS

TOPIC: Proposed Amendments to BOR Policy I-7.00 Policy on Public Ethics of Members of the Board of Regents

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: December 15, 2022

I–7.00 – Policy on Public Ethics of Members of the Board of Regents
(Attachment A).

Attached are proposed amendments to BOR I-7.00 Policy on Public Ethics of Members of the Board of Regents.

The proposed changes are to update policy to reflect the current reference of "…Title 15, Subtitle 5 of the State Government Article, to "…Title 5, Subtitle 5 of the General Provisions Article" This modification reflects the 2015 repeal of Title 15 and reinstating it under Title 5.

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE ACTION:	Approved	DATE:	12-15-2022
BOARD ACTION:		DATE:	
SUBMITTED BY: David Mosca			

Attachment A

I-7.00   POLICY ON PUBLIC ETHICS OF MEMBERS OF THE BOARD OF
         REGENTS

(Approved by the Board of Regents, August 19, 1999)

A.   Purpose

         The purpose of this policy is to comply with Section 12
         of Senate Bill 682, Chapter 515 of the Laws of
         Maryland, 1999, which requires that the Board of
         Regents adopt a policy to govern the public ethics of
         Regents, that such policy be consistent with all the
         applicable provisions of Title ~~15~~ 5, Subtitle 5 of the
         ~~State Government~~ General Provisions Article, which already governs the
         Board of Regents, and that the policy include a
         prohibition against a member of the Board of Regents,
         for compensation, assisting or representing any party
         in any matter before the General Assembly.

B.   Policy

         1.   A member of the Board of Regents shall not, for
              compensation, assist or represent any party in any matter before
              the General Assembly.

         2.   Nothing in this policy prohibits the Secretary of
              Agriculture from carrying out any responsibility of that
              position.

         3.   Questions or concerns about compliance with this policy may
              be brought to the Board of Regents Committee on Audit.

PUBLIC ETHICS POLICY GUIDELINES (Approved by the Board of Regents 10/27/2006)

A. **Prohibited Conduct**. A member of the Board shall not:

    1. For compensation, communicate with an official or employee of the Genera
        Assembly for the purpose of influencing legislative action, except as
        provided in Section B, below.

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Attachment A

2. Engage in any representation or assistance that may create a conflict of interest or the appearance of a conflict of interest with the Board Member's duties to the University System of Maryland.

3. Intentionally use of the prestige of membership on the Board of Regents for the Board member's gain or the gain of another party.

B. **Conduct Not Prohibited.** The following activities are permitted:

1. Communications with legislators that are conducted as part of one's responsibilities as a member of the Board of Regents.

2. Contact with members or employees of the General Assembly that is directly related to a Board member's own regular business, employment or profession provided that:

   a. Contact with the legislature is an incidental part of one's business, employment or profession; and
   b. The contact is made in the manner customary for an employee in that position.

3. Professional assistance in drafting legislation, advising clients regarding the construction or effect of proposed legislation, or other similar assistance that does not involve contact with officials or staff of the General Assembly.

4. Appearances before the General Assembly or a committee of the General Assembly, at the specific request of the legislative body.

UNIVERSITY SYSTEM *of* MARYLAND

TOPIC: Mental Wellness and Mental Health in the Intercollegiate Athletics Community

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: March 13, 2023

SUMMARY: Dr. James Borchers, President and CEO of the U.S. Council for Athlete's Health, as well as the Chief Medical Officer for the Big Ten Conference, physician and Director for the Division of Sports Medicine at the Wexner Medical Center and a Professor of Clinical Family Medicine and Sports Medicine at the OSU College of Medicine, along with Robert Sweeney, Vice President for client and partner services with a focus on collegiate programs for U.S. Council for Athlete's Health, will provide a presentation on Mental Wellness and Mental Health in the Intercollegiate Athletics Community.

Dr. Borchers previously spent 18 years as team physician for the Ohio State Athletics Department, including seven as the head physician and eighteen working with the football program. Mr. Sweeney has more than 20 years of experience in athletics healthcare after serving as an athletic trainer and expert director for sports medicine before taking on his current role.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION   DATE: MARCH 13, 2023

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 14, 2023

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

UNIVERSITY SYSTEM
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STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 14, 2023
Time: Approximately 11:00 a.m.
Location: Room 228, Physical Education Complex, Coppin State University

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STATUTORY AUTHORITY TO CLOSE A SESSION

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

(1)   To discuss:

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

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

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

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

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

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

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

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

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

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

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(10)   [ ]   To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

        (i)   the deployment of fire and police services and staff; and

        (ii)   the development and implementation of emergency plans.

(11)   [ ]   To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12)   [ ]   To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

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

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

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

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

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

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

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

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

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

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

    [X]   Administrative Matters

TOPICS TO BE DISCUSSED:

1. Consideration of two naming requests by two institutions to name a building after individuals and/or company;
2. To discuss recommendations for the BOR Student Excellence Scholarships;
3. To consider the acquisition of real property in the area of College Park/Riverdale Park;
4. The awarding of new contracts for dining services and a wired and wireless network refresh;
5. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
6. Meeting with Presidents Anderson and Jarrell as part of their performance reviews;
7. Update on status of collective bargaining at USM institutions;
8. Pre-negotiation briefing regarding a collective bargaining MOU at a USM institution; and
9. Updates regarding presidential transitions at two USM institutions.

REASON FOR CLOSING:

1. To maintain confidentiality of personal information concerning individuals who are proposing to have a building named after them at an institution (§3-305(b)(1)(i) and (2));
2. To protect from public disclosure information from student education records that is protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g (§ 3-305(b)(13));
3. To maintain confidentiality of discussions of a potential property acquisition prior to BOR approval (§3-305(b)(3));
4. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
5. To maintain confidentiality of discussion regarding specific employment agreements and compensation (§3-305(b)(1));
6. To maintain confidentiality of information associated with performance reviews of specific employees (§3-305(b)(1));
7. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9)); and
8. To discuss administrative matter of presidential transitions at two USM institutions (§3-103(a)(1)(i)).