



**BOARD OF REGENTS
Towson University
April 11, 2025**

AGENDA FOR PUBLIC SESSION

9:00 A.M.

Call to Order

Chair Gooden

PUBLIC COMMENT

Welcome from Towson University

President Ginsberg

Educational Forum: Civic Education and Community Engagement Council: A Year in Review

Dr. Jennifer Lynch
Associate Vice Chancellor for Education & Engagement

Chancellor's Report

Chancellor Perman

1. Report of Councils

- a. **Council of University System Faculty**
- b. **Council of University System Staff**
- c. **Council of University System Presidents**
- d. **University System of Maryland Student Council**

Dr. Haverback
Dr. Patricio
President Breau
Ms. Ghambir

2. Consent Agenda

Chair Gooden

- a. **Committee of the Whole**
 - i. **Approval of meeting minutes from February 14, 2025, Public and Closed Sessions (action)**
 - ii. **Approval of special meeting minutes from March 20, 2025 Public and Closed Sessions (action)**
- b. **Committee on Audit**
 - i. **Approval of meeting minutes from the March 26, 2025 meeting (action)**
 - ii. **Approval of recommended modification of BOR policy VIII-7.11 - Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity (action)**
- c. **Committee on Education Policy & Student Life and Safety**
 - i. **Academic Program Proposals (action)**
 - 1. **Frostburg State University: Bachelor of Science in Applied Computer Science**
 - 2. **University of Maryland Eastern Shore: Bachelor of Science in Electrical Engineering**

3. University of Maryland Eastern Shore: Bachelor of Science in Mechanical Engineering
 - ii. Results of Periodic (7-Year) Reviews of Academic Programs (information)
 - iii. New Program 5-Year Enrollment Review (information)
 - iv. Update on Teacher Preparation (information)
- d. Committee on Finance
 - i. Approval of meeting minutes from February 13, 2025, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from March 24, 2025, Public and Closed Sessions (action)
 - iii. University of Maryland, Baltimore: 737 West Lombard Mechanical and Window Replacement (action)
 - iv. University of Maryland, Baltimore: School of Dentistry Ambulatory Surgery Center and Building Renovations (action)
 - v. Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)
 - vi. Bowie State University: New Greenhouse Building (action)
 - vii. University of Maryland, College Park: Enterprise Resource Planning Implementation Partner Contract Modification (action)
- e. Committee on Governance & Compensation
 - i. Approval of Meeting Minutes from January 29, 2025 Public and Closed Sessions (action)
 - ii. Review of CUSS Constitutional Amendments (action)
- f. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
 - i. Approval of meeting minutes from April 7, 2025 Public Session (action)
 - ii. Mid-Year Athletic Directors' Updates – Rotating – CSU, BSU (information)
 1. Derek Carter, Coppin State University
 2. Clyde Doughty, Bowie State University
 - iii. Internal Audit Summary of Intercollegiate Athletics (information)
 - iv. Presentation on Student-Athlete Mental Healthcare by Towson Athletics Licensed Therapist (information)
 - v. Financial Condition and Results of Intercollegiate Athletic Programs (information)
- g. Committee on Research and Economic Development
 - i. Approval of meeting minutes from January 31, 2025 (action)
3. Review of Items Removed from Consent Agenda
4. Committee Reports
 - a. Committee on Finance
 - i. USM Enrollment Projections: FY 2026-2035 (action) Regent Fish
 - b. Committee of the Whole
 - i. HIEDA Taskforce Policy (action) Regent Smarick
 - ii. Preparing for Financial Challenges (information) Sr VC Herbst

iii. **Legislative Update** (information)

VC Lawrence

5. **Reconvene to Closed Session** (action)

Chair Gooden



Civic Education and Community Engagement Council:

A Year in Review

Board of Regents Meeting

Towson University

April 14, 2025

For The Good of Maryland



Voting

2,015 election officials/judges trained

24% increase in the number of students who registered and voted

Campus level engagement to improve voter registration and turnout in 2024 election



Education

40,000 degrees awarded in 2023

3,000 health care degrees

7,000 cyber security degrees

11,000 STEM degrees



Professional Service

73% of Maryland's Judges

50+% of Maryland's Doctors

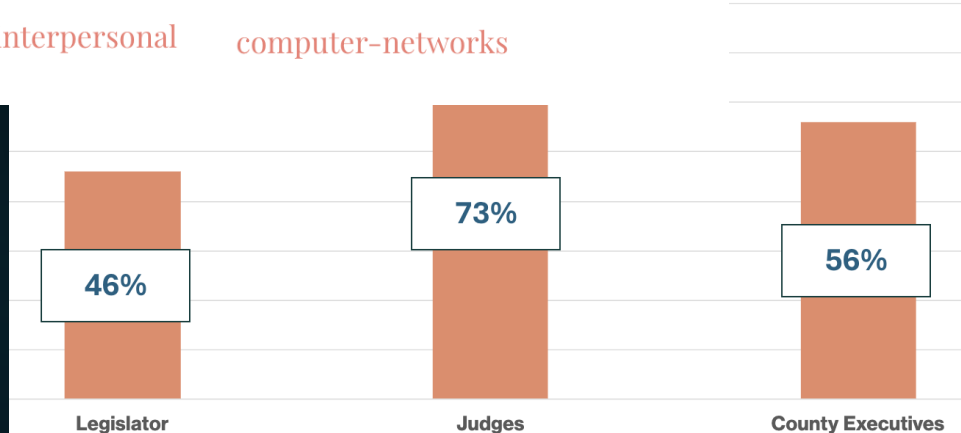
79% of Education Degrees

46% of Maryland's Legislators

56% of County Executives



College Degrees



Vision 2030

- Infuse Civic Education In the Curricula
- Educate our students to be informed and engaged citizens and social change agents in our democracy
- Implement an array of new programs designed to foster an ethos of civic engagement and participation

Goal 5.8: We will have integrated civic education into our general education curricula, and implemented an array of new programs designed to foster an ethos of civic engagement and participation.

Measure/Metric(s) (Primary)	2025-27 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
(See Goal 2.6, under Priority 2.) Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	(See Goal 2.6, under Priority 2.) Benchmark will be established once survey has been completed and BOR survey decision has been made.	(See Goal 2.6 under Priority 2) Building off the recommendations of the 2018 Board Civic/Civic Engagement Work Group, USMO should-- 1. Survey USM institutions to identify those with	See next steps listed under Goal 2.6. By 2025-2027 USMO will have completed a survey of USM institutions to identify those with civic coursework or a service learning component embedded in their curricula, have	See resource needs discussed under Goal 2.6, Priority 2.

Goal 2.6: Infuse civic engagement into our curricula.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
1) Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	No current benchmark data. Benchmark will be established after number of institutions that offer civic coursework has been identified. (See Next Steps Column.)	1) USM should use the core recommendations of the 2018 Board of Regents Workgroup on Civic Education and Civic Engagement to guide strategic plan implementation. These include: a) foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture, b) identify civic education as a core expectation for all students, and c) establish a "Civic Investment Plan" that reflects significant institutional commitment to civic learning and engagement. 2) USM should explore expanding the goal metric to include number of institutions achieving Carnegie Classification status as engaged university, and/or number of USM institutions participating in the	1) By end of 2023 USM will survey its institutions to identify those with civic coursework or a service-learning component embedded in their curricula; 2) In 2024 in close coordination with USM institutions, USM will put together a work group to explore developing a badge that can be offered to students who have completed a civic engagement experience, confirming their participation; and 3) By 2025 the USM work group recommend to the BOR whether such a badge, if developed, should become a requirement for graduation. 4) By 2025 the USM work group will study and make recommendations on	1) New resources to be used for: 1. Personnel Support: 1.0 new FTE (\$100k) to expand and coordinate civic engagement leadership groups of faculty and students and to work with campus-based core curriculum faculty groups to infuse civic engagement into core curriculum and discipline-based courses. 2. Program Development Support (\$300,000 in one-time start-up costs to jump start digital badge creation (see Goal 1.6 and 2.3 above). Service learning would be one possible target of badge creation. 3. Program Operating Support: \$100,000 in base funding for incentives to develop public-oriented leadership programs within

Goal 5.4: Educate our students to be informed and engaged citizens and social change agents in our democracy.

Measure/Metric(s) (Primary)	2022-25 Target	Benchmark	Proposed Strategies	Next Steps	Resource Needs
(See Goal 2.6, under Priority 2.) Number of USM institutions with required civic coursework and service-learning component embedded in core curriculum as graduation requirement.	Target: 100% participation by all USM institutions offering undergraduate degrees.	No current benchmark data exists. A benchmark will be established after the number of institutions that offer civic coursework has been identified.	Per the strategies proposed under Goal 2.6, USMO should: 1. Survey USM institutions to identify those with civic coursework or a service learning component embedded in their curricula; 2. In close coordination with	See next steps under Goal 2.6, under Priority 2. Per the next steps laid out under that goal-- 1) By end of 2023 USM will survey its institutions to identify those with civic coursework or a service-learning component embedded in their curricula; 2) In 2024 in close coordination with USM	See new resource needs outlined under Goal 2.6, Priority 2. Resources are requested under Goal 2.6 for related Personnel support (\$100,000 base funding), Program Development (\$300,000 one-time), and Program Operations (\$100,000 in base funding for program incentives and training support).

What Students Say about Civic Education

Civics is more than voting numbers or political actions

Civics is building knowledge beyond the constitution and national government. It's about understanding how your local and state governments work. It's about knowing who to call to have your issues addressed.

Civics isn't political. It's about your life. It's about transportation and your student loans and having your voice heard about things that impact your life.

Civics is about being the co-constructors of our shared community

Civic engagement *IS* Community engagement

Civics is about having a seat at the table to make decisions that impact your community. Civics is the invitation for all to have a seat.

Learning Beyond the Classroom



Student Groups

- Divine 9 Information series
- NAACP Student Voter Support
- Black Legacy Project
- Religious organizations
- International Student Groups
- Student Government Associations

Learning Series

- Annapolis 101
- Speaker Series
- Freshman Seminar
- How to write public comment testimony
- Activism/Advocacy How-To

Campus Support Services

- Counseling Services
- Writing Centers
- Transportation
- Tax Assistance
- Communication/Dialogue Supports

Residence Life

- Living Learning Communities
- Community Building Activities

Campus Gatherings

- Meet and Greets with candidates and election officials
- Election watch parties
- Weekly gatherings to discuss current events
- Town Halls

Community Art

- 2020 Black Vote Mural Project
- Cultural/Creativity Events
- Film/Media Events
- Political Cartoon Contest
- Literacy Collectives
- Purple Line Coloring Book

Media

- Free subscriptions to newspapers
- Social Media Outreach
- Campus News/Media

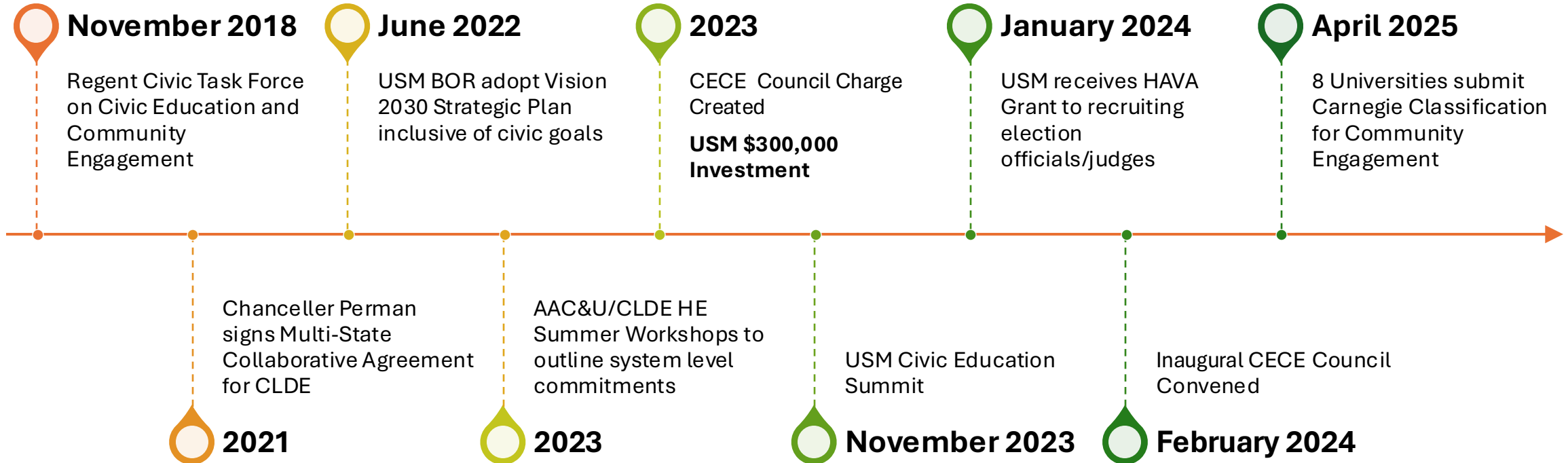
Experiential Opportunities

- Volunteerism/Service Learning
- Mentoring
- Jobs/Fellowships/Internships
- Sustainability Projects
- Community Outreach
- Maryland Student Legislature

Applied Research

- Presenting research in Annapolis
- Partnership with community stakeholders

Civic Education Community Engagement Council Timeline



CECE Charge

- ☒ Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture of USM.
- ☐ IP Identify civic literacy as an expectation for all students.
- ☒ Support and share best practices and explore how institutions can collaborate across the System.
- ☐ Support institutions to develop and implement their Civic Education and Community Engagement implementation plans, which would set forth institution specific goals to strengthen institutional commitment to civic learning and community engagement, including current and future resources as needed.
- ☒ Support institutions to apply for and maintain their Carnegie designation.

A Year In Review: CECE Council Highlights

- Facilitate Constructive Dialogue Institute webinar
- Presentation and discussion with the State Board of Elections prior to the election
- Carnegie Classification Summer Planning Institute
- System-wide community of practice meetings and customized institutional support for Carnegie Classification applications
- Participated in the CLDE Multi-State Collaborative
- Eight Institutions will submit their Carnegie Community Engagement Classification in April
- Over 2,015 number of Election Officials/Judges recruited
- Engagement with Maryland 250
- Engagement with the Maryland's Department of Service and Civic Innovation
- Regular affinity group meetings to support campus level civic engagement, including ad hoc meetings to address emerging national and local issues

Investing in Civic Education

\$300,000

Curricular Integration of Civic Learning

- \$19,000 per institution

Data Collection

- \$8,900 per institution for campus level data support
- Centralized support to build systemwide data metrics

Carnegie Classification Application Support

- \$9,000 per institution

Civic Education

Goal 2.6:
Infusing Civics In the Curricula

Embedding civic education in the curriculum

1. Faculty professional development:
 - Civic Engagement Across the Curriculum
2. Scholarship of teaching and learning:
 - Educating the educators
 - Disciplinary citizenship
3. System resources to expand offerings:
 - \$78,000 Elkins award
 - \$29,000 USM grant
4. Campus model to support broad curriculum revision:

Students will demonstrate knowledge and skills necessary to participate actively in civic and community life.



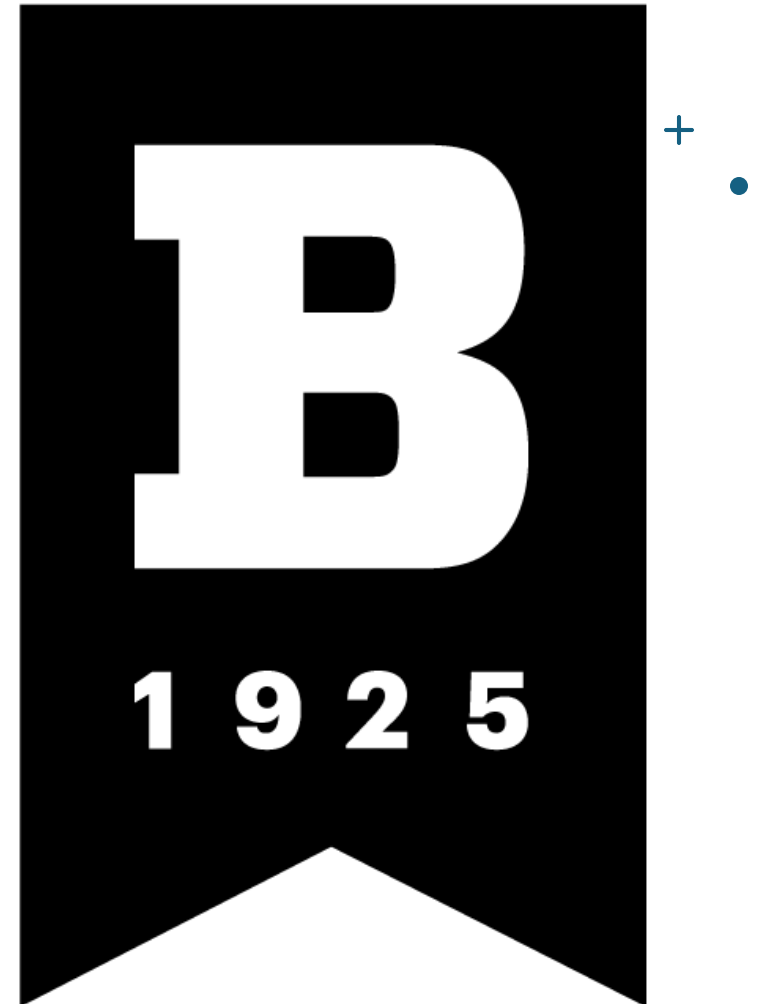
Community Engagement

Goal 5.4:

Develop informed and engaged citizens
and social change agents in our democracy

Community Engagement and Impact

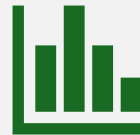
- Anchor institution initiatives
 - Statewide impact
 - Local impact
- Importance of Centers
 - Initiatives
 - Student experience
- Student Success
 - High impact practices
 - Retention



A Look Ahead



Review CECE Charge and Support Campus Implementation Plan development



Identify Data Metrics aligned with Vision 2030



Identify campus opportunities and barriers to full Vision 2030 implementation

Questions

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Report to the USM Board of Regents

Chancellor Jay A. Perman

Towson University | April 11, 2025

Thank you, Madame Chair. It's been a wonderful morning already, with the recognition of our faculty. It's an honor to thank them for their service.

I extend a special welcome to Dr. Darlene Smith, who joins us for the first time as interim president of Frostburg State. I look forward to our work together.

USM RISING

I'll begin today with some good news across the System. Earlier this week, *U.S. News and World Report* unveiled its 2025 Graduate School rankings. As always, our excellence shows.

The University of Maryland, College Park has more than three dozen top 25 placements. The College of Information moved up one spot to No. 3, the School of Public Health gained three spots to No. 22—with three specialties *newly* making the top 25—and the College of Education rose one spot, to No. 24.

The University of Maryland, Baltimore has a dozen placements in the top 25. The School of Nursing's Doctor of Nursing Practice is ranked 12th and its master's program, 17th, with three specialties in the top 10. Likewise, three specialty programs at UMB's Maryland Carey Law were ranked in the U.S. top 10.

UMBC was ranked for Computer Science, Fine Arts, Physics, Public Affairs, and more. In fact, virtually every eligible USM university was recognized: Education at Frostburg State, Social Work at Salisbury, Computer Science at Bowie State, Occupational Therapy and Audiology here at Towson, and Pharmacy at UMES. The Clinical Law program at UBalt ranks No. 4 nationwide.

In other Systemwide distinctions, the USM was recognized for its innovation capacity, ranking 22nd worldwide for patents awarded in 2024 and 8th among U.S. publics. Contributing to last year's 114 patents are inventions out of College Park, UMB, UMBC, UMES, and Bowie State.

Our international scholarship was celebrated with several Fulbright awards. Among master's universities, Salisbury was named a top producer of both Fulbright Students and Scholars, and among doctoral universities, UMD was a top producer of Fulbright Students. In all, the System had 33 student awards and 10 scholar awards across seven universities. Towson, UBalt, UMB, UMBC, and UMGC rounded out the list.

Four of our universities were named Voter Friendly Campuses by the Fair Election Center and NASPA. Frostburg, Towson, UMES, and UMBC were recognized for efforts yielding exceptional student registration and voting rates.

Finally, I thank several of our universities for reaching out to thousands of Marylanders laid off from federal agencies and contractors. Federal layoffs and cuts affect Maryland's economy more acutely than *any* other state's, and this help—in the form of education and retraining programs, career services, and support for entrepreneurs—are a lifeline for those newly out of work and rightfully anxious about their future.

UNIVERSITY EXCELLENCE

Turning to our individual universities, I'll start with our host today. This spring, the Carnegie Foundation unveiled a new classification acknowledging research conducted at non-doctoral institutions. For exceeding \$2.5 million annually in expenditures, Towson was named a Research university. We know this is merely prelude to R2 status, a priority ambition for President Ginsberg and his team. I should note that Dr. Alexei Kolesnikov—honored this morning with a faculty award—is among those heading Towson's efforts to expand the reach and impact of *undergraduate* research.

Towson continues to lead as an anchor for its community and for the state. Towson's StarTUp coworking space is a model for community-based entrepreneurship and innovation. And as the home for Maryland's Center for Community Schools, Towson provides comprehensive support to a network of 600+ community schools statewide—schools that provide holistic, wraparound support to students and families. Maryland's K12 Blueprint identifies community schools as key to equitable, excellent education and strong families and neighborhoods. President Ginsberg, thank you for this important work.

The American university's role as an anchor institution is a concept that UBalt President Kurt Schmoke explored in a *Baltimore Sun* piece reflecting on the value of higher education. The ideal, he said, is that an individual's worth will be matched with their ability to contribute to the greater good; that what universities do well—his own included—is blend the abstract and the immediate to solve real and pressing problems. During UBalt's centennial year, we're celebrating these solutions—the work that enriches the quality of life *all* of us enjoy. President Schmoke, thank you for articulating what we do so well.

Speaking of materially improving people's lives, the School of Medicine at UMB has developed a CT scan technique to help oncologists better predict how head and neck cancers will respond to certain therapies. These cancers are rising in the U.S., especially among young people, and this study could tip the scales toward survival. UMB researchers also co-led a global health study that found a vaccine protecting against five strains of meningitis prevalent in sub-Saharan Africa is safe and effective for use in children as young as nine months of age. Provost Ward, thank you.

At Coppin State, the College of Business launched the Microsoft Scholars Program, offering select students invaluable exposure to career pathways in the technology and entertainment

sectors. And on the heels of his January profile in *Diverse Issues in Higher Education*, CSU President Anthony Jenkins made the cover of *Education Insights Magazine*, which called him one of 2025's Most Innovative Leaders in Education. Congratulations, President Jenkins.

At the University of Maryland Center for Environmental Science, researchers have found that hurricanes can stimulate toxic algal blooms. These blooms can lead to red tides, fish kills, shellfish poisoning, and respiratory problems in humans. With climate change accelerating stronger and wetter tropical storms in coastal regions, this research is critical to our mitigation and adaptation strategies. Thank you, President Miralles-Wilhelm.

Speaking of climate change impacts, saltwater intrusion is threatening the Eastern Shore's biggest crops—corn, soybeans, wheat—and UMES is stepping in to fight it. As the lead recipient of a \$5 million grant from the U.S. Department of Agriculture, UMES researchers are working with farmers to study the viability of switchgrass as an alternative crop. Salt-tolerant switchgrass can be used for feedstock and biofuel production, and could reduce nutrient pollution entering the Chesapeake Bay. Thank you, President Anderson.

Let me round out this coastal theme with Salisbury University. This fall, SU will offer Maryland's *first* coastal engineering major, featuring project-based instruction in physics, engineering, geosciences, and geographic information science. Program graduates will be prepared to protect our shorelines, fight climate change, and build sustainable coastal communities. And a corollary: A new grant worth nearly \$1 million will help Salisbury grow the clean energy generated on campus. Congratulations, Provost Couch.

With \$1.5 million from the National Institute of Standards and Technology, UMBC will build a Quantum Science Institute. The funding will support graduate fellowships for quantum research, the development of new quantum courses and programs, and equipment to enhance existing quantum labs and to start new ones. Thank you, President Sheares Ashby.

The University of Maryland Global Campus has teamed up with Amazon Web Services to promote the AWS Cloud Institute, where learners with little to no technical background can train for entry-level cloud computing roles. Learners can build a digital job skills portfolio and take advantage of skill and career services throughout the program. In addition, the Council of College and Military Educators—the nation's foremost advocate for high-quality education serving military members and their families—has honored UMGC with its 2025 Institution Award, recognizing the university's significant contributions to military education. Provost Pomietto, congratulations.

It's busy times at Bowie State. This spring, Bowie again hosted the CIAA Basketball Tournament, bringing a lot of excitement—and, yes, money—to the city and state. Last month, Bowie hosted a summit for aspiring teachers from the state's four HBCUs, offering resources and support as they prepare for careers in education. Last week, the university brought together HBCU leaders, policymakers, advocates, and community partners for the inaugural HBCU Prison Education Summit to scale the work they're doing in Maryland correctional facilities. And last

Saturday, Bowie celebrated 160 years of excellence with its Anniversary Gala. Congratulations, President Breaux.

Last month, I was delighted to join Frostburg State's faculty, staff, and students in welcoming Dr. Smith to the interim presidency. Her tenure is starting off on a high note, as new data show that enrollment and retention are on the rise at Frostburg—for the third-straight year. This summer, we'll launch the search for Frostburg's permanent leader, and I'm confident that FSU's trending enrollment numbers will help us attract a strong pool of talented candidates. Thank you, President Smith.

College Park is celebrating three new fellows of the American Association for the Advancement of Science. Professor Xin-Zhong Liang is honored for his work modeling ways to understand climate change impacts; Professor Jeffrey Lidz, for his contributions to linguistics and language science, particularly in child language acquisition and the psychological basis of semantics; and Professor Emerita Ann Wylie, for her work in mineralogy and economic geology, plumbing the relationship between mineral properties and human health. The new additions bring UMD's total AAAS fellows to more than 110. An incredible distinction, President Pines.

At the USM at Southern Maryland, I helped welcome leaders in regional K12 and higher education, as Dr. Abel hosted a summit on expanding new teacher pathways and strengthening teacher preparation and support. The innovative work and tight collaboration of these leaders in Southern Maryland is a model I believe we can replicate for statewide impact. Thank you, Dr. Abel.

The Universities at Shady Grove celebrated National Children's Dental Health Month with 40 of UMB's dentistry students providing free oral health care to more than two dozen young patients at USG's state-of-the-art facility. Thank you, Dr. Khademian.

And the USM at Hagerstown welcomed prospective students to explore programs in business, health care, education, IT, and social sciences, showcasing the partnerships that bring Systemwide excellence to local students. Thank you, Dr. Ashby.

USM RESPONSE TO FEDERAL ORDERS

I'd like to pivot now to the landscape of federal orders affecting higher education—orders still causing significant confusion and concern at our universities.

At our Board meeting in February, I addressed the proposed cut to the NIH indirect cost rate—a cut that would cost the System more than \$60 million and cost the state far *more*, as the economic impact of our R&D would shrink alongside our research dollars. Maryland joined a lawsuit to block implementation of that rate cut, and a permanent injunction was just granted this week, barring NIH from capping indirect costs at 15%. The administration has appealed the ruling.

This isn't the only NIH-related lawsuit we've joined. Last Friday, a coalition of 16 states, including Maryland, filed suit to end delays in the NIH grant application process and restore

grants terminated by the administration. Both the slowdown in new grant funding and the revocation of awarded grants are causing irreparable harm to our indispensable science—science that underpins human health and well-being and, literally, saves lives.

Maryland joined another suit last Friday—this one to stop the dismantling of the Institute of Museum and Library Services and six more small federal agencies.

And we suffered a loss that same day—at least temporarily—as the Supreme Court ruled that grants under two federal teacher training programs could be terminated as our lawsuit winds its way through the courts. The ruling lifted a temporary restraining order that Maryland and other states had won to protect the Teacher Quality Partnership and SEED programs, which recruit and prepare teachers for hard-to-staff schools. This is a blow to our work in addressing the teacher shortage and filling Maryland classrooms with capable, caring teachers. Still, we persist—and we hope, ultimately, for a favorable outcome.

Meanwhile, a preliminary injunction remains in place barring the Office of Management and Budget from freezing federal grant disbursements. Maryland joined this lawsuit with 22 states, arguing that the funding freeze affecting health care, disaster relief, and education puts vital services—and lives—in jeopardy, and that the move halts congressionally approved spending without legal authority.

In another lawsuit, I submitted a declaration attesting to the material harm that will likely be done to our students and our universities should the U.S. Department of Education slash its personnel by 50%. Our students rely on the department for Pell grants, for student loans, for work study: 85,000 USM students receive federal aid—*fully half* of our student population. We saw last year the consequences of disrupting that process, and I believe that cutting department staff by half would eclipse the FAFSA disaster. It also puts at risk millions of dollars in grants, vital data collection, and our students' civil rights.

And, finally, two days ago, the System signed on to support an amicus brief submitted by the Presidents' Alliance on Higher Education and Immigration. The brief supports a preliminary injunction to stop the administration from revoking student visas without cause, and arresting, detaining, and deporting noncitizen students and faculty.

The revocation of visas is already happening at our USM universities, and our students are scared. Not just visa-holding students, but any student with noncitizen status. I've heard from some who carry their documents at all times, lest they be detained. The AG's office has issued guidance for our universities on immigration enforcement, and the immigration clinics at both of our law schools—UMB's and UBalt's—have offered their services to affected students. But anxiety remains. Of course, it does.

AFFIRMING OUR COMMITMENT AS A STUDENT-CENTERED SYSTEM

And so I'd like to end with our students—always appropriate. At our Systemwide Student Success Symposium last Friday, I addressed student-serving teams from every one of our

universities—the people who work most closely with our students. Over the weekend, I met with the USM Student Council and other student leaders. They shared with me how vulnerable and isolated they feel. They shared a fear that the diversity we’ve long cherished might now be seen as a liability.

And so I’d like to reprise a portion of what I said to our students and to those who support them. It’s a theme you’ve *already* heard me speak to: what it means to be a student-centered System. It means that our policies, programs, partnerships, and practices serve an essential goal—that all students can come to the USM for their education, and all students can succeed once they’re here.

Student-centeredness is still our mantra because student-centeredness is still our *mandate*. It’s *still* the foundation of our strategic plan. Students are *still* the beating heart of who we are and what we do.

And if you embrace student-*centeredness*, then you have to embrace the full diversity of our *students*: different in race and ethnicity and first language; different in age and income and disability; in ideology and experience and religion; in gender and gender identity and sexual orientation; in their status as veterans and parents and immigrants.

Our diversity isn’t a matter of belief. Our diversity is a *fact*. And our mission is to create the conditions, and lay in the supports, and develop the strategies that help every single one of these students thrive.

Not through monolithic action, because there is no student monolith. There is no typical student. No exemplar. Our students aren’t totems. We are—all of us—different from one another. And so our commitment to equity means that we *see* these differences, and how they might influence the way our students learn, and the barriers they might throw into our students’ paths. And we dismantle them. One by one, we dismantle them.

Because that’s what a student-centered System does. It puts students above structure. It puts students above politics. It puts students above *everything*.

So, no, our values haven’t changed. They don’t need to. Not if we tether ourselves to the commitment that all students will get from us what’s fair and just—a valid chance at what we’ve long called the American dream.

I’m deeply grateful to everyone across the System doing this vital work. I’m grateful for their commitment, their collaboration, their courage; for their undimmed belief that what they’re doing matters. Because it always has.

Madame Chair, this concludes my report.

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COUNCIL *of* UNIVERSITY SYSTEM FACULTY

Regents Report April 9, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in February 2025. The committees continue to work on CUSF initiatives. For example, the Education Policy Committee has done its first edits to proposed revisions for the USM Professional Conduct and Workplace Bullying Policy for Faculty.

CUSF Meeting

CUSF General Body Meeting: April 9, 2025

A Council of University System Faculty General Body (GB) Meeting was held on April 9, 2025. The meeting was virtual. The meeting focused on a complaint from and resolution about Bowie State University. Specifically, the GB acted on a complaint brought forth by the two representatives from Bowie State University. Please see attached.

Respectfully submitted,

Dr. Heather Rogers Haverback

CUSF Chair



COUNCIL OF UNIVERSITY SYSTEM STAFF

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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**
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Baltimore, MD 21201

**University of Maryland,
Baltimore County**
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Baltimore, MD 21250

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Center for Environmental
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**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 Metzgerott Rd
Adelphi, MD 20783

Board of Regents Meeting Report April 11, 2025

Since our February meeting, CUSS participated in Advocacy Day during the legislative session in Annapolis, MD and had a virtual March meeting hosted by University of Maryland, College Park. We were welcomed by Chancellor Perman and Dr. Georgina Dodge, Vice President for Diversity & Inclusion at UMCP, respectively. We are grateful to the USM for their facilitation of Advocacy Day and Dr. Dodge for her warm welcome and remarks.

The shared governance survey process, our annual process of collecting feedback from those engaged in shared governance on our campuses, has concluded. This information has historically been used, in part, as a piece of information the Chancellor considers in his annual review of individual USM Presidents. Board of Regents members are welcome to view the aggregate report [here](#) or via the attachment to this report. I would be happy to share individual campus reports upon request.

We have begun reviewing the Board of Regents Staff Awards nominations. I am thrilled to say that separating out the exempt and non-exempt processes, while not without its challenges, seems to have been a success. We received (a record breaking) 11 non-exempt submissions along with 27 exempt. We are appreciative of everyone's nominations and participation in this process. Moving forward, our timeline for the awards process will change significantly to align with the faculty and student awards. More information will be released in July.

Staff continue to be concerned about the budget crisis facing the State of Maryland and the impact it will have on our jobs and our students. Eerily reminiscent of the fiscal uncertainty of the early days of COVID, we stand by eager to contribute to the process of responding to the crisis. I would be remiss if I did not mention the concern that non-bargaining staff share about pay increases for bargaining staff during a time when the State can hardly afford them, but even more so because non-bargaining staff continue to be excluded from these increases and compression among staff members continues to be an even greater issue.

As the 2024-2025 CUSS cycle nears the end, we will begin with nominations at our May meeting and voting will happen in June. I trust that we will have a great group to hand the baton off to next year.

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

Most Sincerely,

A handwritten signature in black ink, appearing to read "Kalia R. Patricio".

Kalia R. Patricio, Ph.D.
CUSS Chair

Attachment: USM 2024 Shared Governance Survey



**COUNCIL OF
UNIVERSITY
SYSTEM
STAFF**

2024 State of Shared Governance Report

Survey of Staff Senate Members in the
University System of Maryland (USM)

Attention:

Dr. Jay Perman, Chancellor

Compiled by the Council of University System Staff:

Kalia R. Patricio, Ph.D., Chair

Roy Prouty, Vice-Chair

Updated: April 3, 2025

State of Shared Governance Report (USM) - Survey of Staff Senate Members 2024 Executive Summary

For the 2024 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 seventh 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. In partnership with CUSF, CUSS conducted a broader shared governance awareness survey in spring 2024 and hopes to repeat that survey in 2026. You can find the findings from that initial survey [here](#).

We received 174 responses, a 28% increase in the response rate from 2023. The survey is unchanged from prior years. It contains likert-style questions that range from Strongly Disagree to Strongly Agree as well as open-ended questions, the latter of which are captured in the individual reports for each campus and also included in the final pages of this report.

A comparison between survey years 2023 and 2024 reveals trends in responses across both years. Here are some key observations:

1. Overall Sentiment Toward Shared Governance:

- A slight increase in respondents selecting "Strongly Agree" for statements about shared governance being alive and healthy.
- However, there are still respondents who are "Neutral" or "Disagree," indicating room for improvement.

2. Communication Between Administration and Staff:

- There was a modest increase in agreement that communication between administration and staff leadership is effective.
- Feedback timeliness responses showed mixed changes, with some respondents still feeling feedback is delayed.

3. Staff Involvement in Key Decisions:

- Recognition of staff participation in budgeting, academic affairs, and hiring saw minor shifts, with some institutions showing better recognition while others still see pushback.

4. **Institutional Support for Shared Governance:**

- While most respondents agreed that governance structures are defined in documents (e.g., staff handbook), a few respondents noted the absence of a formal staff handbook.

5. **Regular Meetings and Representation:**

- The majority of respondents continue to believe that staff governance bodies meet regularly and that staff have a say in representative selection.
- There was a notable concern about whether the administration provides sufficient financial and structural support.

A few of the questions that elicited the most significant changes include:

- Question 1: “Shared governance on our campus is alive and healthy.” (“agree” and “strongly agree” were a combined 82.2% in 2024 vs. 70.4% in 2023)
- Question 9: “The President is transparent in communicating decisions, changes, and recommendations” (“agree” and “strongly agree” were a combined 77% in 2024 vs. 64.5% in 2023)
- Question 18: “Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).” (“agree” and “strongly agree” were a combined 66.6% in 2024 vs. 48.9% 2023)

The 2024 survey responses indicate a generally positive but mixed sentiment toward shared governance at each institution. Many respondents acknowledge improvements in administrative recognition of staff involvement in budgeting, hiring, and academic affairs. However, concerns remain about the effectiveness of communication between staff and administration, with some respondents feeling that feedback processes are still slow or inconsistent. While governance structures are reportedly documented, some staff members feel there is a lack of clarity or accessibility, particularly regarding the staff handbook. Regular meetings of governance bodies are seen as a positive aspect, but questions persist about the level of institutional support, including budget allocation and leadership involvement. Some staff members express concerns about pushback on their involvement in decision-making, indicating room for greater transparency and inclusion. Overall, while progress is evident, there is a need for further improvement in communication, resource allocation, and the formalization of governance processes, especially at specific institutions (which is evident in the campus-level reports).

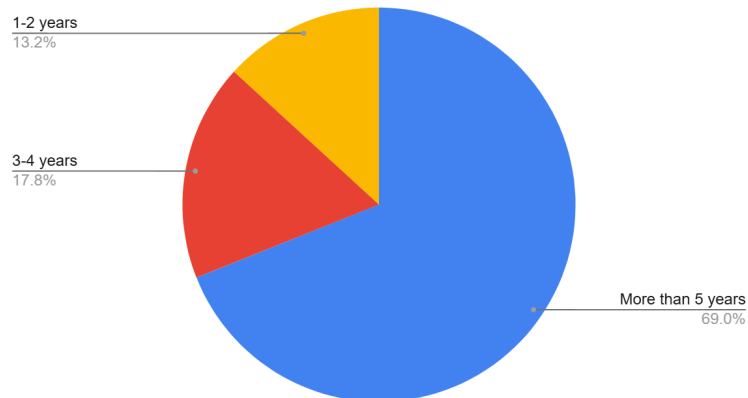
The remainder of this summary includes a report on the overall survey findings with an AI-generated summary of the open-ended responses. Also included is an aggregate list of the open-ended responses to the survey, the procedural outline, and the list of survey questions.

Shared Governance Survey: Overall Data

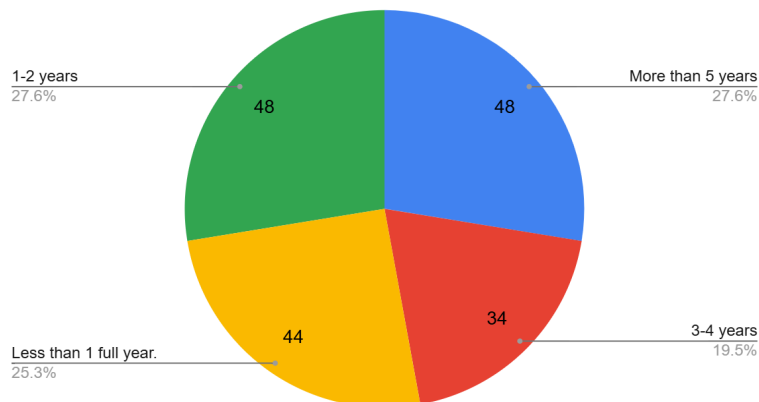
Participant Information:

Institution	Responses	Participation Rate
Bowie State University	22	12.6%
Coppin State University	15	8.6%
Frostburg State University	2	1.1%
Salisbury University	16	9.2%
Towson University	36	20.7%
University of Baltimore	11	6.3%
University of Maryland Baltimore	22	12.6%
University of Maryland Baltimore County	15	8.6%
UM Center for Environmental Science	7	4%
University of Maryland College Park	20	11.5%
University of Maryland Eastern Shore	2	1.1%
University of Maryland Global Campus	6	3.4%
Total	174	100%

How long have you been with your institution?



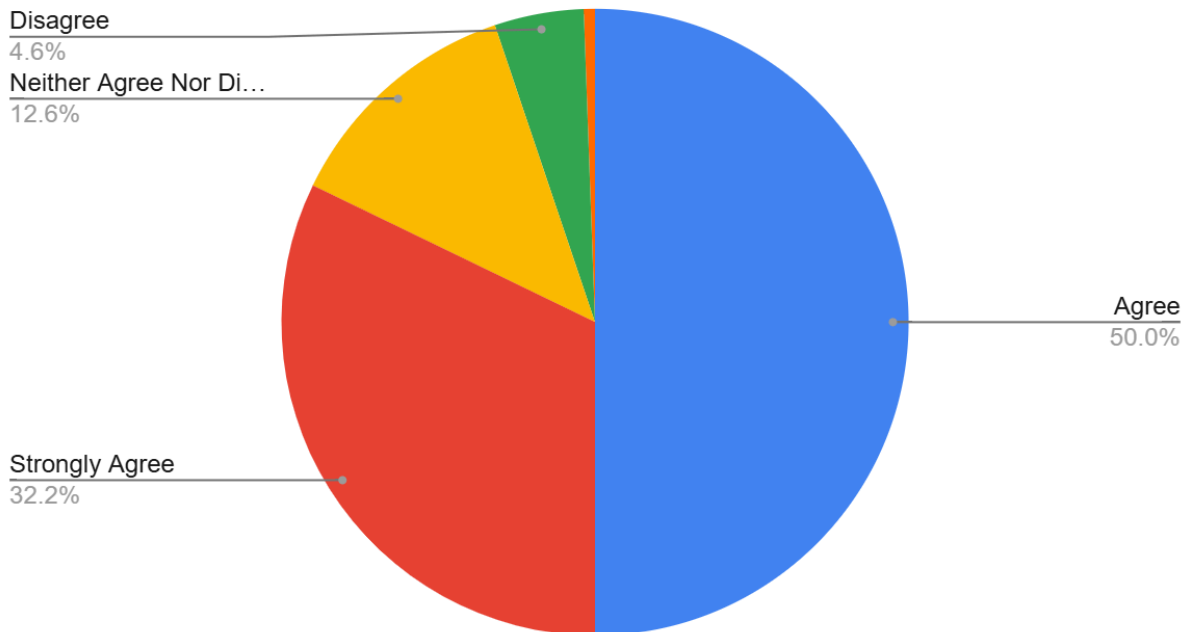
How long have you been involved in Staff Shared Governance?



Survey Questions:

Climate of Governance

Shared governance on our campus is alive and healthy



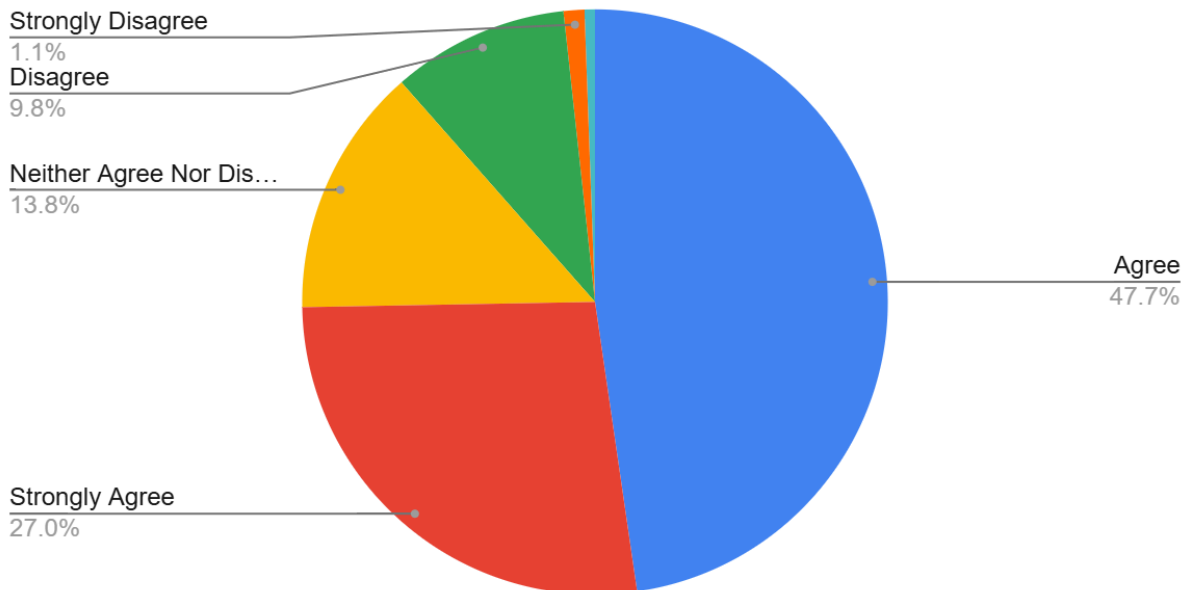
The open-ended responses indicate a varied perception of shared governance within the institution and can be summarized as follows:

- **Engagement and Participation Challenges** – While shared governance is active on campus, there are difficulties in getting staff involved, particularly in committees and governance meetings. Some staff feel disengaged or overlooked, while others note that participation varies across different governance bodies.
- **Communication and Transparency Issues** – Many respondents express concerns about unclear communication regarding shared governance meetings, agendas, and decision-making processes. Some feel that governance groups are underutilized or lack a streamlined communication structure.
- **Strength of Shared Governance Varies** – Some respondents believe shared governance is thriving, with strong leadership and administrative support. Others feel that it is stronger for faculty than for staff and that certain governance bodies, like the Faculty Senate, hold more influence.

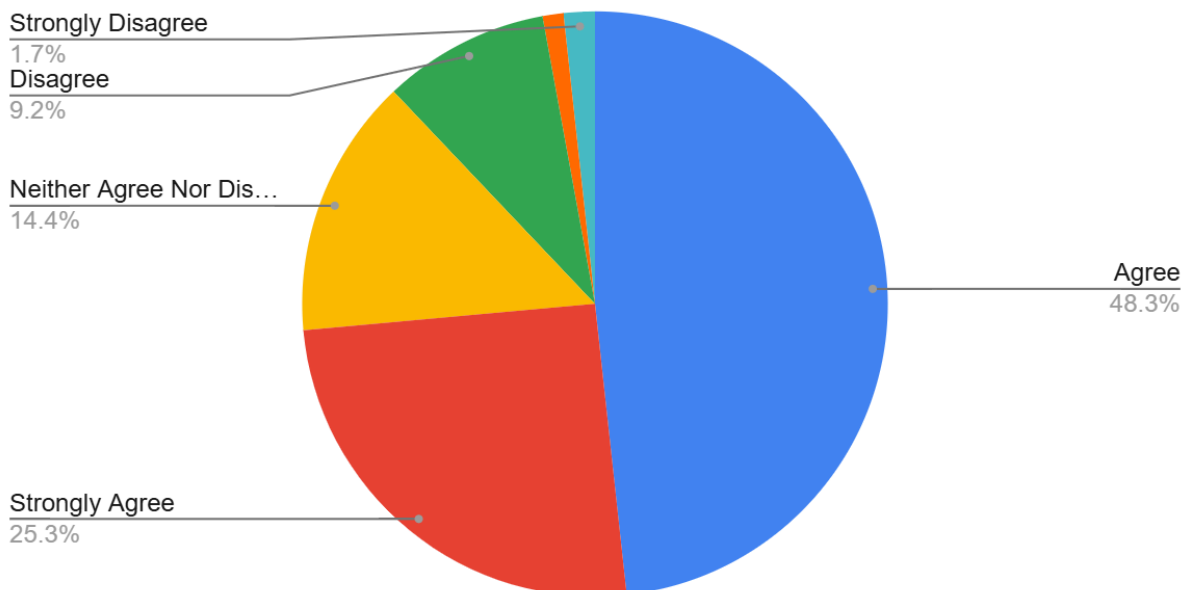
- **Administrative Support and Leadership Shifts** – Leadership is seen as generally supportive of shared governance, with examples of feedback leading to policy changes. However, frequent leadership turnover and changes in priorities have led to concerns about a decline in shared governance culture.
- **Calls for More Inclusivity and Collaboration** – Respondents highlight the need for better collaboration between different governance bodies (faculty, staff, and students) and more opportunities for involvement, particularly for staff.
- **Perception of Declining Influence** – Some feel that shared governance has weakened over time, with concerns that administration is making decisions without sufficient input from shared governance bodies.
- **Recommendations for Improvement** – Suggestions include more training for governance participants, clearer communication channels, increased transparency, and greater efforts to encourage broad participation across campus.

Institutional Communications

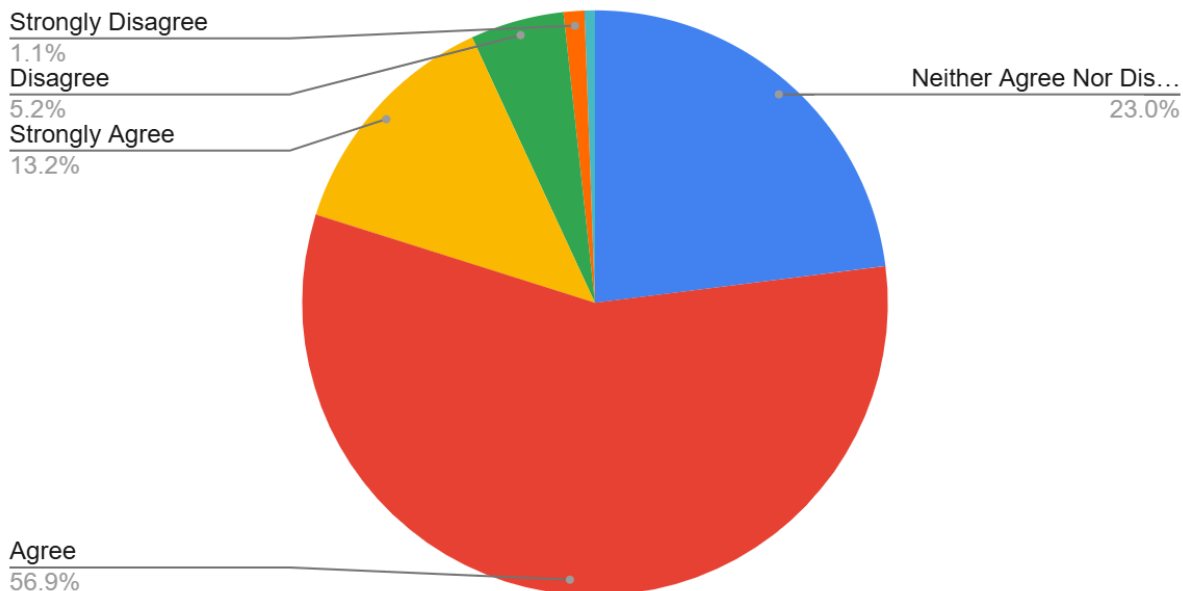
There is excellent communication and consultation between the administration and the staff and senate leaderships



Staff can openly communicate governance issues with cabinet/upper management



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



The responses to the open-ended questions related to communication suggest various concerns related to communication, transparency, and decision-making processes within the institutions:

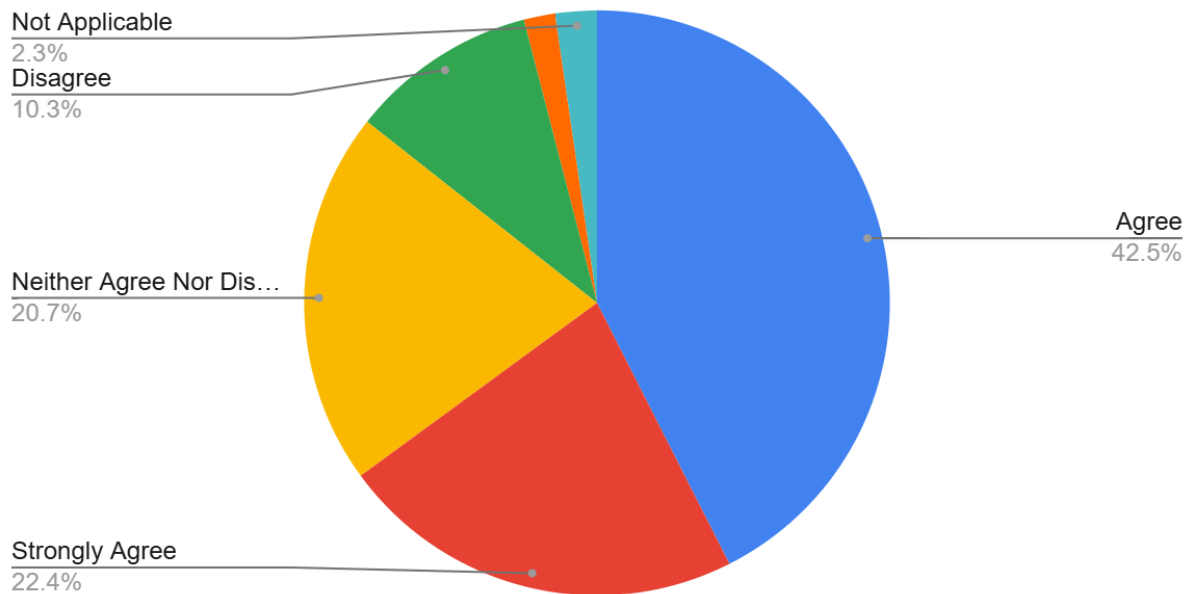
- **Transparency and Accessibility** – Many respondents appreciate the administration's efforts to communicate openly, particularly through Town Halls and direct engagement with governance bodies. Some note that communication from central administration is strong, but transparency varies across different schools or departments.
- **Timeliness of Responses** – There is concern that feedback, whether positive or negative, is sometimes delayed or not addressed in a timely manner. Some respondents mention rushed deadlines for policy feedback, limiting meaningful discussion.
- **Supportive Leadership vs. Fear of Retaliation** – While some describe the administration as collaborative and supportive, others report fear of retaliation when speaking out. Some executive leaders have allegedly followed up on governance discussions in ways that make staff uncomfortable.
- **Unequal Communication Across Governance Groups** – Faculty Senate is perceived as having stronger communication and influence with leadership compared to staff governance bodies. Some staff governance groups feel overlooked or underutilized.
- **Barriers to Participation** – Some staff feel that communication structures are unclear, making it difficult for those not directly involved in governance

committees to stay informed or contribute to discussions. Some governance committees do not regularly receive updates, limiting engagement.

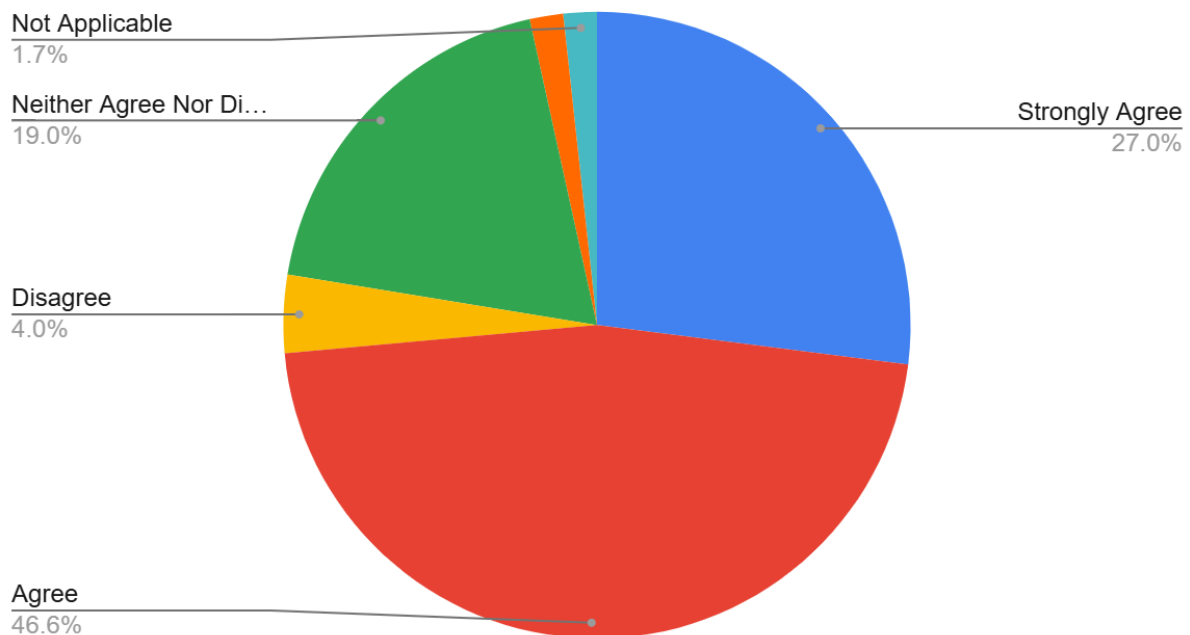
- **Inconsistent Communication Processes** – Communication effectiveness depends on leadership engagement and varies from department to department. Some governance groups receive regular updates, while others must actively seek out information.
- **Opportunities for Improvement** – Suggestions include streamlining communication, ensuring governance representatives have adequate time to provide input, and fostering an environment where all governance groups feel equally valued and heard.

Senate's Role at Your Institution

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



Your role with staff senate is valued

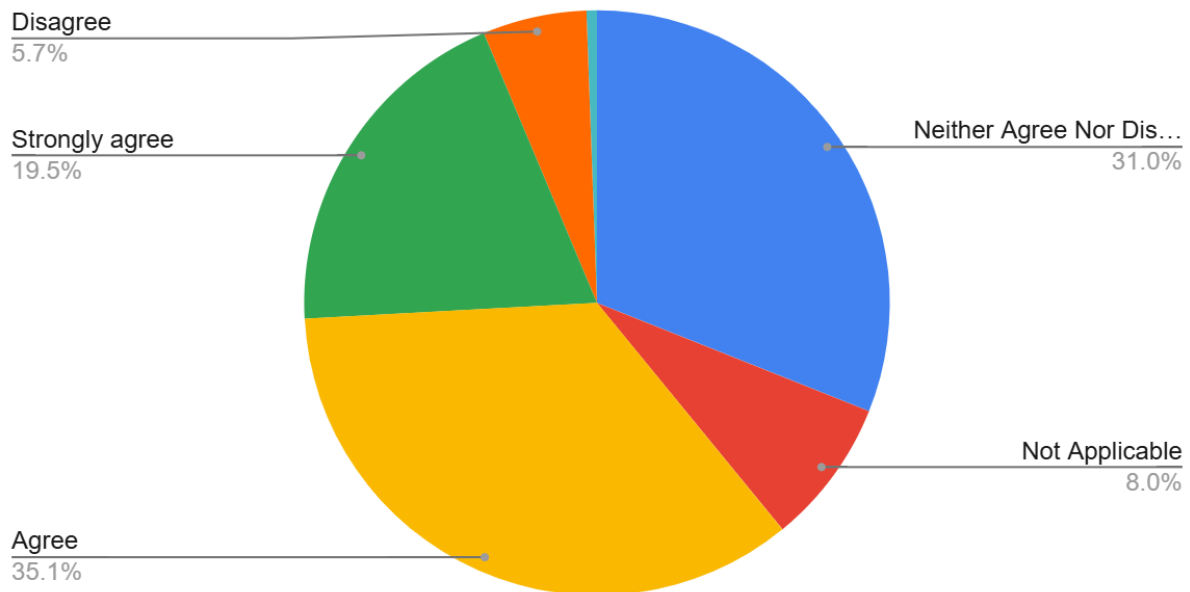


The open-ended question responses related to the Senate's role highlight various perspectives on the role and effectiveness of the staff senate and shared governance structures within the universities:

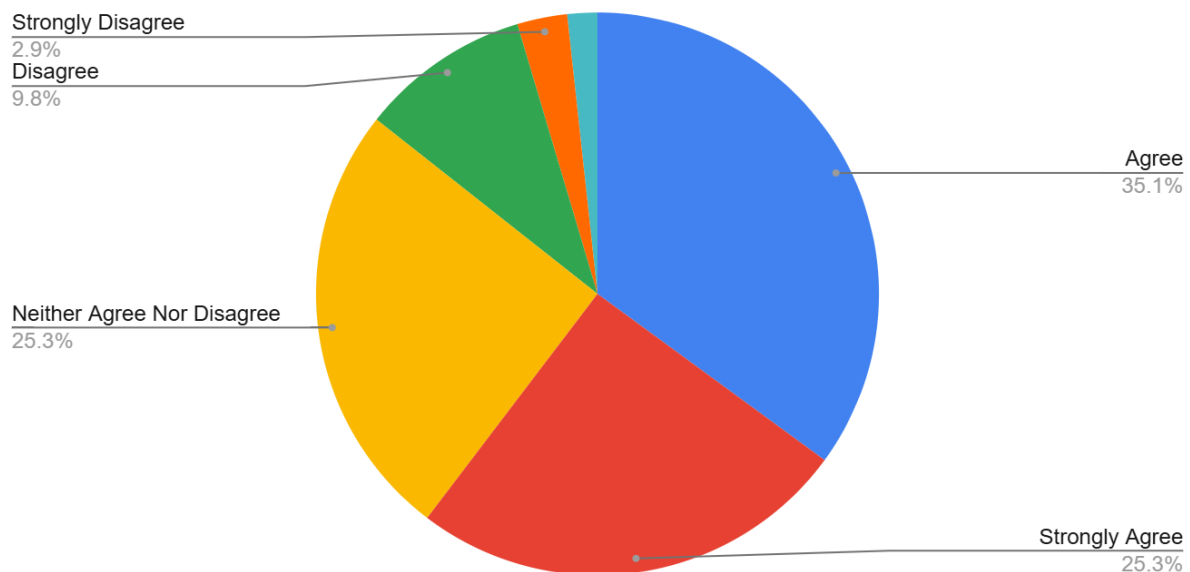
- **Unclear Purpose and Impact** – Many respondents are unsure of the specific functions of the Staff Senate beyond facilitating meetings and conveying information. Some feel their participation is valued but not necessarily useful.
- **Limited Influence Compared to Faculty Senate** – Faculty Senate is perceived as having a stronger role in governance, while Staff Senate lacks the same level of influence or recognition from leadership. Some staff feel their concerns are not adequately prioritized.
- **Governance Structure and Leadership Issues** – There are concerns about exclusivity within Staff Senate leadership, with some positions being appointed rather than elected. Others feel the Senate's leadership has not done enough in the past to promote awareness of its role, though recent efforts to improve engagement have been noted.
- **Slow or Ineffective Action** – Some describe the Senate as ineffective, slow-moving, or focused primarily on volunteer efforts rather than advocating for staff needs, such as merit pay, benefits, and remote work opportunities.
- **Challenges in Engagement and Participation** – Large Senate size and committee structures make it difficult for individual members to have an impact unless they are in a specific leadership role. Some staff participation is also dependent on supervisor approval.
- **Recent Improvements and Areas for Growth** – Some respondents note that the Senate has become more involved in policy creation and approval recently. However, there is still a need to better integrate staff into academic settings and increase awareness of the Senate's role in governance.
- **Perceived Decline in Staff Governance Value** – Some believe staff opinions and influence in shared governance have diminished over the past five years.

The President's Role

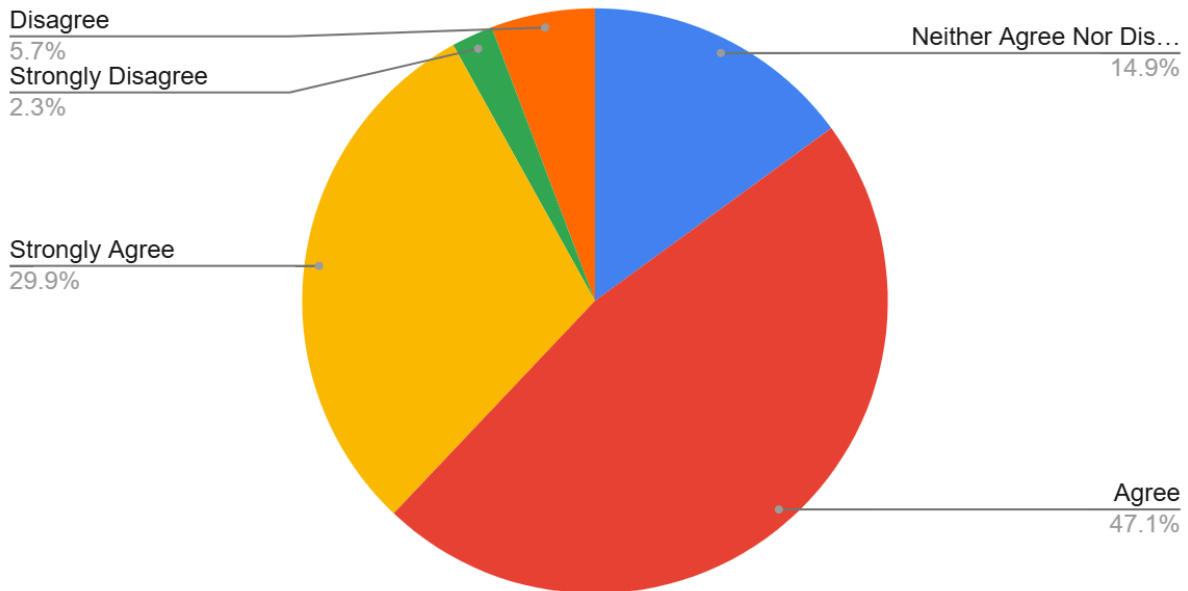
Other than on rare occasions, the president seldom overturns staff decisions and recommendations



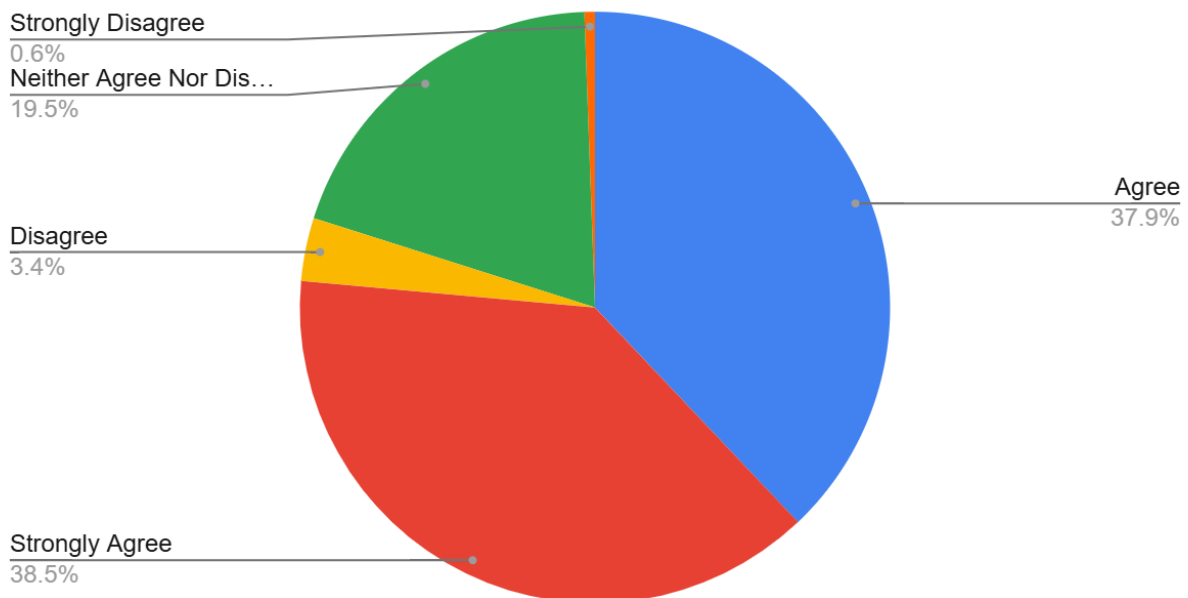
The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility



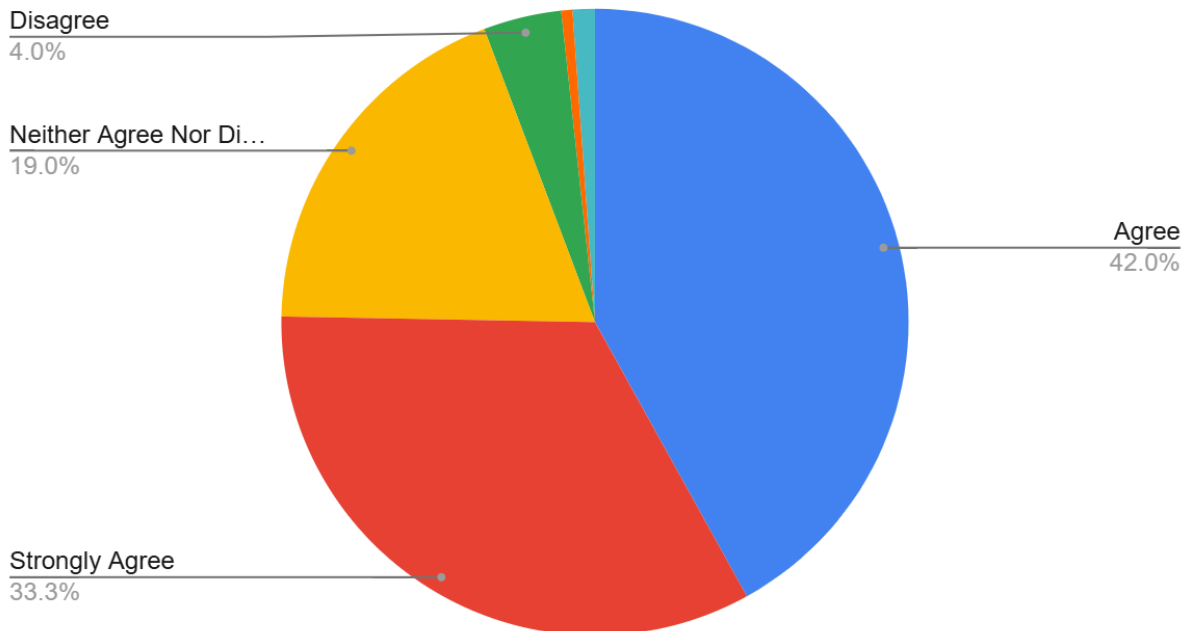
The president is transparent in communicating decisions, changes and recommendations



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



There is open communication with staff senate



The responses about the President's role in shared governance provide various perspectives on the university president's communication and decision-making processes:

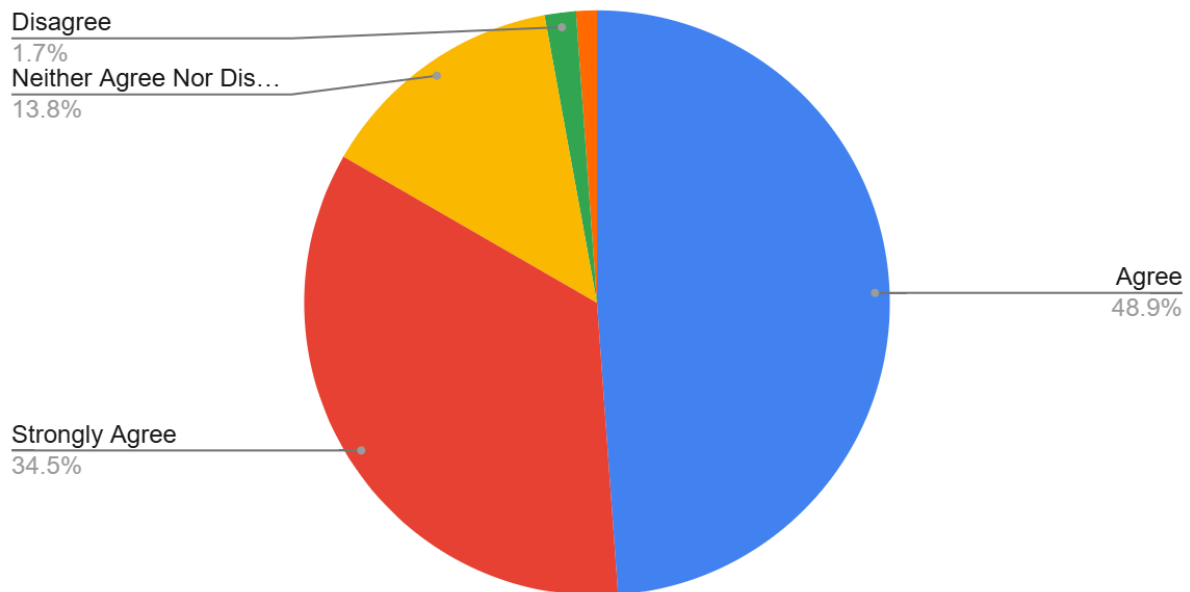
- **Commitment to Shared Governance** – Many respondents feel the President is supportive of shared governance, transparent, and open to feedback. Some praise specific presidents for their advocacy of staff and inclusive decision-making.
- **Transparency with Some Gaps** – While the President generally communicates openly, there are concerns that some decisions are made in advance and only reported to the Senate afterward. Additionally, updates are sometimes delayed in reaching the broader campus community.
- **Limited Direct Engagement with Certain Groups** – Some shared governance groups, like the Staff Affairs Committee, report little to no direct communication with the President or his administration. Uneven communication with cabinet members and different governance bodies is also noted.
- **Senior Leadership Structure as a Barrier** – Some feel the issue is not with the President directly but with senior leadership structures (e.g., small executive councils) that create unnecessary hierarchy and reduce transparency. Some direct reports act unilaterally without staff input.

- **Emphasis on High-Level Updates** – The President often shares updates on research and institutional achievements, but some respondents would like more focus on day-to-day campus issues and challenges.
- **Budget Transparency Could Improve** – Some believe financial information, particularly budget details, could be shared more clearly with the Senate and staff.
- **Mixed Perceptions at Different Institutions** – While some respondents express deep appreciation for their President’s leadership, others feel their President does not engage directly with shared governance groups.

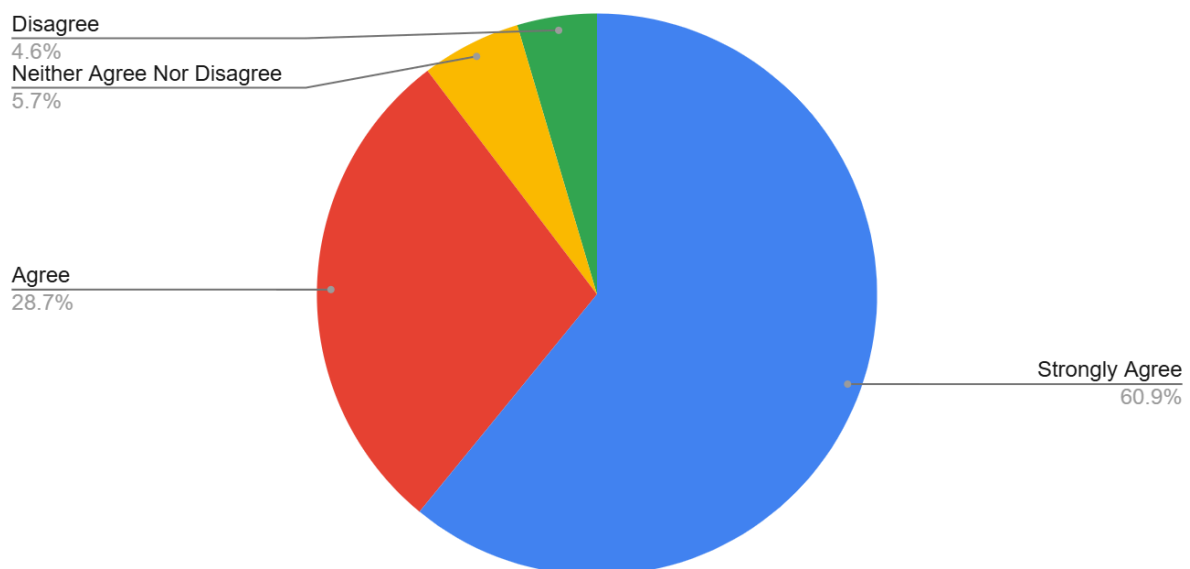
Overall, the President’s role in shared governance is generally viewed positively, but there are concerns about decision-making processes, inconsistent communication, and the influence of senior leadership teams.

The Staff's Role

The administration is supportive of staff involvement in shared governance



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

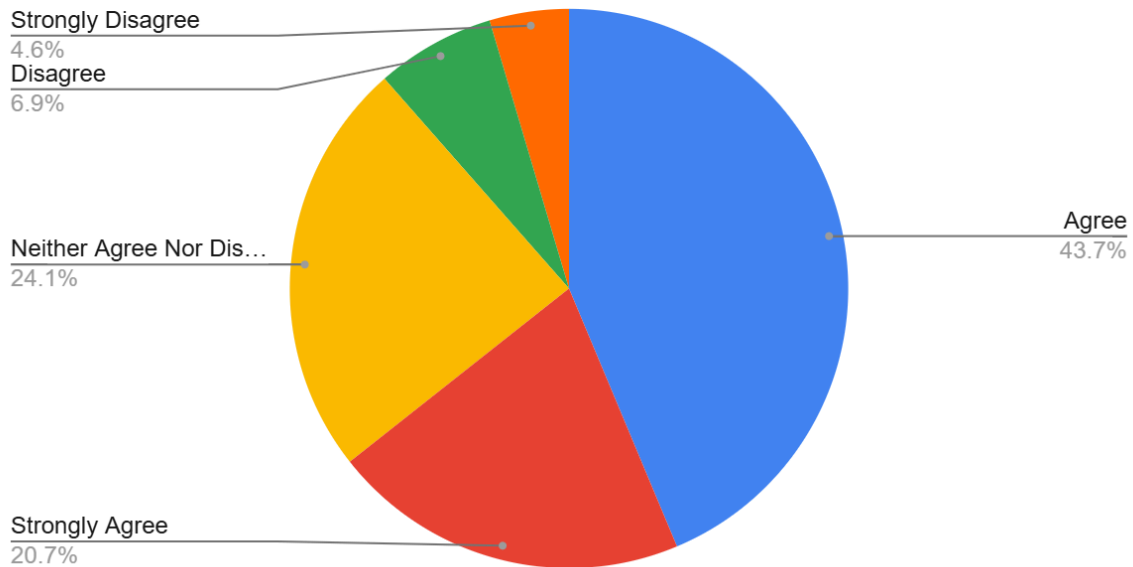


The open-ended responses about the Staff's role indicate varying levels of support and encouragement for staff participation in shared governance:

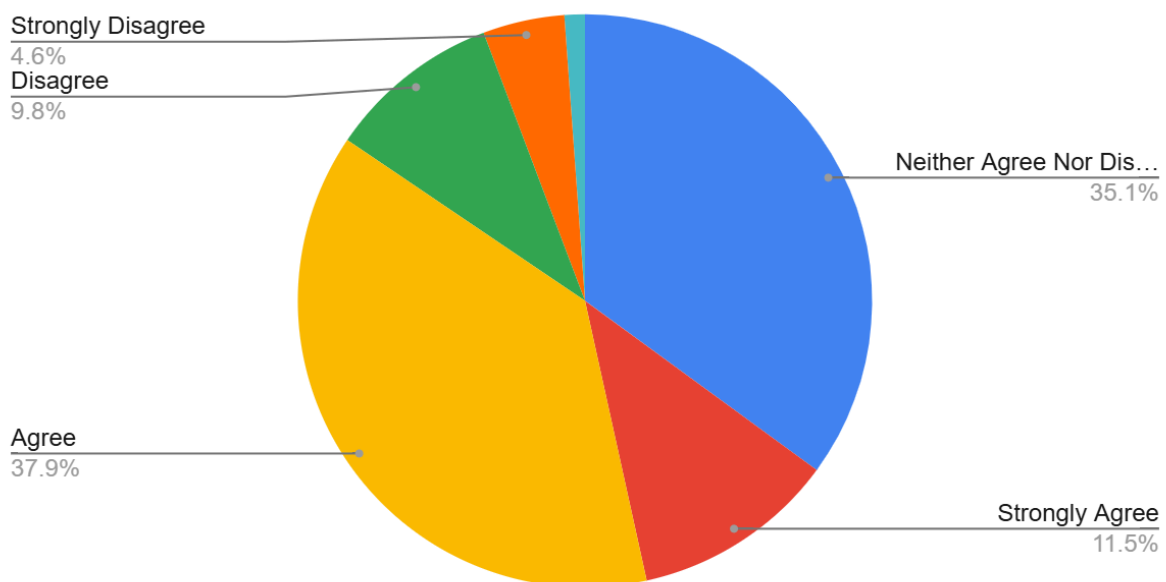
- **Varied Supervisor Support** – Many staff members feel supported by their supervisors in participating in shared governance, but others face challenges. Some supervisors actively encourage involvement, while others discourage participation due to time commitments or other concerns.
- **Barriers to Participation** – Some staff members must advocate for themselves to attend governance meetings, especially when events are not directly related to their job descriptions. In some cases, supervisors expect staff to use personal or vacation time for governance activities, limiting engagement.
- **Concerns About Influence and Weaponization** – A few respondents report that supervisors or unit leaders attempt to use staff participation in shared governance to push specific agendas or advocate for unit needs, creating uncomfortable situations.
- **Institutional Messaging Could Improve** – Greater communication from leadership reinforcing the value of staff participation in shared governance—especially for new supervisors—could help ensure broader support and reduce inconsistencies across departments.
- **Climate of Uncertainty** – Frequent turnover in senior leadership has created anxiety and uncertainty, leading some staff to feel cautious about involvement in shared governance.
- **Staff Have Held Leadership Roles** – Staff members have successfully run for and served as chairs of governance bodies, showing that staff participation is valued at some institutions.
- **Overall Institutional Support** – While individual supervisors vary in their support, some respondents note that university leadership, including the President, is generally supportive of shared governance and staff participation.

Joint Decision Making

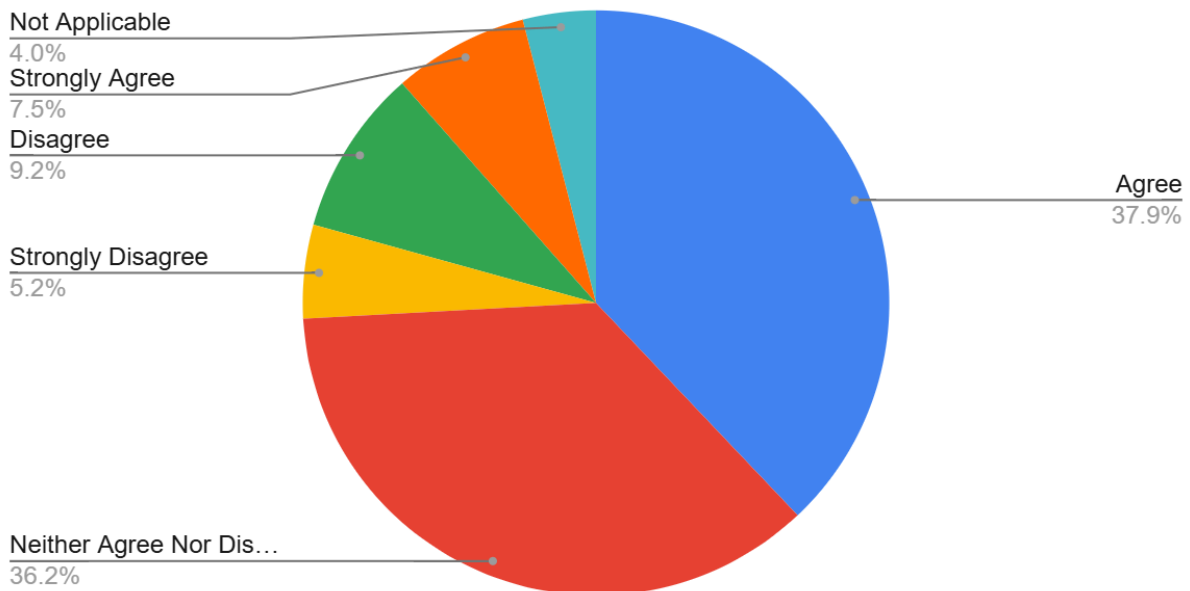
The administration utilizes staff involvement in the area of planning and strategic planning



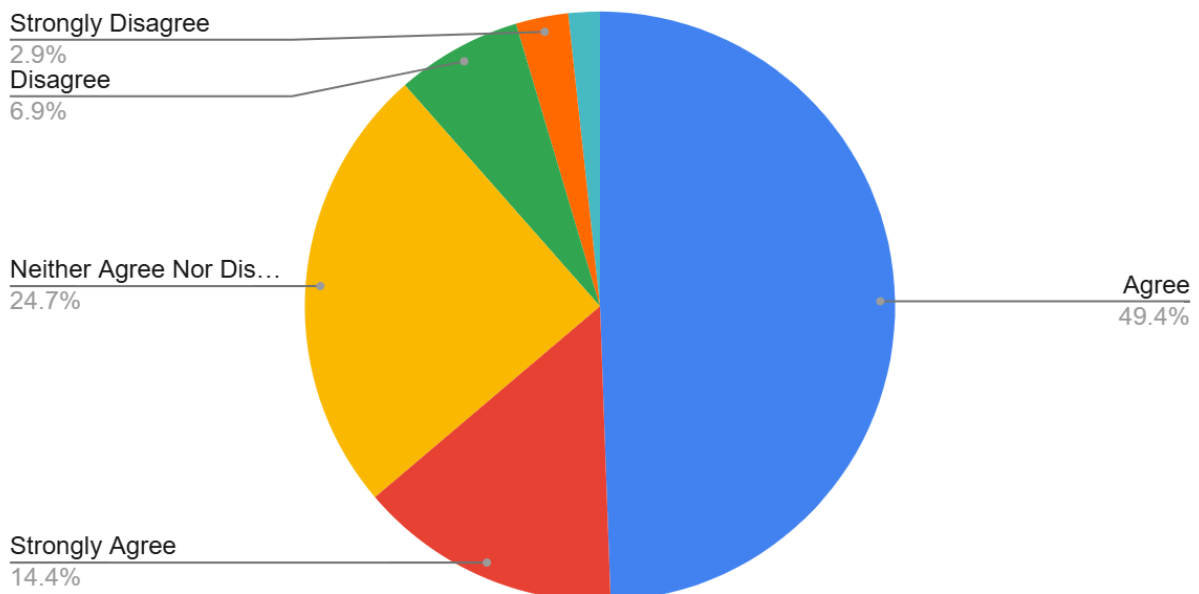
The administration recognizes staff involvement in budgeting and fiscal resource planning



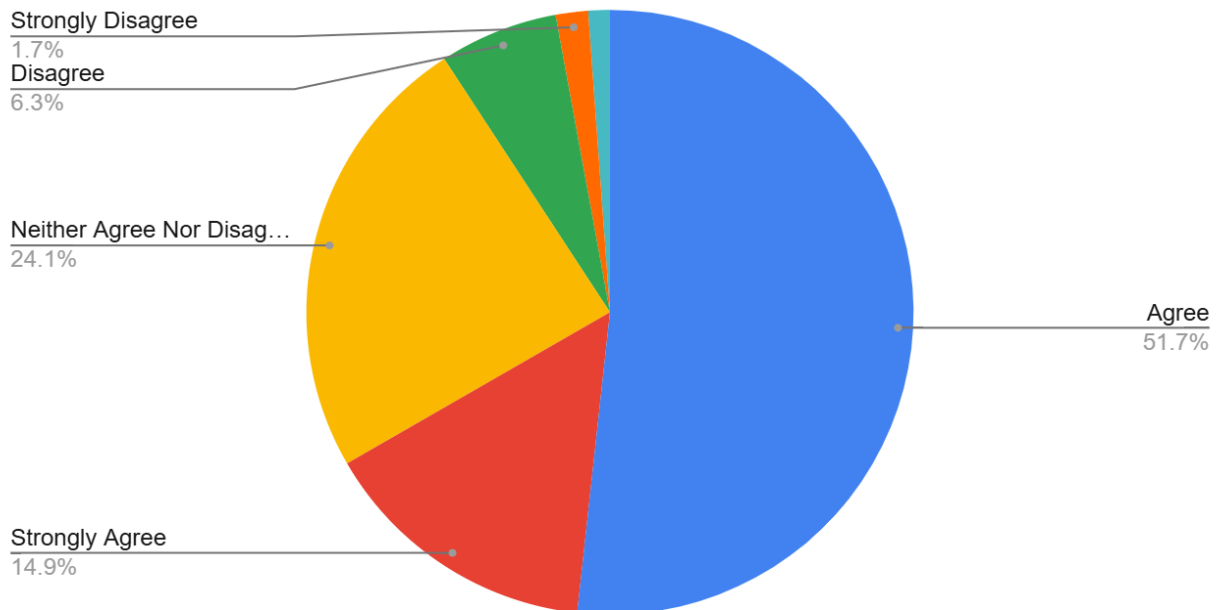
The administration recognizes staff involvement in academic affairs and program development



The administration supports staff involvement in staff selection and hiring



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



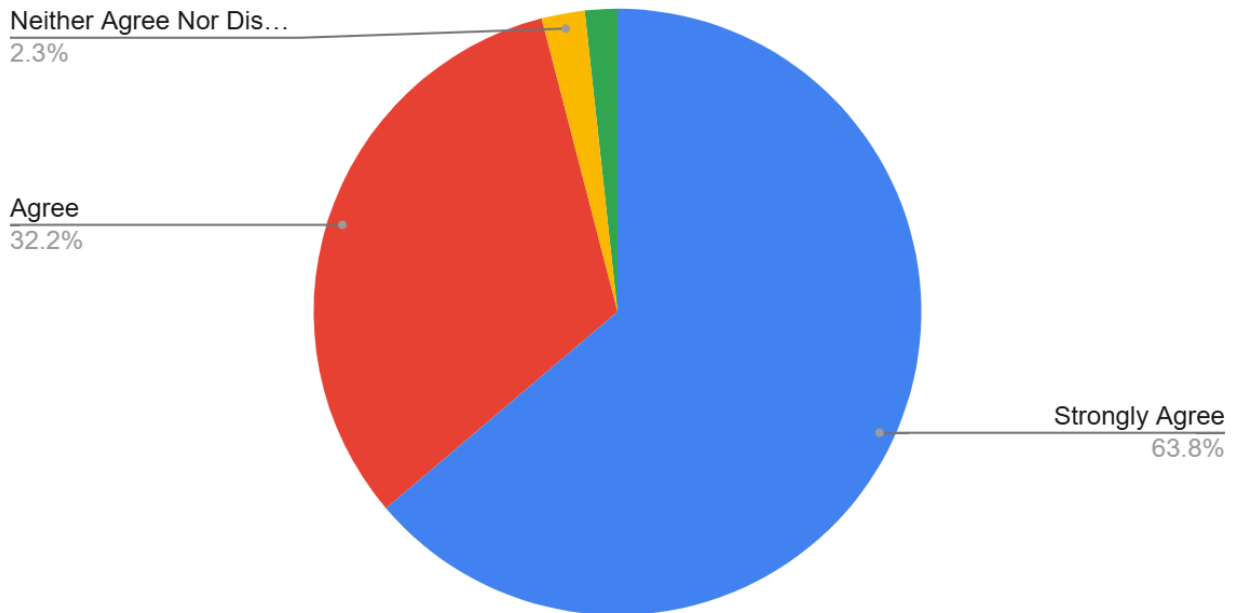
The responses highlight various concerns and frustrations regarding communication, transparency, and administrative processes within the institutions:

- **Limited Staff Involvement in Decision-Making** – Staff are generally involved in hiring through search committees but have minimal input in budgeting, fiscal planning, and strategic planning. Decision-making at the academic department level is almost entirely faculty-driven.
- **Inconsistent Transparency and Structure** – While some governance structures exist, many shared governance committees are inactive, and decision-making processes vary depending on leadership rather than being clearly outlined. Some hiring and financial planning decisions lack transparency.
- **Need for More Staff Engagement in Strategic Planning** – Some staff members want to be more engaged in strategic planning but face barriers. Efforts to revive relevant committees have met resistance due to past inefficiencies.
- **Recent Improvements in Involvement** – There have been positive steps, such as shared governance representatives being invited to meet library director candidates for the first time. Senators are also included as liaisons on key committees and task forces.
- **Faculty Dominance in Governance** – Staff participation is limited in decision-making, and faculty members dominate key governance processes, including strategic planning and campus-wide discussions.

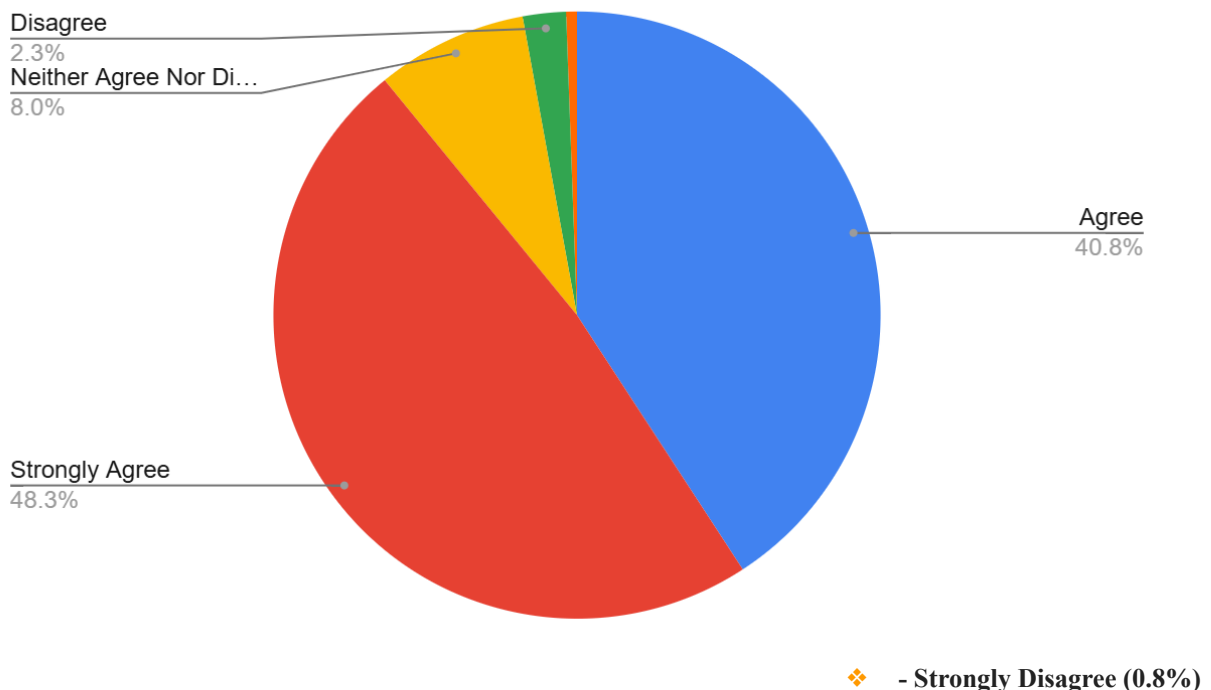
- **Challenges in Communication and Engagement** – Many staff are unaware of governance structures like CUSS and have difficulty accessing communication channels to engage their constituents. Overall staff participation in governance at UMBC is low.
- **Unequal Recognition for Participation** – While faculty and student governance members may receive stipends or benefits, Staff Senate members do not, raising concerns about fairness in governance participation.

Structural Arrangements for Shared Governance

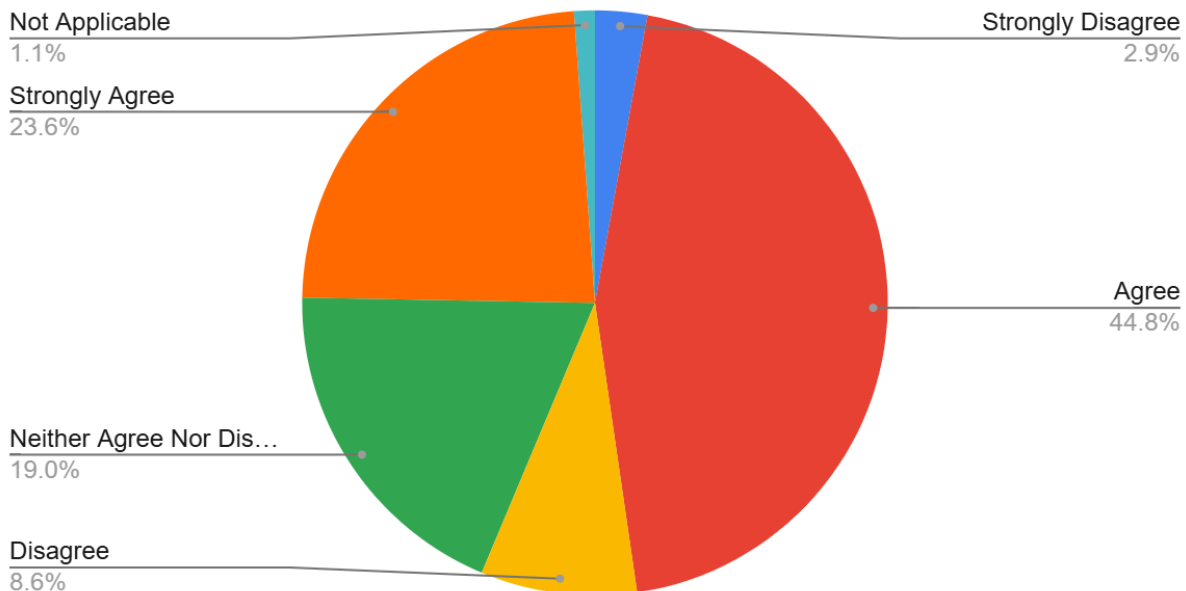
The staff senate and/or other institution-wide governance bodies meet on a regular basis



Staff determine how their own representatives are selected



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



The responses highlight various aspects of resource allocation and funding related to shared governance:

- **Budget Issues and Uncertainty** – The Staff Senate has a small, unclear budget, with limited communication about how funds are allocated or spent. Some members are unaware of whether the Senate has a budget. While there is a pool of money for travel reimbursements, there is no dedicated budget for Staff Senate operations, and no consistent funding allocation is in place.
- **Limited Financial Support and Stipends** – Unlike the Faculty Senate and Student Government Association (SGA), Staff Senate members do not receive stipends for their involvement. The Chair of the Staff Senate receives a small stipend at the end of their term, but leadership in other roles does not receive compensation.
- **Structural Challenges and Gaps in Communication** – Staff Senate operates with limited resources and infrastructure, with members handling their own meeting minutes, scheduling, and communication. Some staff feel disconnected from the broader Senate due to the lack of structural supports or a handbook. Staff representatives are elected according to the Senate's plan of organization and bylaws, but there is a lack of clarity regarding the budget and selection processes.
- **Engagement and Advocacy Needs** – There is a desire for increased engagement between staff senators and their constituents, as well as greater administrative

support for such engagements. The administration is generally supportive of Staff Senate, but there is a need for more proactive communication and engagement across different governance bodies, including with faculty and students.

- **Limited Support for Non-Exempt Employees** – The Memorandum of Understanding (MOU) with the union prevents the inclusion of non-exempt employees as senators, though some staff members wish to change this. There are discussions about the need for an Ombudsman to help with liaising and better support.
- **Disconnection of Staff Affairs** – Staff affairs appears to be disconnected from the broader Staff Senate, limiting involvement in governance.
- **Uncertainty Amid Leadership Changes** – The frequent turnover in senior leadership has caused some uncertainty around budgets and governance, but so far, operations have continued without major disruptions.

General Feedback

The open-ended responses that provided space to give feedback generally reflect diverse perspectives on shared governance within the university:

- **Supportive Administration** – Across multiple campuses, the administration, including the President and senior leadership, is generally supportive of shared governance. Staff Senate is valued, and there is active communication from leadership, especially at universities like Bowie State, Coppin State, and UMB, with some expressing greater transparency under new leadership.
- **Strengths of Shared Governance** – Many campuses report that shared governance is alive and well, with staff senators actively contributing to decision-making processes. There is a sense of fulfillment among staff senators who feel they are making meaningful contributions. Shared governance is also appreciated for fostering collaboration between faculty, staff, and students.
- **Challenges with Decision-Making and Input** – While shared governance is valued, some campuses note that decisions made by staff senate are often just recommendations rather than binding actions, which limits their influence. Additionally, leadership in certain instances may not fully integrate shared governance into key decisions, particularly in areas like new software implementations, where staff input is often overlooked until after decisions are made.
- **Need for Improved Training and Orientation** – There is a strong call for better training and orientation for new staff senators, with some campuses noting that there is a lack of awareness about shared governance among front-line staff. New senators often feel underprepared and could benefit from more guidance on how to engage constituents effectively.
- **Budget and Compensation Issues** – The lack of stipends for staff senators and the heavy workload without compensation is a common concern. Several respondents noted that some staff are discouraged from participating due to the strain on their time and responsibilities, particularly in environments where overtime is not allowed.
- **Communication Gaps** – While communication from leadership is generally strong, some campuses report a disconnect when it comes to involving staff in decision-making processes. There is a sense that staff are often left out until decisions are nearly final, especially when compared to faculty, who may be given priority in communications and decision-making.
- **Need for More Diverse Representation** – Some respondents expressed the desire for greater representation of diverse backgrounds and experiences in shared governance, highlighting the need for inclusivity in decision-making processes.

- **Resource Constraints** – There is a clear need for more funding and structural support for shared governance, especially in terms of providing resources for staff senators to do their work effectively. The lack of a dedicated staff senate budget at some institutions and the absence of compensation for those serving on the senate are recurring issues.
- **Campus-Specific Observations** – While shared governance is functioning well in many areas, some institutions like UMCES and UMD are still struggling with staff feeling undervalued compared to faculty, and there is a perception that leadership, particularly senior leadership, does not always respect or incorporate staff input into decision-making.

Overall, respondents appreciate the role of shared governance but highlight several areas for improvement, including better training, more inclusive decision-making, and stronger support for staff involvement.

Open-Ended Survey Responses

Aggregate & Verbatim

On Shared Governance Health:

- There are so many things that require shared governance that sometimes it's a challenge to find reps from Staff Council to willingly participate quickly
- I'm not sure if I'm aware when shared governance is meeting and what is on the agenda.
- Regular Town Hall meetings (one each Fall and Spring) with updates from key administrators with open and pre-submitted Q & A; visits to individual governance meetings for university updates, governance group liaison to President
- Shared governance is alive and healthy on our campus because the President openly promotes and welcomes inclusive and shared decision-making with the student associations, the faculty senate, and the staff council.
- Our campus has a thriving shared governance system, yet for some reason, some staff members complain but choose not to participate.
- I wish more staff would get involved.
- I am a member of the Shared Governance committee that is chaired by Dr. Anthony Jenkins. He is an excellent leader and provides information in clear and concise format. He allows for dialogue and encourages members to share the information with other members of campus. He also sends email communications about 2 - 3 times per month.
- I am so proud and grateful for the leadership of Coppin's shared governance commitment
- There are times when the university steps on toes.
- Still struggling to get more people involved.
- I believe that our Faculty Senate needs to be more collaborative. Staff, Adjuncts, and Students work fine, but Faculty never seem to value anyone else's views.
- Staff Senate is healthier than ever, but Faculty Senate has strained relations with administration making shared governance as a whole not as healthy as it could be.
- Our administration seems to openly share a lot with us and has taken our feedback and made changes several times and this is just over the last almost year that I have been involved.
- I do think our feedback does make its way to leadership which then helps us update our policies which is helpful!
- It is not known publicly how the three groups work together.
- I would separate alive from healthy and put both on a spectrum of response.
- More training and guidance needs to be implemented concerning committees that report to Staff Senate and/or the Governance Steering Council
- I wouldn't say each shared governance body has the same power/influence on the campus and leadership, but each body (Staff Senate, Faculty Senate, Student Government, and Student Bar Association) are all active and routinely in

communication with leadership. It feels like communication has been improving over the past year or so, as well.

- We are actively working on making shared governance more widely known by frequent communications with all staff about what policies we are participating in crafting.
- Current administration doesn't seem to believe in shared governance. Many policy and process changes are made without input from individuals who are directly impacted. Faculty Senate seems to garner more respect from senior leadership than staff or other shared governance groups.
- Due to staff changes, there has been a lot of re-tooling within the university. While the university, as a whole, respects and participates in the shared governance model and philosophy, the structure is being realigned as units and positions change.
- "While the concept of shared governance is important for fostering collaboration and transparency, I respectfully disagree with the notion that shared governance on our campus is truly alive and healthy. A key component of effective shared governance is clear and consistent communication between stakeholders, particularly between the Staff Advisory Council and administration.
- Currently, there is no streamlined communication process in place to ensure that the insights and concerns of the Staff Advisory Council are actively considered in decision-making. Additionally, the Advisory Council itself is underutilized, limiting its ability to serve as a meaningful bridge between staff and leadership. Without structured engagement and a more intentional role for the Advisory Council, staff voices are not effectively integrated into governance processes.
- For shared governance to function as intended, there must be a commitment to open dialogue, transparency, and active participation from all parties. Establishing a clear communication framework between the Staff Advisory Council and administration would be a crucial step toward fostering a healthier and more inclusive governance structure."
- Active, respectful, welcoming to both community and other governance individuals
- Willingness to address controversial issues in a forceful manner with university administration is very low.
- My previous answer about how long I have been involved in staff governance includes time in staff senate at another USM institution. I can say shared governance is very healthy on the UMB campus!
- I see less shared governance in action in 2025 than I did five years ago. New administrations change priorities and I personally don't see the "shared governance" promotion as it once was
- Because of high turnover in the leadership, the common knowledge of shared governance is in decline.
- I have been apart of Shared Governance from other campuses like UMGC and UMB. Personally I feel that Shared Governance is well and alive on this campus, but I feel that I am not truly welcomed or wanted as a Senator. I feel that not

everyone is welcome to join and when you do try to join everyone acts welcoming and open to ideas, however I have been forgotten from meetings since last June, when I was added to meetings it was when it for events like USM Joint Council Meeting or for Advocacy Day where volunteers are wanted, but not for regular meetings until the very end of my year. As for Staff Senate there was a situation where I was delegated a task on a Webex Chat and when I explained that I was at my bandwidth and communicated my boundaries, it did not matter. I was assigned the task for the next three weeks during the busiest time of my job at UMBC. It had to come to me communicating that I will be stepping down from Staff Senate. I am not noticed on Senate Meetings and have been marked absent for times I was either there or have been "excused" for conflicting out of town Conferences and still marked unexcused. The Staff Senate Chair and I met for coffee and he took the time to hear me and apologize - which was very kind of him. But I feel that right now, taking on this battle on steering both UMBC committees to be open to outside volunteers is just too big for me to take on.

- I do feel like shared governance is stronger for faculty than for staff. Staff have very little power/control. We can offer input but it isn't taken as seriously as faculty input.
- Perhaps the Senate works but the individual committees seem very disengaged and have little contact with administration.
- I think that shared governance is certainly alive on our campus, but I feel as though there are certain pockets of campus that are more active than others. As I have become more involved in the Senate, I've found that there are key voices that participate in these spaces. This can leave others on campus out of the conversation.
- Shared governance is present at UMD, but I do not feel it's always clear to all members of the community for the benefits, opportunities to get involved or participate in meetings or initiatives.
- I think shared governance is limited for staff on our campus, but I do think the Administration is trying to be better in this area. But there is further growth needed. At UMCP there is not a separate staff senate, so my perspective is from serving on a staff affairs senate sponsored committee.
- I feel like I have not been with the institution or involved long enough to have a good grasp on how alive shared governance is yet.
- Given the changing senior leadership landscape and the transient nature of staff it feels as though Shared Governance isn't as valued or seen as under previous Administration.
- "I have seen some improvement over the years, 1. recent adoption of Right of First Reading 2. Meeting overviews being shared with senators and distributed with constituents. But there is room for more opportunities of engagement. 1. Senate overview and introductions at time of hire, including introduction to the local rep. "
- Shared governance among leadership and upper management is strong and well-established. However, there is an opportunity to enhance collaboration by

fostering shared governance between the staff senators and campus faculty and students. There should be more opportunities to invite students and faculty senators to staff senate meetings and vice versa. Increased collaboration on and knowledge of initiatives and projects would enhance engagement, support where and when needed, and contribute to the overall improvement of participation and inclusivity at UMB.

- Our leadership values opportunities to engage with the full campus utilizing organized by shared governances. Recently, a new food policy was presented to shared governances; concerns voiced by shared governances were heard and decision made to pause implementation.
- In the past 3 years, there has been 75% turnover in senior leadership at UMBC. The culture has noticeably shifted from one where shared governance was embraced to one where more and more shifts (in policy, in practice) are coming about without the input of shared governance.
- I think that the shared governance bodies on my campus are healthy, but the institutional support for them is disconcertingly unstable and poses a threat to their longevity.

On Communication:

- Sometimes feedback, although received, takes too long for a response.
- Sometimes, feedback, whether positive or negative, is delayed.
- Dr. Jenkins has had several Town Hall meetings with the campus community where he has shared important information about the budget and the USM requirement to give back a percentage, has addressed the Executive Orders that have been issued by the current administration, and has acknowledged that we are experiencing difficult times, but that he and Coppin State are here to support the campus community. It has helped to alleviate the anxiety and stress of these tumultuous times.
- I believe the current cabinet is amazing, transparent, and talks to the staff senate directly and with respect. A+
- The President and multiple Vice Presidents regularly attend our meetings and actively seek out feedback and input from Staff Senate. We have the most supportive administration toward shared governance that I've seen in over 25 years of employment.
- Again, I cannot overstate how collaborative and helpful a relationship our Senate and Administration have. It's really incredible.
- Staff can freely share. However, there appears to be fear of punishment when speaking out. Executive leaders have followed up with their team members on governance or who spoke up at governance if they did not like what was asked. In addition, Executive staff at time engage staff tersely when difficult topics are discussed.
- There have been many changes at UBalt over the past year, and will be lots of changes this year. Communication isn't perfect, but I feel like shared governance

certainly has a voice, if not in the decisions themselves, in making sure leadership is aware of what staff think about the changes.

- There were a couple of times last year where we were pressed to make comments on draft policies in a week's turnaround. We've noted this was unacceptable and that will not happen again.
- Senior leadership should include all levels of shared governance and respect the governing bodies and their input from the faculty, staff, FRAs, students. Senior leadership seems to diminish the importance of shared governance groups and their input. Faculty Senate gets consulted regularly on matters and their voice is more respected than other governance groups.
- The communication is improving for both administration and the staff and senate leaderships.
- The Executive Committee meets with Senior Leadership often, and helps relay information to/from other senators or employees.
- Leadership is supportive and actively engaged with Staff Senate on a regular basis.
- From Central Administration, the communication is very strong. However, from school to school here at UMB, staff have raised concerns about the lack of transparency in their school and the resistance to listening to staff concerns.
- Again, depending on campus seniority, communication and feedback from leadership varies.
- I appreciated my time on Staff Senate and I will always love CUSS - and hope there is way to find my way back to the council.
- There are too many hoops for staff to have to go through in order to be heard by a person in a position of authority.
- I'm not sure that anyone would be able to reach out to Administration. I think that would likely have to go through the Senate office.
- While I do believe Senate committee have more opportunity to be in communication and consultation, it often feels like those of us not on a Senate committee do not have the same ability to communicate and consult.
- As a member of the Senate and Senate Committee Chair, I have felt like I am able to communicate very openly with Senate leadership. Though, my knowledge of this communication is based on my experience within leadership. If I was not serving as a chair, I am not sure that I would feel the same about the openness as the structure is not always very transparent.
- "The Staff Affairs committee a senate committee but not part of the senate itself. I am not sure why but we do not receive information about Senate meetings, even to attend as campus constituents. I have to go looking for the information myself in order to stay connected and involved. I am not sure why those on senate committees do not receive regular updates or invitations about Senate meetings or actions.
- Unless there is a task the administration wants the staff affairs committee to report on, there is no communication from the administration. This is another

year (perhaps the third?) where the committee has no charge and so there is no active business we are working on.

- Overall, leadership is willing to listen to concerns and collaborate on issues that presented by staff.
- The few correspondences I have been involved in with upper cabinet, there has been a required quick turn around from us councils and it has felt that we have needed to rush our responses without adequate time for discussion.
- Although not tasked with committee actions besides BORSA. Staff senate committee has been consulting more on charges. However, I would like to see more assigned to the staff senate committee.
- School leadership is visible and active in sharing viable information to the staff senate. Staff Senate leadership has demonstrated a lack of effective communication and support with staff senators. As a result, many senators do not feel comfortable expressing their concerns, as they perceive a lack of support from the staff senate leadership. The Staff Senate leadership does not actively seek input, suggestions, or concerns from the broader Staff Senate body to share with administration and upper management. In previous instances, such as discussions on the work-from-home policy, staff input was not fully supported by Staff Senate leadership in advocating to senior leadership. This has contributed to a perception of limited support from Staff Senate leadership and has hindered open communication between staff senators and upper management.
- There have been some changes throughout the year in leadership of various departments, which includes marketing and communication (a short-lived staffing). Through the transition, I believe UMBC is doing its best.
- There is a communication/consultation problem manifesting at UMBC. Shared governance is more of an afterthought than a forethought in the present moment.
- I haven't gotten the sense that senior leaders at my institution are interested in hearing from and meeting with shared governance bodies like Exempt Staff Senate, but the leaders of UMBC's Exempt Staff Senate do get to interact with them directly on a regular basis through our University Steering Committee. I am not sure whether they get to communicate concerns on behalf of the exempt staff constituency, but they (and by extension we) are represented in some decision-making.
- Our leadership encourages faculty, staff, and students to voice their concerns and ask questions about any issues. For the most part, they are very transparent in sharing information about the status of our institution. As a student, it is reassuring to know that my voice is heard. As an employee, it is refreshing to have the opportunity to contribute to discussions about what is happening in our respective areas.

On The Senate's Role:

- We are not Staff Senate we are Staff Council
- Among those who participate in influencing developments, my position with the staff senate is valued.
- I am not sure what the Staff Senate does other than convey information and set up meetings with leadership so that we can ask questions. I wish that they would advocate for staff issues such as merit pay, increase of staff benefits, wellness activities (ie, help to pay for employee massages), and more remote work opportunities.
- Again, regarding the value we are given, I believe Faculty is the main issue and blocks a lot of progress at the University.
- We are working to develop stronger connection between staff senate and academic functions.
- I am not sure what the senate does to "provide" academic and administrative functions. I do think the staff senate strongly voices the wants and needs of staff. The organization of our staff senate seems chaotic. I don't know my role besides being a member, attending meetings and giving input when I can. I don't know my responsibilities to the senate outside of the monthly meetings.
- Leadership has never openly expressed their appreciation of the UBalt staff senate. Staff Senate also does not have the same influence that faculty senate has.
- I wouldn't consider staff senate a functional group, so I don't think it provides academic or administrative functions. Members of shared governance are involved across the university, but I don't believe their roles as senators don't give them academic or administrative responsibility. We do provide feedback to help improve communication from leadership.
- I don't know about whether the senate as a body is thought of that has a role in providing academic and administrative functions, but the staff members on senate individually do. The wording felt off, so I did not know how to answer.
- We can improve the staff senate's role in providing academic and administrative functions at the university
- Again, the realignment of our shared governance has caused a lot more people to take notice and others to want to become involved. The President and senior staff have made themselves not only available but accountable to include the affairs of the employees in the Strategic Plan with specific priorities toward global employee engagement!
- Staff Senate is one of the most personally rewarding experiences I've had at UMB
- I feel my participation is valued, just not really useful.
- It's valued, yes but NESS senators possible involvement depend on their supervisor willingness to have them participate.
- The staff senate committee wasn't even given a charge this year. Besides handling the staff awards, there has been very little work for the committee to do.
- The senate is so slow to do anything it's honestly a joke. The meetings are a complete waste of time, two of which are taken up by the president giving a state

of the university address. Literally nothing happens in the senate and it's a complete waste of everyone's time.

- With 200+ members, it is hard to make a difference in the Senate if you are not in a specific committee. I would like to see more committees poll and get feedback from the larger senate outside of the formal senate meetings.
- Staff senate has been more involved in campus policy creation and approval this last year.
- Our Staff Senate focuses more on staff related items compared to academic asked in this section. Faculty Senate focuses on Academics.
- Faculty Senate seems to still garner the greatest support/input with regards to academic functions. Staff Senate has not seen a lot of impactful change with new VP in HR and lack of VP role in Admin & Finance
- The Staff Senate leadership appears exclusive and, at times, operates in a cliquish manner. Leadership does not always seem to fully recognize the contributions of staff senators unless they are needed for volunteer role during the holidays. Additionally, certain roles within the Staff Senate are sometimes appointed by leadership rather than being open elected by the full Staff Senate body. Until recently, leadership has not made sufficient efforts in the past few years to promote awareness of the Staff Senate, resulting in limited engagement with and advocacy for UMB staff. Most activities have primarily focused on volunteer efforts rather than addressing key issues affecting the UMB community, as many employees remain unaware of the Staff Senate and its role. Glad to see that within the past few weeks, staff senate leadership has made some efforts in getting the word out to UMB staff through zoom Q&A's.
- I think there is still room for growth in how staff is integrated into academic settings. However, there have been some settings I've come across this past year in Student Affairs where I was surprised that staff did not have a role. When challenging the status quo, I've heard, "well, that's just the way we've done it." However, changes to broaden the scope and engagement of staff have been welcomed.
- I think shared governance and the value accorded to staff opinions and preference is less valued than it was 5 years ago.
- My direct colleagues value my role in Exempt Staff Senate. However, I don't get the sense that most staff members or other university community members find a lot of meaning and value in someone being involved in Exempt Staff Senate, in part because from what I have observed we play a small and seemingly shrinking (though still significant) role in the political ecosystem of UMBC.
- We do not have a separate Staff Senate
- The Staff Senate plays a vital role in supporting both academic and administrative functions at the university. As a parliamentarian, it ensures that meetings are conducted efficiently, fairly, and in accordance with established rules and procedures. The parliamentarian provides guidance on motions, voting procedures, and governance policies, helping to maintain order and transparency in decision-making processes.

On The President's Role:

- The administration and President are transparent on the information they choose.
- Within departments, divisions, and colleges, the president upholds and promotes the ideas of shared governance. Open communication is maintained with the staff senate.
- Our President is a strong advocate of Staff Senate and Shared Governance as a whole.
- Dr. Jenkins communicates, is open to feedback, and listens to concerns and issues. He is also reassuring and makes me feel that I am a significant and vital contributor to the University.
- This is my 5th higher education institution I have worked for. She is honestly the best president I have seen.
- Dr. Lepre cares deeply about staff and including shared governance in decision making.
- The new president isn't the problem re: shared governance and transparency; the problem is his "Executive Council" of only 4 of the VPs on his cabinet -- it has created an unnecessary hierarchy at the senior level and also led to decreased communication and transparency.
- We get reports of people meeting with the president or his representatives but not sure exactly what that looks like.
- Staff senate doesn't make decisions for the president to overturn.
- The President is open but decisions are sometimes made in advance and then reported to Staff Senate versus providing an opportunity to weigh in on the decision making process.
- He is transparent, but sometimes not timely. Recently, he has been using shared governance meetings as outlets to share information, but has taken longer to share those updates with the entire campus community in a more formal capacity. We have good attendance at meetings, but it would still be better to hear about these things directly rather than through a game of telephone. We have a standing agenda item for the President to share updates at our monthly general meetings, and he attends the more closed-door Governance Steering Council meetings to receive feedback and share updates with shared governance bodies. I often send him feedback from senators and constituents via email and he typically takes that feedback into account for further communication."
- I don't always think the president confers with the relevant parties when an issue arises, to seek input, or troubleshoot, but once decisions are made, he communicates them well.
- The president welcomes and actively encourages feedback. However, I think the budget could be shared with senators more clearly and transparently.
- I speak for the NESS constituency. Because of high turnover in leadership positions, many of our members have been left without proper direct reports and communications on their work tasks and wellbeing.

- There is no communication with the staff affairs committee to my knowledge. The ex-officio rep reports have fallen away completely. We no longer get regular updates from the different divisions or CTAC or CUSS.
- The university is run by the president and his administration. The senate has minimal input in anything.
- Since I have been involved in the Senate, there has not been an instance where the president has overturned a senate decision. So, in that instance, I do agree that the president supports the work of the senate. However, that does not mean that it may not happen. Also, when the president speaks to the senate, he tends to speak about high level research and awards. There is not always as much focus on the current events on the campus. I think there could be a bit more transparency and more opportunity for an open forum with the president so that we can move away from campus highlights and focus instead on campus issues.
- I assume the President and others are communicating with the full senate. There is little direct communication with the staff affairs committee. There are staff members on the full senate, but CUSS reps are not necessarily those people
- Communication and transparency with cabinet members is uneven.
- I deeply appreciate President Sheares Ashby
- Generally, relationships with the President feel like they are on the right track. However, the President's direct reports are acting unilaterally, without staff input, which is to the detriment of the spirit of shared governance at UMBC.
- I have not gotten the sense that our president is particularly invested in communicating directly with Exempt Staff Senate or with exempt staff as a constituency. There have been opportunities for shared governance bodies at UMBC to share feedback on institutional policies, and general (often vague, though understandably so) news announcements shared with the entire campus community, but nothing that I have seen specifically between the president and Exempt Staff Senate.
- Our president's commitment to transparency is commendable. It is reassuring to know that important updates affecting our university and programs are shared openly. This approach fosters trust, engagement, and a stronger sense of community.

On The Staff's Role:

- there can be at times push back of involvement if things are planned when you should attend
- Chief Cummings promote me going to the meeting and being an active participant in it.
- Whenever I have to attend monthly meetings during work hours, I am encouraged to take part in shared governance.
- My supervisor doesn't even like us being union.
- My supervisor is also a member of the Shared Governance Committee. She is very supportive of me and my role at the University.

- At times, I need to really advocate for myself to attend events that are not directly related to my job description but help me to feel more involved and have a sense of community on campus.
- Supervisors are generally supportive of participation. However, they sometimes put the reps in uncomfortable situations when they seek to weaponize your participation in the Senate by asking you to advocate for unit needs.
- 12. My supervisor is very supportive, but I have heard that other supervisors have discouraged their staff from participating because of the time commitment (or perhaps other reasons). I don't get the sense that that's a majority, or that it's something discouraged by the division heads, but I have heard a few specific examples.
- I don't believe my supervisor is aware of my involvement in shared governance.
- Greater support of Senate via messaging to supervisors, particularly those new to USM, would be very helpful. Some supervisors believe use of a Senator's personal and vacation time is to be used for senatorial meetings and obligations, vastly restricting employee participation and creating an environment of discomfort, underrepresentation, and ultimately silence.
- I have run for Chair of the University Senate on 2 occasions. Staff have been chair at least twice.
- Senate involvement is widely supported at UMBC
- My supervisor is very supportive of my involvement in shared governance.
- The administration and the president are highly supportive of the Staff Senate and the principles of shared governance.
- A lot of senior leadership has been fired, retired, or placed on permanent vacation. This is distressing. It is happening frequently and without explanation. As a result, there is a climate of fear-when will the next shoe drop? Will I be the next person fired?
- My supervisor is very supportive of my service to the university. He has never indicated that I would be unable to attend meetings or participate in related activities. He values and understands the importance of shared governance.

On Joint Decision Making:

- The administration sometimes makes hiring decisions in silos, selecting candidates who lack the necessary training and are unfit for the job, which is quite regrettable.
- Staff is normally only involved in hiring with searches. A staff member will be on the search committee.
- Staff need to know to engage other staff in strategic planning.
- We are supposed to have a Strategic Planning and Budgeting Committee as part of shared governance, but the committee has not been active for some time now. I have suggested that it be revived, but have received some pushback because it was disorganized or didn't feel useful when it was active.
- While functional departments are involved in the financial planning, again, there is not a group as part of shared governance that currently serves this goal. We

just went through our enrollment projections process and I am aware that staff from enrollment and from finance were involved, but it was not a transparent process. I have suggested that a webinar be held about those projections, and I believe it was well received, but that doesn't make the original process transparent.

- We are in the process of hiring a new director of our library, and shared governance representatives were invited to meet with the candidates. This was the first time I am aware of this happening, but it was very nice to see our welcome involvement.
- The governance documents are a bit of a mess, but they do exist and are generally followed (aside from several shared governance committees that are not active), and we are in the process of revising them to be clearer and fit our current needs.
- Senators are invited to participate as liaisons on nearly all major committees or taskforces, including ones that impact budgets, hiring, and other strategic planning initiatives.
- For a lot of these questions, I do feel as though the administration is supportive of staff. However, I also think there is an "it depends" caveat. There are instances where staff are not as valued as faculty in certain conversations.
- Most staff do not know about CUSS at all. We continue to have difficulty in getting access to our constituents such as emails to be in touch with them.
- Overall engagement structures and processes are a little loose. There are some things that are handled well but others less so. The process used is often more dependent on the leader driving it as none of these things are clearly outlined and documented.
- I don't feel I have been with the institution or shared governance long enough to be able to answer this section.
- At the academic Dept Level, almost all decision making is done by faculty.
- The Staff Senate body is not actively involved in decision-making related to budgeting, fiscal resource planning, strategic planning, and hiring, unless these decisions are being made by Staff Senate leadership without the broader body's awareness. However, the administration and leadership are effective in communicating information about these activities.
- I believe our institution has some growth opportunities in the University Steering Committee, and its documents. Additionally, I believe that it should be clearly stated across shared governances the extent of stipends and/or benefits of being in shared governances. Some receive stipends (SGA and faculty), which Staff Senate does not.
- Staff involvement in shared governance at UMBC is at a low. It could go lower, but it also could be much higher.
- Since our new administration arrived (and likely before then too), UMBC exempt and nonexempt staff have been significantly underrepresented in many aspects of decision making on campus. The UMBC Bold conversations held in 2023 were almost entirely facilitated by faculty members, and so far strategic planning

efforts do not seem to meaningfully include staff outside of shared governance leaders (which is a good thing, but there should be more representation). Faculty dominate at UMBC.

On the Structural Arrangements for Shared Governance:

- Related to Question #21-- We have a small budget but we are also aware that in order to request more, we have to show need.
- The budget is being reviewed to support the functions and activities.
- No budget for Staff Council
- It would be advantageous if there were more frequent meetings of the staff senate and other institution-wide governing bodies.
- I have no idea if the Staff Senate has a budget and how they might spend this money.
- What the administration is providing does not seem to be clearly communicated to senate members who are not the chair of a committee or part of the executive board.
- not enough info about budgeting, etc.
- There are know liaisons to Staff Senate to my knowledge nor are there any resources.
- Staff Senate has a very regular meeting schedule, which is public and has reminders sent out to all staff constituents. It's similar for other shared governance bodies on campus.
- Leadership supports Staff Senate by attending our meetings (general meetings and Governance Steering Council meetings) and is generally responsive to feedback. We are not allocated a budget, though there is a pool of money in HR to be used for travel reimbursements for CUSS. The Chair also receives a \$1,000 stipend at the end of their term."
- Budgets are becoming more normalized this year. Before, it was fairly amorphous and we had to ask for monies, that were generally approved.
- There are members of staff senate who wish to include non-exempt employees as senators but the MOU with the union prevents that
- No compensation is given for serving as a NESS leadership.
- there is no staff handbook
- Staff affairs is totally disconnected from the Senate and has very little involvement with the broader group.
- I honestly am not sure how best to answer these questions, because I do not know the process for selecting staff and am not familiar with the budget structure.
- Staff representatives are elected according to the Senate Plan of Org and Bylaws.
- Staff don't have a liaison and we provide all our own structural supports like meeting minutes, notes, and scheduling.
- We have a strong and engaged Staff Senate.
- Only the E-Board knows the full budget allotted to the Staff Senate.

- Positions in the Faculty Senate and SGA receive a stipend, but Staff Senate does not.
- It would be great if the admin would support more engagements between senators and their constituents.
- Shared governance among leadership/upper management is alive and healthy. There could be more shared governance between the staff senators and campus faculty and students.
- We've discussed the need for Ombudsmen to support some liaising. I think there's also growth for each to have a budget. We work closely with Non-Exempt Staff Senate on a lot of areas. Together, we host a summer Staff Cookout, which costs close to \$5,000 and is attended by 300+ staff.
- With all the changes in senior leadership, there has been some uncertainty about budget, but everything is going OK, so far.
- We do not have a separate Staff Senate. Elections for CUSS Reps. will be happening soon.

Additional Comments/Feedback:

- Are stipends available at other campuses for shared governance participation?
- I love BSU
- We need more funding to operate at a strong level. We need more input and support from our Provost and Academic Affairs
- Need to be more training for staff provided with staff in mind
- Overall shared governance is practiced consistently with full support of the president and Provost.
- I think BSU is fair when it comes to shared governance on Campus.
- Shared Governance is prevalent in the campus community of Bowie State University. Our President, as well as senior leadership, Staff representatives and colleagues do well in advocating for Shared Governance.
- The staff senate on our campus would benefit from additional staff members taking part in shared governance initiatives.
- I only wish that staff would use their voices in staff senate meetings.
- Shared Governance is alive and well at Coppin State University.
- They are doing a great job.
- Dr. Jenkins do a good job of sharing information campus wide.
- Though I do have complaints on how Faculty conducts themselves in this system, overall, we have an amazing set up here at SU.
- Our staff senate does a phenomenal job of listening and representing the staff on our campus, and at the same time, our administration works hard to hear our voices, always sending representation to our monthly staff senate meetings.
- The President puts a major emphasis on shared governance, and really appreciates the input from the Staff Senate. In my opinion, she values it very highly. This has been a really nice change from our last President.
- Shared governance function very well on our campus and we have strong support from the cabinet.

- Since our new president has started, the administration's consultation with shared governance has noticeably increased. This has led to greater cooperation and transparency regarding decisions that affect staff.
- Staff Senate is deeply appreciative of the active interest and support of our current administration.
- Shared governance is strong, supported and valued on our campus.
- It really is fantastic. My only complaint would be that most, if not all, decisions staff senate recommends are just recommendations and while our administration almost always listens it would be nice to have more of a binding finality to decisions of the senate (obviously I expect the president to be able to overrule)
- I believe leadership does listen to staff and that shared governance is working well at TU.
- Becoming more consistent with teleworking opportunities within different colleges.
- I feel like senate members are treated like they already know how the senate works, what the expectations are, the organizational plan, etc. There needs to be orientation for new senators and new staff to the university of the existence of TUSS and what is it. Often, in the university as a whole, brand new people are not really given a good orientation to organizations and processes outside of the initial HR information.
- I appreciate the opportunity to be an active participant in TUSS and to contribute
- See comment
- UBSS can make recommendations but there is no clear mechanism to get feedback on how those were taken into account (or not)
- Faculty senate is still the premier body and gets information first.
- We have made significant progress in shared governance. However, the appreciation of Staff Senate and the integration of Staff Senate into decision making needs work. In addition, all executive on campus need training in how to improve communication with staff governance. Lastly, staff senate should not be used to weaponize campus issues or to do the jobs of the executive team.
- I'm so glad I joined UMB Staff Senate. Along with the change and input I'm able to provide across campus, I find it personally and professionally fulfilling to be surrounded by such wonderful senators.
- Shared governance fell by the wayside (like many other things) during the pandemic, and it was only the last couple of years that we've resumed focus on it.
- There is significant room for improvement in shared governance at UMCES, particularly with staff council/senate. Generally speaking, most staff do not feel nearly as valued as faculty, and we do not feel that our voices are heard or cared for by upper administration.
- The new president is trying to be more transparent and inclusive of all levels of the institution however other senior leadership (VPs) do not seem to value or

respect the shared governance bodies (particularly the staff) and regularly make unilateral decisions without input or advisement from staff constituents.

- We had meetings with administration to try to build a bridge but nothing has come to fruition.
- Our Staff Senate, particularly this year (July 2024 to now) has been extremely active and engaged. The E-board (which I am a part of) is not always able to address every concern within a day, but we work hard to make sure every concern is addressed and is passed along to senior leaders who can actually implement changes.
- I believe Present Jarrell lives and breaths the core values of UMB. He challenges all faculty and staff to do the same and empowers Staff Senate to do so.
- UMB does an excellent job in the area of shared governance.
- Dr. Bruce Jarrell has been very active communicating all the changes affecting the University with this new administration. I appreciate his transparency.
- Again, there seems to be a willingness to put the administration's feet to the fire concerning controversial issues. It's a shame.
- Not at this time, other than I think communications and working together needs to be improved to our former standards.
- The fact that there is no compensation for serving on a staff senate and that the supervisors of a NESS eligible sometimes makes it difficult for the individual to attend and take on responsibilities and that we are not suppose to work overtime makes it hard to recruit individuals to NESS. It's a lot of work for the few serving.
- there is no staff handbook, shared governance as a concept is covered in central orientation for new employees
- Everyone is under water but shared governance is really underutilized at UMD. How President Pines can have no idea about Workday issues, for example, just tells you how much he hears from people at the top, not those doing the work (or facing issues getting paid).
- The university senate is a complete facade.
- I feel the front line staff do not have a strong working idea of shared governance and what it means, also how it impacts them. As a Senator, I don't have good working knowledge on how to interact with my constituents - to convey information to them and get feedback from them. It would be helpful for new Senators to be given an in-person orientation and better understanding of who their specific constituents are.
- I feel staff need more input on new software because it always causes a million more steps or by the time it's implemented it's obsolete already.
- It often feels that the relationship between staff shared governance and leadership feels one sided. There is acceptance to discuss issues as they arise however, leadership seems less interested in incorporating us as true partners in the work. The result is that unless we know to ask about an initiative, we don't get pulled in until it is basically set and public.
- Would like more representation of diverse backgrounds and experiences.
- We have an active shared governance model at Bowie State University!

- Dr. Jarrell does an outstanding job of making it clearly understood that he believes in shared governance and supports it across the university.
- Sharing of information from leadership and upper management with the staff senate is strong and well-established.
- I've enjoyed being a Staff Senator on campus. I've been able to contribute my thoughts and ideas to important topics that have come up over the last couple of years that have had an impact on the lived experience of staff and faculty.
- I deeply appreciate those involved with Exempt Staff Senate, how hard Senators have worked, and the relationships formed in the process.
- As stated elsewhere in the survey, I don't think the main problem is with the President. It is with her direct reports. Leadership and expectation-setting come from the top, however, so I would like to see greater emphasis on the involvement of shared governance by the President's direct reports at UMBC.
- There are some things I don't know enough about to answer confidently; where that was the case I put "neither agree nor disagree."
- Even though our campus does not have a separate staff senate, our combined Senate discusses all issues that affect faculty, staff and students.
- I believe shared governance plays a critical role in fostering collaboration and open communication across all levels of the university. It allows faculty, staff, and students to contribute to decision-making processes that directly impact the university's operations and programs. I appreciate the supportive environment here, where leadership values transparency, inclusivity, and collective input. Moving forward, it would be beneficial to continue strengthening the channels for communication, ensuring that all voices are heard and valued.

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 2024 – Dec 2024).

Timelines

To be used by the Chancellor in his evaluation of the Presidents, the timeline for this process is as follows:

- March 1, 2025: Survey is delivered to staff senate chairs for dissemination.
- March 31, 2025: Deadline for staff senate members to participate in the survey.
- April 2, 2025: The CUSS Chair completes the final report(s).
- April 7, 2025: The CUSS Chair provides the full report at the Chancellor's Council Meeting and individual reports for the Presidents.
- April 11, 2025: 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 April BOR Meeting Agenda.

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 allow 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)



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
April 11, 2025

Since the last Board of Regents meeting in February, CUSP met on March 3, 2025, and April 7, 2025, via Zoom. These meetings had robust agendas as the presidents navigate the Spring semester.

First, on March 3, 2025, the presidents received an update from the Administration and Finance division in the University System of Maryland Office (USMO) on new and revised HR policies on leave for disaster services, organ donation, and parental bereavement. CUSP also heard from USMO procurement about the Chancellor's directive on best practices for the use of cooperative purchasing.

CUSP met virtually again on April 7, 2025. At this meeting, the council reviewed an update to the Family and Medical Leave Insurance Program (FAMLI) policy from USMO Human Resources. USMO Administration and Finance reviewed several items including a budget update and a proposed revision to the USM High Impact Economic Development Activities (HIEDA) Policy. The presidents were briefed on the Advancement Customer Relationship Management (CRM) Project. Lastly, CUSP discussed recent and ongoing changes that have come through the federal executive branch.



USM Student Council April 2025 Report to the USM Board of Regents

Good morning Chair Gooden, Chancellor Perman, the Board of Regents, and University Presidents,

After the last Board of Regents meeting in February, some USMSC representatives and I participated in Advocacy day in Annapolis– which was a success overall. Students felt like they were able to convey their advocacy for the USM budget and received encouraging support. In looking ahead at the next Advocacy Day, we as a council hope to strengthen our planning and approach to ensure that the student voice remains at the center of the advocacy.

We have also had two guest presentations, one from Marianne and Rebecca in March to share about the USM Foundation Process for Inquiries Relating to Sustainable Investing. The other was at our general meeting this past Sunday from Dr. Jennifer Lynch on Student Participation in Civic Education and Engagement Efforts. Students shared the importance of the education part of engagement and reframing what civic engagement actually means beyond voting and election season.

This past Sunday, we were also grateful to have Chancellor Perman join us for a conversation. We discussed the importance of tolerance to different languages and their role in research, funding to support HBCUs, and how students would appreciate more communication and disclosure from university leadership on ongoing developments, recommendations from the Attorney General, and what student privacy will look like amidst rumors of ICE surveillance.

A few additional updates include preparing to send our Shared Governance Survey to student leadership, a report of which will be shared. We are also gearing up for USMSC Elections next month, and we completed our review of the applications for the BOR Student Excellence Scholarships. We look forward to your review of the candidates today.

Finally, I just wanted to give Dr. Lee a shout-out for a wonderful Access, Equity, and Student Success Symposium, which some USMSC representatives were able to attend as well.

Madam Chair, this concludes my report.

Vainavi Gambhir

President, University System of Maryland Student Council



BOARD OF REGENTS
University of Maryland Baltimore County
February 14, 2025

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order

Chair Gooden

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 14, 2025, at the University of Maryland Baltimore County. Those in attendance were: Chair Gooden; Regents Breslin, Coker, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Neuberger, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Presidents Breaux, Fowler, Ginsberg, Jarrell, Jenkins, Lepre, Miralles-Wilhelm, Pines, Schmoke, Sheares-Ashby, Interim President Delia, and Provost Allen; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, Sandler, Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden welcomed everyone to the first board meeting of the calendar year. She acknowledged the passing of President Ron Nowaczyk, highlighting his many contributions and offering thoughts to his loved ones. She welcomed Regent Harry Coker Jr. and outlined the 2025 board officer assignments. Finally, she congratulated USM leaders on their recent accolades.

Public Comment: Chair Gooden opened the period for public comment. The Board heard three public comments related to agenda item b-ii on the consent agenda, USM Quasi-Endowment Summary Report for 2024.

Educational Forum: A Better State of Care: Maryland's Academic Health System: Regent Louis Pope introduced the Educational Forum. The presenter was Dr. Mohan Suntha, President and CEO of the University of Maryland Medical System (UMMS). Dr. Suntha discussed the history of UMMS and its foundational partnership with the University of Maryland Baltimore. Dr. Suntha also highlighted where they are today through UMMS four-part mission. He also presented their vision for the future. Finally, he outlined what he sees as their upcoming opportunities.

Welcome from the University of Maryland Baltimore County: President Valerie Sheares-Ashby welcomed everyone to the UMBC. She highlighted recent successes. She also introduced a faculty member from the UMBC Institute for Politics, who gave an overview of their missions and activities during the 2024 election cycle. President Sheares Ashby also introduced a faculty member from the Center for Space Sciences and Technology, who discussed the lunar environment. Dr. Sheares Ashby ended by highlighting how work across the institution provides rich research opportunities for UMBC students.

Chancellor's Report: Chancellor Perman presented his report. He spoke on the passing of President Ron Nowaczyk, highlighting his leadership at Frostburg State University and within the USM. He thanked Interim President Al Delia and shared that next month the USM will

welcome Dr. Darlene Brannigan Smith to the interim presidency, as we gear up this summer for a national search.

Chancellor Perman directed the Board's attention to the 2024 Annual Report, a summary of the System's progress toward strategic goals. He highlighted university excellence, especially UMBC's partnerships and commitment to public service. He also highlighted rankings and many other institutional achievements across the system.

He addressed the Governor's FY26 budget proposal and federal transitions that affect USM operations, programs, and budgets.

He ended his report by reiterating the USM's mission to change the world, for good. A written copy of the Chancellor's Report to the Board is available at [\[LINK\]](#).

I. Report of Councils

Council of University System Faculty: Dr. Haverback presented the report. CUSF and the CUSF Executive Committee both met. The CUSF General Body Meeting was held on January 22, 2025, at the USM Adelphi Office. They met with Chancellor Perman, UMGC President Gregory Fowler, and Andy Clark. Dr. Alison Wrynn also gave brief updates.

Council of University System Staff: The Council of University System Staff (CUSS) met at the University of Maryland, Baltimore (UMB) in December. They were joined by Vice Chancellor Susan Lawrence in preparation for the USM Advocacy Day on February 19, 2025. Since the December Board of Regents meeting CUSS has been busy taking stock of some major changes occurring locally, state-wide, and nationally.

Council of University System Presidents: President Breaux presented the report. CUSP met for the first time this calendar year on January 6, 2025, via Zoom. First, they heard an update from Chancellor Perman on the USM's Regional Higher Education Centers. Next, Ellen Herbst, Senior Vice Chancellor for Administration and Finance and Colleen Auburger, Executive Director of the University Budget Office, presented a budget update. CUSP learned about proposed revisions to the USM Policy on Debt Management from Celeste Denson, Associate Vice Chancellor for Financial Affairs and Samantha Norris, Director-Financial Planning and Analysis. Finally, the meeting concluded with discussions that were labor-related and immigrated-related, led by Chancellor Perman and Assistant Attorney General Katherine Bainbridge, respectively. CUSP met virtually again on February 3, 2025. At this meeting, CUSP discussed recent and ongoing changes that have come through the federal executive branch.

University System of Maryland Student Council: Ms. Gambhir presented the USMSC report. The council had its first general meeting of the semester earlier this month. The government relations team first shared more about the Governor's plan for the USM budget. The rest of the meeting was an open conversation centered on the ways in which ongoing federal shifts and executive orders could potentially impact students in higher education, and it naturally grouped into four themes: research and medicine, campus safety, financial, and internships and career plans.

2. Consent Agenda

Chair Gooden

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. (Moved by Regent Gooden; seconded by Regent Smarick; unanimously approved). The items included were:

- a. Committee of the Whole
 - i. Approval of meeting minutes from December 20, 2024, Public and Closed Sessions (action)
- b. Committee on Advancement
 - i. Approval of meeting minutes from February 12, 2025, Public and Closed Sessions (action)
 - ii. USM Quasi-Endowment Summary Report for 2024 (information)
 - iii. Request to increase spendable income for the Quasi-Endowment Grant Program (action)
- c. Committee on Audit
 - i. Approval of meeting minutes from December 18, 2024, and January 27, 2025 (action)
- d. Education Policy & Student Life and Safety
 - i. Approval of meeting minutes from January 30, 2025, public and closed sessions (action)
 - ii. Academic Program Proposals (action)
 - 1. Bowie State University: Bachelor of Science in Accounting
 - 2. University of Maryland, Baltimore: Master of Science in Trauma Sciences
 - 3. University of Maryland, College Park: Master of Science in Biostatistics
 - 4. University of Maryland, College Park: Ph.D. in Biostatistics
 - iii. Report: Workload of the USM Faculty – Academic Year 2023-2024 (information)
- e. Committee on Finance
 - i. University of Maryland, College Park: Authorize Electric Infrastructure Project for New Electric Bus Fleet (action)
 - ii. FY 2024 Audited Financial Statements and USM Financial Planning (information)
 - iii. University System of Maryland: Review of Capital Improvement Projects (information)
 - iv. University of Maryland Global Campus: Planned Use of Largo Sale Proceeds (information)
- f. Committee on Governance & Compensation
 - i. Approval of Meeting Minutes from December 4, 2024, Public and Closed Sessions (action)
- g. Committee on Research and Economic Development
 - i. Approval of Meeting Minutes from December 10, 2024 (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

- a. Committee on Finance Regent

- i. University System of Maryland: FY 2026 Operating Budget Update (information)
Regent Fish introduced the report. Senior Vice Chancellor Ellen Herbst presented the Operating Budget Update.
 - ii. University System of Maryland: FY 2026 Capital Budget Update (information)
Regent Fish introduced the report and turned the report over to Senior Vice Chancellor Ellen Herbst. Senior Vice Chancellor Herbst took the Operating and Capital Budget Updates together.
- b. Committee of the Whole
- i. Resolution of Appreciation for President Nowaczyk (action)
Chair Gooden presented a Board of Regents Resolution of Appreciation for Frostburg State University former president Dr. Ron Nowaczyk for approval. (Moved by Regent Gooden; seconded by Regent Breslin; unanimously approved).
 - ii. Progress Report on the FSU Educational Market Alignment Plan (EMAP) (information)
Frostburg State University Interim President Al Delia provided the Board with a progress report on the Educational Market Alignment Plan (EMAP) at Frostburg State University (FSU). Mr. Delia described the context and detailed Frostburg's current and future plans to meet the university's financial challenges.
 - iii. HIEDA Taskforce Report and Proposed Amendments to Policy VIII-15.00—Policy on High Impact Economic Development Activities (information)
Regent Smarick introduced the report and updated the Board on the workgroup's progress and future plans. Senior Vice Chancellor Ellen Herbst provided additional details.
 - iv. USM Strategic Communications Workgroup Update (information)
Regent Gonella introduced the report. He and Vice Chancellor Michael Sandler presented an update on the USM Strategic Communications Workgroup, highlighting the newly launched branding campaign for the USM.
 - v. Meet and Confer Update (information)
Chair Gooden and Chancellor Perman provided information about how the University System of Maryland supports the process of meet and confer as a means for graduate assistants (GAs) to formally discuss and resolve matters with university administration including topics such as stipends, benefits, and terms of appointments. The Board will set up a workgroup to make recommendations on strengthening the meet and confer process across the USM.

5. **Reconvene to Closed Session (action)**

Chair Gooden

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 Fish, seconded by Regent Pope; unanimously approved.)

Meeting adjourned at 11:45 a.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS
University of Maryland, Baltimore County
February 14, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session meeting of the University System of Maryland Board of Regents to order at 12:04 p.m. on Friday February 14, 2025, at the University of Maryland Baltimore County. Those in attendance were: Chair Gooden; Regents Breslin, Coker, Fish, Gonella, Gourdine, Hasan, Leggett, Lewis, McMillen, Mirani, Neuberger, Parker, Pope, Sibel, Smarick, and Wood; Chancellor Perman; Presidents Pines and Sheares-Ashby; Interim President Delia; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, and Sandler; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

1. **Consent Agenda (action)**

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. (moved by Chair Gooden; seconded by Regent Pope; unanimously approved)

a. Committee on Advancement

i. Naming request from the University of Maryland, College Park

1. The Coach Jerry Claiborne Gate at SECU Stadium (§3-305(b)(1) and (2))

ii. Honorary naming request from Frostburg State University

1. Captain James A. Graham Veterans Center (§3-305(b)(1) and (2))

b. Committee on Education Policy & Student Life and Safety

i. Board of Regents Faculty Awards Recommendations (§3-305(b)(1) and (2))

ii. Honorary Degree Nominations (§3-305(b)(1) and (2))

c. Committee on Finance

i. University of Maryland, College Park: Proposed Acquisition of 5700 Rivertech Court (§3-305(b)(3))

ii. University of Maryland, College Park: Lease of Space for the Robert H. Smith School of Business (§3-305(b)(3))

iii. University of Maryland, Baltimore: Lease of Real Property known as 2nd Floor of 800 W. Baltimore Street (§3-305(b)(3))

iv. University of Maryland, Baltimore on behalf of the University System of Maryland and the Maryland Education Enterprise Consortium: Award of the IT Professional Consulting Services Master Contract (§3-305(b)(14))

- v. Towson University on behalf of the University System of Maryland and the Maryland Education Enterprise Consortium: Award of the Audio-Visual Hardware and Services Master Contract (§3-305(b)(14))
- d. **Committee on Governance & Compensation**
 - i. Collective Bargaining Update (§3-305(b)(9))
 - ii. Towson University Pre-Negotiation Briefing re MOU with FOP (§3-305(b)(9))
 - iii. University of Maryland, Baltimore Pre-Negotiation Briefing re MOU with FOP (§3-305(b)(9))
 - iv. University of Maryland, College Park Pre-Negotiation Briefing re MOU with FOP (§3-305(b)(9))
 - v. Review of Certain Contracts and Employment Agreements (§3-305(b)(1))
 - 1. USM Chancellor Revised Appointment Letter--Perman
 - 2. Frostburg University Interim Appointment Letter--Delia
 - 3. Frostburg University Interim Appointment Letter--Smith
 - 4. Frostburg University President Transition Letter--Nowaczyk
 - 5. TU--Vice President and Director of Athletics--Steve Eigenbrot
 - 6. UMCP--Women's Soccer--Head Coach Michael Marchiano
 - 7. FSU--Football--Head Coach Eric Wagoner
 - 8. FSU--Football--Offensive Coordinator Trevor Miller
 - 9. FSU--Football--Defensive Coordinator Eric Rhodes
 - 10. FSU--Football--Special Teams Coordinator Derek Prather
 - 11. FSU--Head Coach, Baseball--Anthony Williams
- 2. **Meeting with the Presidents**
 As part of their performance reviews, the Board met individually with Presidents Sheares-Ashby and Pines and Interim President Delia. (§3-305(b)(1)).
- 3. **University of Maryland Global Campus: Instructional Design Support Services Contract Award.** UMGC President Fowler requested Board approval of a contract for instructional design support services and transfer of funds from its plant fund balance to its operating budget to support the contract. Moved by Regent Fish; seconded by Regent Pope. Approved unanimously. (§3-305(b)(14))
- 4. **Consult with Legal Counsel on Recent Federal Actions.** The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))

The meeting adjourned at 3:32 p.m.



**BOARD OF REGENTS
Special Meeting - Zoom
March 20, 2025**

AGENDA FOR PUBLIC SESSION

4:00 P.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 4:00 p.m. on Thursday, March 20, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Coker, Fish, Gonella, Hasan, Hur, Lewis, McMillen, Mirani, Sibel, Smarick, and Wood; Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, Sandler; Ms. Mulqueen, Ms. Wilkerson, Ms. Lee and AAGs Bainbridge and Langrill.
Chair Gooden

I. Reconvene to Closed Session (action)

Chair Gooden

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 Wood, seconded by Regent Smarick; unanimously approved.)

Meeting adjourned at 4:04 p.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS
Special Meeting - Zoom
March 20, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session of the special meeting of the University System of Maryland Board of Regents to order at 4:05 p.m. on Thursday, March 20, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Coker, Fish, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Parker, Sibel, Smarick, and Wood; Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, Sandler; Ms. Mulqueen, Ms. Wilkerson, Ms. Lee and AAGs Bainbridge and Langrill.

1. Consult with Legal Counsel and Audit on Allegations Against a USM Institution

The Board discussed with Audit and legal counsel allegations against a USM institution. (§3-305(b)(7) and (8)).

2. Consult with Legal Counsel on Recent Federal Actions

The Board discussed with legal counsel the implications of recent federal actions. (§3-305(b)(7) and (8)).

The meeting adjourned at 6:05 p.m.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**
Minutes from Open Session
March 26, 2025

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

Regents in attendance included: Mr. Pope (Chair), Ms. Gooden, Ms. Lewis, Mr. McMillen, Mr. Hur and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Ms. Ames, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone – open session only), Ms. Herbst, Dr. Masucci, Mr. Mosca and Ms. Wilkerson; Office of the Attorney General - Ms. Langrill, Ms. Bainbridge; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Information & Discussion - Office of Legislative Audit Activity (OLA) Published Audit Reports

USM's Vice Chancellor for Accountability presented a summary of audit findings of USM institutions reported by the Office of Legislative Audit.

2. Information & Discussion - USM's Half Year (12/31/2024) Financial Statements & Financial Comparison Analysis to Peer Institutions

USM's Director of Financial Reporting/Comptroller presented:

- Key Points Associated with USM's Half Year (12/31/2024) Financial Statements
- Financial Comparison Analysis to Peer Institutions

3. Information & Discussion - Affiliated Foundation and Business Entity Policy Compliance Status

USM's Comptroller presented an update of the compliance status Affiliated Foundations and Business Entities at USM institutions.

4. Action, Information & Discussion Recommended Modification of BOR Policy VIII-7.11 Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity

USM's Vice Chancellor for Accountability presented for approval by the updated BOR Policy VIII-7.11 Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity. [Moved by Mr. Hur, seconded by Ms. Gooden, unanimously approved.]

5. Information Update Regarding FY 2024 Single Audit

USM external auditor, Ms. Bowman of CLA, presented a status update on the their Single Audit pertaining to USM.

6. Information & Discussion - Follow up of Action Items from Previous Meetings

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

7. Convene to Closed Session

Mr. Pope read aloud and reference the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.

[Moved by Mr. Hur, seconded by Ms. Gooden, unanimously approved.]

The closed session convened at approximately 10:53 a.m.



**UNIVERSITY SYSTEM
of MARYLAND**
**BOARD OF REGENTS
COMMITTEE ON AUDIT**
Minutes from Closed Session
March 26, 2025

Mr. Pope read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.

[Moved by Regent Hur, seconded by Regent Gooden; unanimously approved.] The closed session commenced at approximately 10:53 a.m. This meeting was conducted via videoconference.

Regents in attendance included: Mr. Pope (Chair), Ms. Gooden, Ms. Lewis, Mr. McMillen, Mr. Hur and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Dr. Masucci, Mr. Mosca and Ms. Wilkerson; Office of the Attorney General - Ms. Langrill, Ms. Bainbridge; CliftonLarsonAllen LLP (USM’s Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Chief of the Higher Education Division of OAG provided an update of USM Legal Matters from OAG. (§3-305(b)(12)).
2. USM’s Vice Chancellor for Accountability provided an update of the Office of Legislative Audits’ activity currently in process. (§3-305(b)(13)).
3. USM’s Vice Chancellor for Accountability provided an update of the Office of Internal Audit’s Audit Plan of Activity for Calendar Year 2025. (§3-103(a)(1)(i)).
4. USM’s Vice Chancellor for Accountability discussed reported allegations received by the Office of Internal Audit through its Fraud Hotline. (§3-305(b)(12)).
5. The Committee members met separately with the Independent Auditors and the Vice Chancellor for Accountability. (§3-103(a)(1)(i)).

Closed session adjourned at 11:30 a.m.

TOPIC: Proposed Modifications to BOR Policy VII-7.11 Communication of Suspected Fraud, Unethical and Illegal Business Activity

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: March 26, 2025

SUMMARY:

Attached is the BOR *Policy VII-7.11 Communication of Suspected Fraud, Unethical and Illegal Business Activity* with proposed modifications. The modifications incorporate the recommendations included BOR's Major Investigations Taskforce report.

Since being introduced in the BOR Audit Committee's October 2024 meeting, USM has procured a third-party anonymous reporting mechanism. This reporting mechanism is an upgrade of USM's existing Fraud Reporting Hotline to receive multiple topic reports beyond fraud.

[Moved for approval by Regent Hur, seconded by Regent Gooden, unanimously approved.]

Attachment

FISCAL IMPACT: \$6,000 - \$7,000 per Annum.

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE ACTION: none

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: David Mosca

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VIII-7.11 Policy on the Communication of Suspected Fraud, Unethical and Illegal ~~Business~~ Activity and Misconduct

(Approved by the Board of Regents, April 26, 2010)

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I. Purpose: The purpose of this policy is to establish the principle that University System of Maryland (USM) employees, students and others in the campus community are strongly encouraged to communicate suspected fraud or other financial irregularities, suspected illegal or unethical conduct, and any other suspected misconduct by employees or contractors to appropriate authorities in their institution or to the USM's Office of Internal Audit; to establish mechanisms that create a confidential and convenient USM "Hotline" for the reporting of such concerns; and, as a result, to advance the deterrence and detection of fraud, unethical practices, ~~and~~ financial irregularities, illegal or unethical misconduct or other misconduct at USM institutions.

II. Scope: This policy describes a non-retaliatory resource ("the ~~Fraud-USM~~ Hotline") for University stakeholders to report perceived fraud, theft and other suspected unethical or illegal business activity, perceived illegal or unethical conduct and other suspected misconduct. Fraud generally involves a willful or deliberate act, expression, omission or concealment with the intent of obtaining an unauthorized benefit, such as money or property, by deception or other unethical means.

Other incidents that may be reported to the ~~Fraud-USM~~ Hotline include:

- Forgery or unauthorized alteration of institution documents, including checks, bank drafts, computer files, or any other financial document;
- Misappropriation or theft of funds, securities, supplies, or other assets;
- Fraudulent activity relating to research grants and contracts;
- Impropriety in handling or reporting of money or financial transactions;
- Purposely reporting inaccurate financial information;
- Authorizing or receiving compensation for goods not received or services not performed;
- Accepting or seeking anything of material value from contractors, vendors, or persons providing services/material to the institution that is not consistent with campus or USM policy;
- Destruction, removal, or inappropriate use of institution records, furniture, fixtures, and equipment; and/or unethical procurement practices.
- Using one's University position to obtain economic benefit for the employee, a relative, or a business in which the employee has an interest or is employed
- Illegal, unethical or criminal conduct affecting the University or a member of the University community

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The USM ~~Fraud~~-Hotline is also not intended to supplant individual campus channels of communication for the reporting of suspected ~~financial~~ wrongdoing. Employees who know or suspect that other employees, business partners or

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Vendors, or other members of the campus community are engaged in a fraudulent, unethical or illegal activity or other misconduct are encouraged to report such activity to their supervisor, department head, responsible official, or campus Hotline. The USM ~~Fraud~~ Hotline provides an additional option for the confidential communication of such concerns.

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III. Hotline Options and Operations: The USM provides ~~four~~ the following mechanisms for reporting suspected or known fraudulent, unethical or illegal activities to the USM Office of Internal Audit:

- A. Online: A hotline link provided on the homepage of the USM website and operated by USM's Office of Internal Audit.
- B. Telephone: A toll free telephone number operated by the USM's Office of Internal Audit, and voicemail messages recorded on the system are accessible only to the Internal Audit staff.
- ~~C. Fax: The Office of Internal Audit's direct fax number, which is accessible only to Internal Audit staff.~~
- C. U.S. Mail: Written communication by U.S. Mail to the headquarters of the Office of Internal Audit. Mail directed to the hotline is received by Internal Audit staff.
- ~~D. Email: Written communication directed to [email address], accessible only to Internal Audit Staff.~~
- ~~D.E. Text: Text messages directed to [telephone number], accessible only to Internal Audit Staff.~~

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Upon receipt of an allegation the Office of Internal Audit will evaluate the submission and determine an appropriate strategy for investigating and resolving the situation. As appropriate, institution officials or the Office of the Attorney General ~~and~~ may be asked to conduct or participate in an investigation. Decisions regarding the appropriate response to a report made on the Hotline are otherwise wholly within the discretion of the Office of Internal Audit.

IV. Protections for Hotline Reporters: Persons who make reports to the USM ~~Fraud~~ Hotline will have the following protections:

- A. Non-Retaliation: Persons using the USM ~~Fraud~~ Hotline will have the full protections of Maryland's Whistleblower Act for state employees (Maryland Code §§ 5-301 ~~thru~~ through 5-43-314 of the State Personnel and Pensions Article).

No faculty, administrator, staff, student, or other member of the campus community may be subject to interference, coercion or reprisal for making a ~~fraud~~ hotline report in good faith. The USM and its institutions will not retaliate against any person making a good faith report of an unethical or

Attachment

illegal act or other misconduct, and will not knowingly permit retaliation by any manager, supervisor, faculty, or administrator.

~~B.~~ Confidentiality: Individuals reporting via the Hotline may choose to identify themselves or remain anonymous. The identity of any person reporting an incident will be used for investigative purposes only and will not be disclosed outside of the investigative team, except under narrow circumstances where

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disclosure is expressly required by law or necessary to protect the safety of the reporting individual or others. Strict confidentiality otherwise shall be maintained over Hotline documents at all times, and hotline cases should not be discussed with anyone outside of the investigative personnel.

V. Reporting by the Office of Internal Audit: On an annual basis, the Office of Internal Audit will prepare a USM Hotline Summary Report. The report will be presented to the Board of Regents for review and approval.

The Director of Internal Audit will, on a case-by-case basis, determine if an ~~fraud~~ audit report will be issued for allegations investigated by the Office of Internal Audit. When a report is issued it will include the results of the investigation, and if appropriate, recommendations for further action.

VI. Effective Date: This policy shall become effective on 04/16/2010.

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TOPIC: Frostburg State University (FSU) proposal for a new Bachelor of Science degree in Applied Computer Science

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 3, 2025

SUMMARY:

Frostburg State University (FSU) seeks approval to establish a new Bachelor of Science in Applied Computer Science at the University system of Maryland at Hagerstown (USMH). This program is a new program, and a waiver has been requested from the Maryland Higher Education Commission to allow the program to be offered first at USMH and to be offered both in-person and online. It will be offered by faculty from the FSU Department of Computer Science and Information Technologies. The department currently offers BS degrees in Computer Science, Computer Information Technologies, Cybersecurity and Information Assurance, and Information Technology. This program has been developed with the particular needs of the region in mind, as well as the needs of working adults. Hagerstown Community College has been designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD), and it has associate degree programs that can align with this new degree, and articulations are being developed.

This proposed program is Applied Computer Science is designed to provide students with a comprehensive education in the practical applications of computing, focusing on critical areas such as software development, cybersecurity, data analytics, and artificial intelligence. The program responds not only to keen State demands in computer science application, including cybersecurity, but also specifically regional demands for people with this preparation.

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 and Safety Committee recommend that the Board of Regents approve the Frostburg State University proposal to offer the BS in Applied Computer Science and that it can first be offered at USMH.

COMMITTEE RECOMMENDATION:

DATE: April 3, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu

March 14, 2024

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

Dear Chancellor Perman,

The Department of Computer Science at Frostburg State University (FSU) seeks approval to establish a new Bachelor of Science in Applied Computer Science at the University System of Maryland at Hagerstown (USMH). This program is designed to provide students with a comprehensive education in the practical applications of computing, focusing on critical areas such as software development, cybersecurity, data analytics, and artificial intelligence.

Proposal Title:	New Program
Proposed Program Title:	Applied Computer Science (USMH)
Award Level:	Bachelor of Science
HEGIS:	110701
CIP:	070100

We would appreciate your support for the proposed new program at USMH. If you have any questions, please reach out to our Associate Vice President of Student Success Dr. Sara-Beth Bittinger at sbittinger@frostburg.edu.

Sincerely,



Darlene Brannigan Smith, PhD
Interim President

pc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs, Academic and Enrollment Services & Articulation, USM
Dr. Lawrence Weill, Interim Provost and Vice President for Academic Affairs, FSU
Dr. Sara-Beth Bittinger, Associate Vice President of Student Success, FSU
Dr. Sudhir Singh, Dean of the College of Business, Engineering, and Computational & Mathematical Sciences, FSU

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- ☒ **X** New Instructional Program
☐ Substantial Expansion/Major Modification
☐ Cooperative Degree Program
☐ Within Existing Resources, or
☐ Requiring New Resources

Frostburg State University

Institution Submitting Proposal

Applied Computer Science (USMH)

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2025

Projected Implementation Date

070100

Proposed HEGIS Code

110701

Proposed CIP Code

**Computer Science and Information
Technologies**

Department in which program will be located

Nooh Bany Muhammad

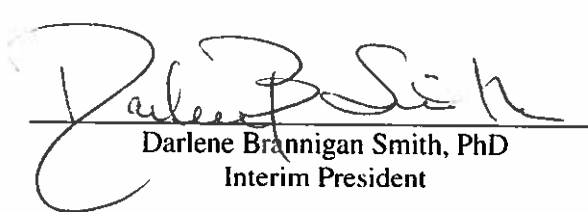
Department Contact

301-687-4719

Contact Phone Number

nbany@frostburg.edu

Contact E-Mail Address


Darlene Brannigan Smith, PhD
Interim President


Date



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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Frostburg State University
---------------------------------	----------------------------

Each action below requires a separate proposal and cover sheet.

- | | |
|---|--|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Off Campus Program |
| <input type="radio"/> New Stand-Alone Certificate | <input checked="" type="radio"/> Offer Program at Regional Higher Education Ctr. |

Department Proposing Program	Computer Science & Information Technologies		
Degree Level and Degree Type	Bachelor of Science (B.S.)		
Title of Proposed Program	Applied Computer Science (USMH)		
Total Number of Credits	120		
Suggested Codes	HEGIS: 0701.00	CIP: 11.0701	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2025		
Provide Link to Most Recent Academic Catalog	URL: https://www.frostburg.edu/academics/academic-catalogs.php#/programs/BJJN_hlv_?q=APPLIED%20COMPUTER%20SCIENCE		
Preferred Contact for this Proposal	Name: Nooh Bany Muhammad		
	Title: Assistant Professor		
	Phone: (301) 687-4719		
	Email: nbany@frostburg.edu		
President/Chief Executive	Type Name: Darlene Brannigan Smith		
	Signature:	Date: 3/12/2025	
Approval/Endorsement by Governing Board	Type Name:		
	Signature:	Date:	

Revised 5/7/18

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Frostburg State University

Institution Submitting Proposal

Applied Computer Science (USMH)

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2025

Projected Implementation Date

070100

Proposed HEGIS Code

110701

Proposed CIP Code

**Computer Science and Information
Technologies**

Department in which program will be located

Nooh Bany Muhammad

Department Contact

301-687-4719

Contact Phone Number

nbany@frostburg.edu

Contact E-Mail Address

Darlene Brannigan Smith, PhD
Interim President

Date

Executive Summary

Proposal for a New Program: Bachelor of Science in Applied Computer Science (USMH)

Institution: Frostburg State University

Department: Department of Computer Science & Information Technologies

Proposed HEGIS Code: 0701.00

Proposed CIP Code: 11.0701

Degree to be Awarded: Bachelor of Science (B.S.)

Proposed Initiation Date: Fall 2025

Overview

The Department of Computer Science at Frostburg State University (FSU) seeks approval to establish a new Bachelor of Science in Applied Computer Science at the University system of Maryland at Hagerstown (USMH). This program is designed to provide students with a comprehensive education in the practical applications of computing, focusing on critical areas such as software development, cybersecurity, data analytics, and artificial intelligence.

Requested Actions

1. **New Major Degree Program:** Establish the Bachelor of Science in Applied Computer Science.
2. **New Course Addition:**
 - **CSOC 456: Applied Artificial Intelligence**
This course will be a core offering within the program, providing students with hands-on experience in AI technologies, emphasizing both practical applications and ethical considerations.

Rationale

The BS degree in Applied Computer Science will build upon the foundation laid by the current offerings in our Computer Science & Information Technologies department. This new program is a strategic expansion that responds to the high demand for professionals with applied computing skills. The transition to a standalone degree program will enhance our department's ability to attract students interested in practical, technology-driven careers, thus expanding our academic reach and impact.

With a robust faculty background in computer science, cybersecurity and information technology, information systems and applied computer science, the B.S. degree will offer students the essential skills needed to excel in the workplace. Our faculty members bring a wealth of professional and academic experience, enriching the educational experience for students. This depth of expertise will prepare students for roles such as software developers, cybersecurity analysts, artificial intelligence specialists, and other technology-focused positions.

The addition of the Applied Computer Science degree complements the Computer Science & Information Technologies Departments' existing strengths, making Frostburg State University a more attractive choice for students pursuing technology-related fields. This expansion will enable the university to produce more graduates equipped to meet the demands of the U.S. technology sector, thereby contributing to alleviating the national shortage of skilled professionals in this area.

Section A. Centrality to Institutional Mission and Planning Priorities:

1. Description of the Program and Its Alignment with the Institution's Mission

The Bachelor of Science in Applied Computer Science at Frostburg State University (FSU) is structured to provide a comprehensive education in practical and applied computing skills, essential for addressing modern challenges in technology-driven industries. This program aligns with the University's mission by focusing on experiential learning and preparing students for professional success. FSU, recognized as a public comprehensive and teaching university, has a longstanding commitment to fostering intellectual growth and equipping students with critical problem-solving, communication, and decision-making skills. The Applied Computer Science program contributes to this mission by offering a curriculum that emphasizes practical applications in software development, cybersecurity, data analytics, and artificial intelligence.

2. Support for the Institution's Strategic Goals and Institutional Priority

The proposed program supports Frostburg State University's strategic goals, specifically:

- **Focusing Learning on Knowledge Acquisition and Application:** The program integrates innovative practices and technology into the curriculum, ensuring students acquire essential skills and knowledge for success in the workforce. By infusing applied learning throughout the curriculum, students are prepared to tackle real-world problems effectively.
- **Providing Engaging Experiences:** The program includes a robust advising and support structure, guiding students from application through graduation. It incorporates career and professional development opportunities, fostering a campus climate that enhances student well-being and cultural competence.
- **Expanding Regional Outreach and Engagement:** The program supports economic development in Western Maryland through initiatives that prepare students to meet the region's workforce needs. It also promotes the University's strengths and successes, attracting students and faculty dedicated to addressing community needs.
- **Aligning University Resources:** The program aligns with the University's efforts to meet student and workforce expectations through targeted recruitment and retention plans. It also supports the strategic allocation of human, fiscal, and physical resources, ensuring the program's sustainability and effectiveness.

3. Funding for the First Five Years of Program Implementation

The program will be financially supported through a combination of reallocated funds, tuition and fee revenue. All resource estimates are based on current rates without inflation.

The financial plan for the first five years includes:

- **Reallocated Funds:** Resources from existing programs and faculty positions will be redirected to support the new program, ensuring that it is adequately staffed and resourced.

- **Tuition and Fee Revenue:** Projected student enrollment, including both full-time and part-time students, will generate additional revenue to sustain the program.
- **External Funding:**
N/A
- **Other Sources**
N/A

These measures are detailed in Section L, where a comprehensive financial plan, including projected revenues and expenditures, is presented.

4. Commitment to Ongoing Support and Program Continuation

a) Ongoing Administrative, Financial, and Technical Support:

FSU is committed to providing continuous administrative, financial, and technical support for the program. This includes maintaining a dedicated faculty team, ensuring access to modern facilities and technology, and offering professional development opportunities for faculty to stay current in their fields. The University will also provide marketing and recruitment support to attract a diverse and talented student body.

b) Continuation of the Program:

The University guarantees the continuation of the program, ensuring that all enrolled students can complete their degrees. This commitment is backed by strategic planning and resource allocation, which prioritize the program's long-term viability and alignment with institutional goals. Our university is dedicated to supporting the program as a key component of its academic offerings, contributing to the University's mission and strategic objectives.

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

1. Demonstrating Demand and Need for the Program

a) The Need for the Advancement and Evolution of Knowledge:

The rapid technological advancements and the growing complexity of computing systems necessitate the continuous evolution of educational programs in computer science. The Bachelor of Science in Applied Computer Science at Frostburg State University addresses this need by providing a curriculum that incorporates cutting-edge topics such as artificial intelligence, cybersecurity, and data analytics. The program is designed to equip students with the latest knowledge and practical skills required to innovate and lead in the technology sector. This aligns with the broader societal need to develop a workforce capable of advancing technology and contributing to economic growth.

b) Societal Needs, Including Expanding Educational Opportunities:

This program offers significant opportunities for minority and educationally disadvantaged students to pursue careers in high-demand technology fields. By providing access to quality education in applied computer science, FSU aims to reduce educational disparities and promote inclusivity. The program's structure includes support systems such as academic advising, career counseling, and tutoring, which are crucial for ensuring the success of underrepresented groups. Additionally, the program's emphasis on practical skills makes it particularly attractive to students who may not have previously considered a traditional computer science pathway.

c) Strengthening Historically Black Institutions (HBIs):

While Frostburg State University is not an HBI, the introduction of this program aligns with statewide efforts to enhance the capacity of all Maryland institutions to provide high-quality and unique educational programs. The Applied Computer Science program contributes to the overall goal of offering diverse and specialized education options across the state's higher education landscape. The program's focus on practical applications and industry alignment serves as a model that can be emulated by other institutions, including HBIs, to strengthen their offerings in technology education.

2. Consistency with the Maryland State Plan for Postsecondary Education

The Bachelor of Science in Applied Computer Science program is consistent with the goals and priorities outlined in the 2022 Maryland State Plan for Postsecondary Education. Specifically, the program aligns with the following goals and priorities:

- **Goal 1: Equitable Access:** The program aims to increase access to high-quality education in applied computer science, particularly for minority and educationally disadvantaged students. By offering a curriculum that is both rigorous and practical, the program provides an equitable pathway for all students to enter the technology workforce.
- **Priority 5: Commitment to Quality Academic Programs:** The program emphasizes the delivery of high-quality, relevant education that meets industry standards and prepares students for immediate employment. The curriculum is designed in consultation with industry partners and incorporates best practices in teaching and learning, ensuring that graduates are well-prepared to meet the demands of the technology sector.
- **Priority 7: Lifelong Learning:** The program supports lifelong learning by providing opportunities for continuing education and professional development. This includes offering advanced courses and certificates that allow students and professionals to stay current with technological advancements. The flexible structure of the program also accommodates adult learners and working professionals seeking to enhance their skills.

The proposed Bachelor of Science in Applied Computer Science program not only meets the immediate educational and workforce needs of the region and state but also contributes to long-term goals of fostering innovation and enhancing the quality of life for Maryland's residents. By aligning with the 2022 Maryland State Plan, FSU reaffirms its commitment to providing high-quality, accessible education that prepares students for success in a rapidly changing world.

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

1. Potential Industries, Employment Opportunities, and Expected Level of Entry

Graduates of the Bachelor of Science in Applied Computer Science program at FSU can expect to find employment in a variety of industries, including technology, finance, healthcare, government, cybersecurity, and education. The program prepares students for roles such as software developers, information security analysts, and data scientists, with opportunities ranging from entry-level positions to mid-level management roles.

2. Data and Analysis Projecting Market Demand and Job Availability

According to the U.S. Bureau of Labor Statistics (BLS) and the Maryland Department of Labor, the demand for professionals in applied computer science fields is projected to grow significantly from 2022 to 2032:

- **Software Developers:** The BLS projects a 26% growth in employment for software developers, quality assurance analysts, and testers. This demand is driven by the expansion of software development, particularly in areas such as artificial intelligence, Internet of Things (IoT), and other automation technologies.
- **Information Security Analysts:** Employment for information security analysts is expected to increase by 32%, reflecting the critical need for cybersecurity professionals to protect organizations from increasing cyber threats.
- **Data Scientists:** Data scientist positions are projected to grow by 35%, a much faster rate than the average for all occupations. The growth is due to the rising importance of big data analytics across various sectors, including business, healthcare, and government ([Bureau of Labor Statistics](#)) ([Bureau of Labor Statistics](#)).

3. Evidence of Market Surveys and Anticipated Vacancies

Market surveys and industry feedback highlight a strong demand for graduates with practical skills in applied computer science. Employers have emphasized the need for professionals capable of implementing advanced computing technologies in real-world applications.

Anticipated vacancies include:

- **Software Developers:** An estimated 153,900 new job openings annually nationwide, with a substantial portion in Maryland.
- **Cybersecurity Analysts:** Over 5,000 new positions expected statewide, reflecting the increasing focus on information security.
- **Data Scientists:** Approximately 17,700 openings annually, driven by the increasing reliance on data analytics ([Bureau of Labor Statistics](#)).

4. Current and Projected Supply of Prospective Graduates

The current supply of graduates in Maryland does not fully meet the projected demand for applied computing professionals. According to the Maryland Department of Labor, there were approximately 1,200 graduates in computing-related fields in 2023. However, with roles like software developers, information security analysts, and data scientists expected to grow by 31.22%, 38.81%, and 39.32% respectively by 2032, the state will need an additional 500 to 700 graduates annually to fill this gap. Although several institutions in the state offer related programs, FSU's new program is uniquely positioned with its focus on applied skills and practical training, which is expected to attract a significant number of students and help bridge the gap in this high-demand field. It is also being offered in an area of the state where there are fewer opportunities to complete this type of bachelor's degree.

Current Supply: Limited availability of graduates with the necessary practical experience and industry-aligned skills, particularly in specialized areas like software development, cybersecurity, and AI.

Projected Supply: The new program at FSU aims to produce around 25-30 graduates annually, contributing to the *regional* workforce and helping to fill the projected vacancies in high-demand fields.

The data and analysis clearly indicate a compelling need for the program. The program is strategically positioned to address the current and future needs of the job market, providing students with the skills and knowledge necessary to succeed in a rapidly evolving technological landscape.

Section D. Reasonableness of Program Duplication:**1. Similar Programs in the State and Geographic Area**

In Maryland, while there are several universities offer computer science programs, none provide the applied focus that FSU's new program delivers, examples include:

- **University of Maryland College Park (UMCP):** Offers a comprehensive computer science program with concentrations in artificial intelligence, cybersecurity, and data science.

- **University of Maryland Baltimore County (UMBC):** Focuses on both theoretical and applied aspects of computer science, including specializations in cybersecurity.
- **Towson University:** Provides a Bachelor of Science in Computer Science with practical components in software engineering and security.
- **Capitol Technology University:** Specializes in applied sciences, with strong programs in cybersecurity and software engineering.
- **Morgan State University:** Offers a diverse computer science curriculum, including software development and information systems.

2. Justification for the Proposed Program

The new program at USMH is specifically designed to meet the regional demand for practical computing skills. The program's distinct focus on applied learning and hands-on experience sets it apart from more traditional, theory-based programs. The proposed program was well received by current students, industry respondents, faculty at Hagerstown Community college, and elsewhere very well. Top examples of characteristics that make this program stand apart from others include:

- **Applied Learning:** Emphasis on real-world applications, including projects and internships, directly preparing students for the workforce.
- **Flexible Delivery:** Online, blended and hybrid options cater to non-traditional students, including working professionals and veterans.
- **Regional Focus:** Addresses the specific needs of Western Maryland, an area underserved by similar programs.
- **Great Option for Local Students:** Offers an excellent opportunity to earn a BS degree in the Hagerstown region, where such programs are limited.
- **Strong Industry and Student Reception:** Surveys indicate that this degree is highly valued by both industry professionals and students, who see it as a well-received and relevant credential.

These elements make FSU's program unique and necessary.

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

The new program is strategically designed to meet the unique needs of the Western Maryland region. This program focuses on delivering practical and applied computing skills, including software development, cybersecurity, and data analytics. Unlike many HBIs, which are often located in urban settings and serve diverse urban populations, the USMH campus primarily caters to students from rural areas. The program's emphasis on industry-aligned skills, practical applications, and hands-on experiences is tailored to meet the specific economic and technological demands of these regions.

This distinction ensures that the FSU program at USMH does not overlap with the high-demand programs at HBIs, which often focus on culturally significant curricula and support systems tailored to their unique student demographics. Instead, it provides an

essential complement to the educational landscape, offering opportunities in applied technology education that are not the primary focus of HBIs. By focusing on different regional and demographic needs, the FSU program respects and preserves the specialized missions and contributions of HBIs in promoting cultural heritage, social justice, and equity.

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

The implementation of the new program at the USMH campus is carefully designed to avoid impacting the unique institutional identities and missions of Historically Black Institutions (HBIs). HBIs play a crucial role in promoting educational opportunities that highlight African American culture and history and foster a supportive environment for students from underrepresented backgrounds. In contrast, the USMH campus, located in Hagerstown, serves a rural and non-urban population, focusing on applied technical education to meet local workforce needs.

The program's technical and professional orientation, specifically targeting the rural workforce development in Western Maryland, aligns with the state's broader educational goals without encroaching on the culturally focused missions of HBIs. The FSU program at USMH enhances the diversity of educational opportunities in Maryland by filling a specific niche in applied computer science education, which is essential for the technological advancement and economic development of the region. This targeted approach ensures that the introduction of the program does not detract from the unique contributions of HBIs, instead enriching the state's higher education system by addressing distinct and underserved educational needs.

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

1. Program Establishment and Faculty Oversight

The new program has been established to address the specific needs of the Western Maryland region. The program design incorporates feedback from industry professionals and academic experts, ensuring its relevance and quality.

Faculty Oversight: The program will be managed by a dedicated team of faculty members with expertise in various aspects of computer science. Key faculty members include Dr. Michael B. Flinn, Dr. Xunyu Pan, Dr. Liangliang Xiao, Dr. Wenjuan Xu, Dr. Xinliang Zheng, Dr. Zhijiang Chen, Dr. Chung-Chi Huang, Dr. Nooh Bany Muhammad, Dr. Ying Zheng, Dr. Yuechen Chen, Ms. Rebecca Flinn, Mr. Steve Kennedy, and Ms. Mian Qian.

2. Educational Objectives and Learning Outcomes

Educational Objectives: The program aims to develop students' abilities to apply computing principles in real-world contexts, preparing them for careers in applied computer science and related fields.

Learning Outcomes:

- **Applied Computational Knowledge:** Students will demonstrate proficiency in core computational concepts, such as algorithms and software development, and apply this knowledge to solve complex, real-world problems.
- **Practical Problem Solving:** Graduates will demonstrate good skills in analyzing and designing computing solutions, implementing systems that meet specific needs and constraints.
- **Application of Theoretical and Practical Knowledge:** Students will integrate theoretical principles with practical skills, enabling them to analyze, design, and implement efficient computing solutions in various contexts.
- **Ethical and Professional Responsibilities:** Graduates will understand the professional, ethical, legal, security, and social issues and responsibilities related to the computing field. They will adhere to ethical standards in all professional activities.
- **Communication and Teamwork:** Students will develop effective communication skills, both written and oral, and will be able to function effectively in teams to accomplish shared goals.

3. Assessment and Documentation of Student Achievement

a) Assessment of Student Achievement: uses digital platforms to assess and document student achievement in the program. Canvas serves as the primary Learning Management System (LMS), supporting course content delivery, assignments, quizzes, and performance tracking. Microsoft Teams facilitates virtual classrooms and collaboration, while OneDrive and Office 365 enable cloud-based document storage and sharing for assignments and projects.

b) Documentation of Student Achievement: Grades and feedback are securely stored on Canvas, providing a comprehensive record of student progress. Performance analytics help instructors monitor engagement and outcomes, ensuring timely support. Regular assessment reports evaluate the curriculum's effectiveness and guide continuous improvement, maintaining alignment with program objectives. This system supports FSU's commitment to high-quality education in applied computer science.

4. Course List and Program Requirements

Requirements for Major in Applied Computer Science. Grand Total Credits: 73-74

1. Core Courses (28 hours):

[COSC101](#) - The Discipline of Computer Science (3)
[COSC102](#) - Foundations of Computer Science (4)
[SCIA120](#) - Introduction to Cybersecurity and Information Assurance (3)
[COSC240](#) - Computer Science I (4)
[COSC241](#) - Computer Science II (4)
[COSC300](#) - Structured Systems Analysis and Design (3)
[COSC440](#) - Database Management Systems (3)
[COSC460](#) - Operating Systems Concepts (3)
[COSC489](#) - Capstone Course (1)

2. Required Advanced Courses (24 hours):

[DTSC201](#) - Introduction to Data Analysis & Visualization (3)
[ITEC312](#) - Human-Computer Interaction (3)
[ITEC315](#) - Full Stack Development (3)
[COSC325](#) - Software Engineering (3)
[COSC331](#) - Fundamentals of Computer Networks (3)
[COSC455](#) - Artificial Intelligence (3)
COSC456 – Applying Artificial Intelligence (3) (New Course)
[SCIA470](#) - Computer and Network Forensics I (3)

3. Other Required Courses:

Mathematics (9 – 10 hours):

Complete the following:

[MATH119](#) - College Algebra (3)
[MATH220](#) - Calculus for Applications I (3)

Or

MATH236 - Calculus I (4)

Complete at least 1 of the following:

[MATH109](#) - Elements of Applied Probability and Statistics (3)
[MATH280](#) - Introductory Applied Statistics and Data Analysis (3)
[MATH380](#) - Introduction to Probability and Statistics (3)

Other (6 hours):

Complete at least 1 of the following:

STCO 102 - Introduction to Strategic Communication Leadership (3)
STCO 112 - Honors: Introduction to Strategic Communication Leadership (3)
STCO 122 - Introduction to Public Communication (3)

Complete the following:

[ENGL338](#) - Technical Writing (3)

4. Electives (6 hours):

A minimum of 6 hours in at least two courses:

Any 300 or 400 level Computer science courses

and/or

[DTSC301](#) - Data Modeling, Wrangling, and Application (3)

[ITEC442](#) - Electronic Commerce (3)

[SCIA335](#) - Network Security (3)

[SCIA370](#) - Security Policy and Assessment (3)

[SCIA460](#) - Cloud Computing and Security (3)

[SCIA471](#) - Computer and Network Forensics II (3)

[SCIA472](#) - Hacking Exposed and Incident Response (3)

[ITEC462](#) - Emerging Issues and Technologies (3)

[ITEC480](#) - Project Management (3)

5. General Education Requirements

General education requirements are met through a broad curriculum that includes courses in humanities, social sciences, natural sciences, and mathematics. These are completed (typically through a community college) prior to transfer into the program at USMH.

6. Specialized Accreditation and Certification

The program will seek relevant specialized accreditation to ensure it meets academic and industry standards.

7. Contracting with Other Institutions

The department has several transfer agreements with other institutes with many articulations of courses to ensure maximum transferability of our lower level courses. Current MOUs can be found here: <https://www.frostburg.edu/admissions-and-cost/undergraduate/apply/transfer-students/transfer-agreements.php>

In addition, a new MOU has been created with Hagerstown Community College and is ready to be reviewed and signed by the administrators on campus.

8. Information for Students

The combination of FSU's Electronic Catalog, Canvas (LMS), PAWS (SIS), website, admissions and recruiting materials, and student information system assures Frostburg State University students will be equipped with all necessary information to assure their time to graduation.

9. Advertising, Recruiting, and Admissions

All promotional materials for the program will accurately represent the educational offerings and services available, ensuring prospective students have a clear understanding of the program's scope and benefits. FSU is committed to transparency and honesty in all recruitment and admissions communications.

The Department of Computer Science and Information Technologies at Frostburg State University maintains several articulation agreements with community colleges across the state and region. These agreements ensure seamless transfer for students into our programs and are publicly accessible at the following link: [Frostburg State University Transfer Agreements](#).

Of particular note:

- The agreement with Garrett College was recently updated in Spring 2024.
- The articulation agreement with Allegany College of Maryland is currently under review to ensure it remains current and reflects the most recent curriculum changes.
- A new agreement has been established with Hagerstown Community College, further strengthening our commitment to fostering pathways for community college students.
- We actively engage with ARTSYS, Maryland's Articulation System for Students, updating it with new information to ensure our transfer policies are transparent and aligned with current state policies and legal requirements. Additionally, we review coursework from other institutions regularly to ensure maximum transferability. To support this effort, we maintain an internal document that guides our department's efforts in maximizing credit transfer. This document is shared with the Admissions office to ensure clear communication with prospective transfer students.
- All agreements are, and will continue to be, made public on our University's website in accordance with MHEC guidelines.

Section I: Adequacy of Faculty Resources

1. Quality of Program Faculty

The faculty are distinguished by their academic qualifications, industry experience, and commitment to student success. Below is a summary list of the faculty members, including their appointment type, terminal degrees, academic titles, status, and the courses they are slated to teach within the program:

- **Dr. Michael B. Flinn**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** D.Sc., Information Systems and Communications, Robert Morris University
 - **Academic Title/Rank:** Professor and Chair
 - **Courses:** Network Implementation, Software Engineering, Full Stack Development

- **Dr. Xunyu Pan**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Computer Science, State University of New York at Albany
 - **Academic Title/Rank:** Professor
 - **Courses:** Fundamentals of Computer Networks, Secure Computing, Cloud Computing and Security
- **Dr. Liangliang Xiao**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Computer Science, University of Texas at Dallas
 - **Academic Title/Rank:** Associate Professor
 - **Courses:** COSC 101 The Discipline of Computer Science, COSC444, COSC102
- **Dr. Wenjuan Xu**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Information Technology, University of North Carolina at Charlotte
 - **Academic Title/Rank:** Professor
 - **Courses:** Forensics, Network Security, Ethical Hacking
- **Dr. Xinliang Zheng**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Computer Science and Engineering, University of South Carolina
 - **Academic Title/Rank:** Professor
 - **Courses:** Computer Networks, Programming
- **Dr. Zhijiang Chen**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** D.Sc., Information Technology, Towson University
 - **Academic Title/Rank:** Assistant Professor
 - **Courses:** Cybersecurity, AI/Machine Learning, Gaming
- **Dr. Chung-Chi Huang**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Information Systems and Applications, National Tsing Hua University
 - **Academic Title/Rank:** Associate Professor
 - **Courses:** Database Management Systems, Data Mining, Security in Computing
- **Dr. Nooh Bany Muhammad**

- **Appointment Type:** Full-time
- **Terminal Degree:** Ph.D., Computer Science, University of Southern Mississippi
- **Academic Title/Rank:** Assistant Professor
- **Courses:** Database Systems, Operating Systems, Information Systems

- **Dr. Ying Zheng**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** D.Sc., Information Technology, Towson University
 - **Academic Title/Rank:** Associate Professor
 - **Courses:** Digital Logic, IOT, Python, Java Programming

- **Dr. Yuechen Chen**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** Ph.D., Computer Engineering, The George Washington University
 - **Academic Title/Rank:** Assistant Professor
 - **Courses:** Computing, Machine Learning Algorithms

- **Rebecca Flinn**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** M.S., Computer Science, Frostburg State University
 - **Academic Title/Rank:** Lecturer
 - **Courses:** COSC 101, COSC 102, Web Development, Knowledge Base Systems

- **Steve Kennedy**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** M.S., Computer Science, Frostburg State University
 - **Academic Title/Rank:** Lecturer
 - **Courses:** Programming, Data Structures, Operating Systems

- **Mian Qian**
 - **Appointment Type:** Full-time
 - **Terminal Degree:** M.S., Computer Science, Towson University
 - **Academic Title/Rank:** Lecturer
 - **Courses:** Security policy, Project Management, Ethics, COSC102

2. Ongoing Pedagogy Training for Faculty

FSU is committed to continuous professional development and training for faculty, ensuring that they remain current with educational best practices and technological advancements. The following initiatives support faculty development:

- **Center for Teaching Excellence:** This center offers regular training sessions and workshops focusing on evidence-based teaching practices, pedagogy, and the effective use of technology in the classroom.
- **Instructional Design and Technology Office:** Provides specialized training in the use of Canvas, the university's Learning Management System, and other digital tools to enhance online and hybrid and blended learning environments.
- **Annual Regional Conference on Teaching and Learning:** Hosted by FSU, this conference brings together educators to discuss innovative teaching strategies, share research, and explore new educational technologies.
- **Professional Development Courses:** Regularly offered courses and workshops provide faculty with opportunities to learn about the latest trends in instructional methods, assessment techniques, and distance education best practices.

These resources ensure that FSU's faculty are well-equipped to deliver high-quality education and effectively support student learning outcomes.

Section J: Adequacy of Library Resources

Since FSU is part of the University of Maryland system, we have access to a comprehensive range of widely used resources for the program available over the Internet with FSU network credentials. The Lewis J. Ort Library has consistently provided robust support for various programs at FSU and will continue to support the new program adequately. The library's extensive digital and print collections, including two primary databases the library has to support our CSIT programs, 1) ACM Digital Library and 2) Computers & Applied Sciences Complete, are more than sufficient to meet the needs of this program.

Section K: Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

1. Physical Facilities, Infrastructure, and Instructional Equipment

The Department of Computer Science and Information Technologies (CSIT) has ensured that the physical facilities, infrastructure, and instructional equipment are adequate to support the initiation and ongoing delivery of the new program. The department has access to multiple classroom spaces on the main campus, which can be remotely accessed in situations that require specialized computing power. This flexibility is supported by the CSIT NAS (Network-Attached Storage), which can be extended to students enrolled at the University System of Maryland at Hagerstown (USMH) or accessed remotely from anywhere in the world. The main campus and USMH campus are networked with a multigigabit connection through the MDREN network, which will ensure timely exchange of images, data, and programs between the two locations, if necessary.

Under the direction of Dr. Jacob Ashby, several rooms on USMH campus have been identified for content delivery. These spaces are equipped with the necessary technology, including cameras and microphones (fixed or portable), to capture lectures, discussions, and labs, ensuring that instructional material is readily available to both in-person and remote students.

Additionally, discussions are underway regarding developing a new computer lab at USMH dedicated to this program. This lab may also serve as an esports arena, expected to attract prospective students and spark interest in the program. The potential for this dual-use space demonstrates a forward-thinking approach to engaging students in technology and gaming, further enhancing the program's appeal.

2. Support for Distance Education

FSU is committed to ensuring that both students and faculty engaged in distance education have access to essential technological resources. Specifically:

a) Institutional Electronic Mailing System: All students and faculty members have access to the institutional email system, which facilitates official communication, course-related discussions, and administrative processes.

b) Learning Management System (LMS): The university employs Canvas as its primary LMS, providing robust support for distance education.

c) Advanced Technological Infrastructure: To enhance remote delivery, FSU's facilities are equipped with camera and microphone arrays, enabling high-quality video and audio for live-streamed and recorded lectures, ensuring a seamless distance learning experience.

Section L. Adequacy of Financial Resources with Documentation

Table 1: Resources (Narrative)

All resource estimates are based on current rates without inflation.

1. Reallocated Funds

The program will be offered using current resources, with adjunct faculty teaching a total of 10 courses per year at a starting rate of \$2,200 per course in Year 1, with a 3% annual increase in adjunct costs. In Year 3, a full-time faculty member will be hired with a starting salary of \$93,000, reducing the adjunct course load to 4 courses per year. The full-time faculty salary is projected to increase to \$98,664 by Year 5.

2. Tuition and Fee Revenue

Tuition and fee revenue calculations are based on new students enrolling in the Applied Computer Science program at USMH. In Year 1, we anticipate enrolling three full-time (FT) students, with an additional eight new FT students in Year 2, and so on. These calculations reflect annual revenue from new students without compounding for retention. Part-time (PT) students are also projected, with two new PT students enrolling each year. It is assumed that each PT student will enroll in two courses per semester, totaling 12 credit hours annually.

3. Grants, Contracts, and Other External Sources

N/A

4. Other Sources

N/A

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	-	-	-	-	-
2. Tuition/Fee Revenue (c+g below)	29,058	89,982	156,246	237,516	324,736
a. Number of F/T Students In-state	3	7	14	21	31
a. Number of F/T Students Out-of-state	-	1	1	2	2
b. Annual Tuition/Fee Rate In-state	7,254	7,399	7,547	7,698	7,852
b. Annual Tuition/Fee Rate Out-of-state	22,848	23,305	23,771	24,246	24,731
c. Total F/T Revenue (a x b)	21,762	75,098	129,429	210,150	292,874
d. Number of P/T Students In-State	2	4	5	5	6
d. Number of P/T Students Out-of-State	-	-	1	1	1
e. Credit Hour Rate In-State	304	310	316	323	329
e. Credit Hour Rate Out-of-State	628	641	653	667	681
f. Annual Credit Hours	12	12	12	12	12

g. Total Part Time Revenue (d x e x f)	7,296	14,884	26,817	27,366	31,862
3. Grants, Contracts, & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
TOTAL (Add 1 – 4)	29,058	89,982	156,246	237,516	324,736

Table 2: Expenditures (Narrative)

1. New Faculty (# FTE, Salary, and Benefits)

No new FTTT faculty are anticipated until year three of the program. However, there will be the need for several adjunct professors in the program to support the efforts of the current faculty in the department who will be supplementing instruction remotely and in person on the USMH campus. Please see projections in Table 2, below.

2. New Administrative Staff (# FTE, Salary, and Benefits)

None are anticipated at this time.

3. New Support Staff (# FTE, Salary, and Benefits)

None are anticipated at this time.

4. Equipment

No new equipment must be purchased directly by the department or the University. However, USMH is planning to equip a computer lab at the USMH facility with USMH funds.

5. Library

None are anticipated at this time.

6. New and/or Renovated Space

None anticipated at this time.

7. Other Expenses

None anticipated at this time.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	23,960	24,679	145,886	150,262	154,770
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	22,200	22,866	111,842	115,197	118,653
c. Total Benefits	1,760	1,813	34,044	35,065	36,117
2. Total Administrative Staff Expenses (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Total Support Staff Expenses (b + c below)	-	-	-	-	-
a. # FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Library	-	-	-	-	-
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	-	-	-	-	-
TOTAL (Add 1 – 7)	23,960	24,679	145,886	150,262	154,770
	Year 1	Year 2	Year 3	Year 4	Year 5
Net revenue	5,098	65,303	10,361	87,253	169,966

ASSUMPTIONS:

4-5 Adjunct teaching a total of 10 courses a year (Adj I 2,200 per course in Year 1). Year 3 brings in a new FT Faculty member and reduces Adjunct courses to 4 a year. Adjunct course cost increases 3% annually. In-State/Out-of-State prorate provided by USMH. 2% increase annually on tuition.

Section M: Adequacy of Provisions for Evaluation of Program

1. Procedures for Evaluating Courses, Faculty, and Student Learning Outcomes:

Evaluation of Faculty: Student evaluations for each course are collected through FSU's learning management system, Canvas, using a standardized form. These evaluations include both quantitative scores and qualitative feedback, which are aggregated and provided to instructors to inform them about teaching effectiveness and areas for improvement.

Program Evaluation Cycle: In addition to course evaluations, FSU adheres to a regular program evaluation cycle mandated by the Maryland Higher Education

Commission (MHEC). This cycle ensures that the program's objectives, curriculum, and outcomes are systematically reviewed and assessed for continuous improvement and alignment with educational standards and industry needs.

Evaluation of Student Learning Outcomes: The assessment of student learning outcomes is managed through the Compliance Assist/Planning system, overseen by our department's assessment committee. This process uses direct measures like exams and projects, along with indirect measures such as surveys, ensuring alignment with the Institutional Effectiveness Cycle for continuous improvement.

1. 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.

FSU will evaluate the program's effectiveness through a structured review process managed by the Office of Assessment and Institutional Research (AIR). This includes a capstone course as a key component for assessing student learning outcomes. Additionally, programs will submit a Program Review Self-Study, External Review Report, and Certificate, which evaluate student retention, satisfaction, and cost-effectiveness. These evaluations guide continuous improvements to maintain program quality and relevance.

Section N: Consistency with the State's Minority Student Achievement Goals

Frostburg State University is dedicated to fostering an inclusive and diverse campus environment, particularly at the University System of Maryland at Hagerstown, where the program will be offered. The program aligns with FSU's Core Value Statement, emphasizing the development of cultural competence and respect for diverse experiences. To support minority students, the program has established specific strategies, including targeted outreach and recruitment efforts, particularly in the Hagerstown region, and collaboration with local high schools and community colleges serving diverse populations.

FSU, including the USMH campus, provides comprehensive support services such as academic advising, tutoring, and mentoring designed to address the unique needs of minority students. The University Council on Diversity, Equity, and Inclusion (UCDEI), led by the University President, plays a crucial role in enhancing diversity among faculty, staff, and students at USMH. The program also encourages involvement in culturally diverse student organizations and activities, promoting an inclusive community where all students can thrive. This approach supports the educational success of minority students and enriches the overall learning environment at USMH.

Section O: Relationship to Low Productivity Programs Identified by the Commission

The proposed program does not relate to any low productivity programs identified by the Maryland Higher Education Commission (MHEC). Therefore, there will be no redistribution of resources from existing programs. Additionally, FSU has an internal process for monitoring and addressing low productivity programs, ensuring that resources are optimally allocated. The new program will utilize existing resources at the University System of Maryland at Hagerstown (USMH) and FSU, providing adequate support without impacting other programs.

Section P: Adequacy of Distance Education Programs

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's MSCHE Statement of Accreditation Status. This program supports a face-to-face, blended, hybrid and online learning environment. FSU is an approved institutional member of the National Council of State Authorization Reciprocity Agreement (NC-SARA).

TOPIC: University of Maryland Eastern Shore Bachelor of Science (B.S.) in Electrical Engineering

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 3, 2025

SUMMARY: The University of Maryland Eastern Shore proposes establishing a Bachelor of Science in Electrical Engineering (BSEE) program. This program will prepare graduates for careers as electrical engineering professionals.

Electrical engineering is a broad field that influences numerous industries, including aerospace, telecommunications, artificial intelligence, and robotics. Electrical engineers design, develop, test, build, install, and maintain electrical equipment and systems. Common specialties within the field include power and energy systems, semiconductor and electronic component manufacturing, electromagnetic radio communications and networking, signal and image processing, and control engineering.

The program's curriculum includes core engineering courses, supporting science and math courses, major electives, and general education courses. It is designed to provide a strong foundation in traditional electrical engineering disciplines while also offering in-depth knowledge of electrical and electronics engineering principles, systems, and applications for real-world problem-solving. Our courses emphasize both experimental and analytical learning to develop a deep understanding of the field.

The 120-credit-hour curriculum will be divided among the following categories: 1) 39 credit hours in general education, 2) 51 credit hours of major core courses such as basic circuit theory, digital logic design, digital circuits and systems, analog and digital electronics, electromagnetic theory, signals and systems, computer organization, control theory, and senior design project, 3) 11 credit hours of electrical engineering electives, such as electronic circuit design lab, introduction to machine learning, artificial intelligence, digital signal processing, remote sensing and image processing, principles of wireless communications, robotics, and 4) 19 credit hours of supportive math and science courses.

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 and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal to offer the Bachelor of Science (B.S.) in Electrical Engineering.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

March 17, 2025

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

RE: Substantial Change Proposal (Bachelor of Science degree in Electrical Engineering)

Dear Chancellor Perman:

The University of Maryland Eastern Shore hereby submits a substantial change proposal to begin offering a Bachelor of Science degree in Electrical Engineering (BSEE) within the School of Business and Technology.

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. As such, UMES has developed a Bachelor of Science in Electrical Engineering (BSEE). This new program will be established in the Department of Engineering and will complement the university's current undergraduate programs in Engineering. The proposed BSEE program aims to offer prospective students the opportunity to pursue a Bachelor of Science degree in electrical engineering and take the inside track to a career that combines engineering and technology and study the properties of electric and magnetic phenomena to the benefit of society.

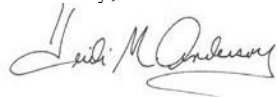
The proposed degree program will position UMES at the forefront of educational innovation in STEAM related academic programs. The proposed Electrical Engineering program will go beyond the current General Engineering (electrical specialization) program offered and will strengthen the workforce in the State of Maryland. It will also expand the pipeline of students entering the mainstream electrical engineering field. Electrical engineering remains in demand all over the world due to its versatile applications across various industries. The proposed BSEE program is expected to enable a stronger and multi-disciplinary research collaboration across the campus community, thus fueling research forward in many other disciplines beyond those created in applied science and engineering disciplines and creating a much broader impact on the Eastern Shore community as well as the State of Maryland.

The UMES campus is in Somerset County, Maryland. The BSEE will expand the educational opportunities for educationally disadvantaged students by developing a high-quality and innovative academic program that aligns with the educational needs of the region and the state of Maryland. The mission of the proposed program is to provide students and working professionals with advanced training in the discipline and to contribute to the economic development in the state of Maryland, especially in the Eastern Shore region where learning opportunities in advanced engineering disciplines are severely limited.

The attached proposal has undergone the established UMES curriculum approval process and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Heidi M. Anderson".

Heidi M. Anderson, Ph.D., FAPhA
President

Copy: Dr. Rondall Allen, Provost and Vice President for Academic Affairs
Dr. Derrek Dunn, Dean, School of Business and Technology
Dr. Yuanwei Jin, Department Chair, Department of Engineering

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<input checked="" type="checkbox"/>	New Instructional Program
<input type="checkbox"/>	Substantial Expansion/Major Modification
<input type="checkbox"/>	Cooperative Degree Program
<input checked="" type="checkbox"/>	Within Existing Resources, or
<input type="checkbox"/>	Requiring New Resources

University of Maryland Eastern Shore

Institution Submitting Proposal

Undergraduate Electrical Engineering

Title of Proposed Program

Bachelor of Science

Fall 2025

Award to be Offered

Projected Implementation Date

0909

14.1001

Proposed HEGIS Code

Proposed CIP Code

Department of Engineering

Leesa Thomas Banks

Department in which program will be located

Department Contact

410-651-7591

lpthomasbanks@umes.edu

Contact Phone Number

Contact E-Mail Address



March 17, 2025

Signature of President or Designee

Date

Proposal for New Undergraduate Degree Program

Bachelor of Science in Electrical Engineering (BSEE)

A. Centrality to Institutional Mission Statement 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 Department of Engineering and Aviation Sciences proposes to establish a Bachelor of Science degree in Electrical Engineering (BSEE) within the School of Business and Technology (SBT) at UMES. Electrical Engineering (EE) is a broad field that impacts many industries, including aerospace, telecommunications, artificial intelligence, and robotics. Electrical engineers design, develop, test, build, install, and maintain electrical equipment and systems. Some common specialties within electrical engineering include energy and power systems, semiconductor and electronic component manufacturing, research and development, signal processing, and control engineering. The proposed EE program aims to offer prospective students the educational opportunity to pursue a Bachelor of Science degree in electrical engineering and take the inside track to a career that combines engineering and technology to find ways to improve the quality of human life.

The curriculum of the program consists of core engineering courses, supportive science and math courses, and major electives, in addition to general education courses. This curriculum is designed to offer both a core understanding of traditional engineering disciplines, and an in-depth knowledge of the body. Our courses emphasize experimental and analytical coursework to gain a strong understanding of electrical and electronics engineering principles, systems, and applications for real-world problem solving.

The institutional mission of UMES, as an 1890 HBCU land-grant institution, is to promote distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. Central to this purpose is the guided interest in providing individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. The proposed program imbibes itself in this mission and it is guided by the opportunity to increase the graduation rate of the underrepresented minorities in the fields of electrical and electronics engineering.

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

The proposed BSEE program supports the institution's strategic goals. According to the UMES Strategic Plan 2023, (see the link <https://www.wcp.umes.edu/president/strategic-plan/>), we identified the following three goals under the 3 Priorities:

- Priority 1: Academic Excellence and Innovation: “Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels”
- Priority 2: Access, Affordability, and Achievement: “Goal 2.1: Increase Enrollment”.
- Priority 3: Workforce and Economic Development: “Goal 3.3 Diversify and strengthen Maryland’s knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology)”.

The proposed degree program will help the institution achieve its strategic goals listed above and position UMES to the forefront of educational innovation in STEAM related academic programs. The proposed Electrical Engineering program is to go beyond the current General Engineering (electrical specialization) program that we offer to students to diversify and strengthen the tech workforce for the State of Maryland and to expand the pipeline of underrepresented minority students entering the mainstream electrical and electronics engineering field characterized by industry. According to Bureau of Labor statistics, nationwide, overall employment of electrical and electronics engineers is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations. About 17,800 openings for electrical and electronics engineers are projected each year, on average, over the decade. Electrical engineers are in high demand and are essential to many industries, including transportation, healthcare, construction, robotics, aerospace, telecommunications, and artificial intelligence (AI), which are in short supply in the rural area of the Eastern Shore.

The proposed BSEE program is expected to enable a stronger and multi-disciplinary research collaboration across campus community, thus fueling research forward in many other different disciplines more than in applied science and engineering disciplines and creating a much broader impact on the entire campus as well as the Eastern Shore community.

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.)

With the commission of the Engineering and Aviation Science Complex, a \$103 million investment from the state, the proposed program will be supported by about two dozen state-of-the-art engineering laboratories such as Robotics and Automation Lab, Micro-Electro-Mechanical Systems (MEMS) Lab with a class ISO 5 clean room, and Microwave Anechoic Chamber Lab, and Basic Circuit and Instrumentation Lab, etc. Two new engineering faculty members in EE were recruited to join the Department in Fall 2024, alongside the existing four faculty members in EE to support this proposed BSEE program. They will jointly develop courses and labs, deliver instruction, and establish vibrant research agendas in the field of EE. The new faculty lines will be funded by the HBCU settlement fund that UMES receives for the first five years of program implementation. By leveraging the existing BACHELOR OF SCIENCE in General Engineering

program, we anticipate adequate resources for faculty lines and laboratories for instruction and research in the field of EE to ensure success of this degree program.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The University Administration is committed to adequately funding this program and it has made this program one of the priority areas of extending the footprint of the institution. With the HBCU Lawsuit Settlement fund, UMES and the School of Business and Technology, and Department of Engineering and Aviation Sciences are equipped with the needed resources and are committed to supporting the program in every way, including ongoing administrative support, financial support, and technical support of the program.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

This degree program was created by leveraging, in part, the existing faculty and staff in the Departments of Engineering and Aviation Sciences at UMES, as well as the state-of-the-art engineering laboratories in the Engineering and Aviation Science Complex on UMES' campus. Two additional new full-time tenure-track faculty members with terminal degrees in the field of electrical engineering or a closely related field have been recruited to develop and deliver courses and labs for the program. The university is fully committed to continuing the proposed BSEE program for a sufficient period of time to allow enrolled students to complete the program.

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

Electrical engineers study electric and magnetic phenomena and exploit their unique and malleable properties to the benefit of society. Electrical engineers design, build, test, analyze, and document a full spectrum of simple to extremely complex electric and electronic devices, machines, systems, and sub-systems. There are many different sub-disciplines under the umbrella of electrical engineering. Individual sub-disciplines will determine the possible career path of electrical engineers. An abbreviated list of electrical engineering sub-disciplines includes electronic circuit and system design, microelectronics and semiconductors, electric power systems, transmission, distribution and maintenance, control systems, telecommunication systems, signal and image processing, optics and photonics devices and systems, instrumentation, embedded

hardware/software systems, automotive electric systems, aerospace electronics, and remote sensing.

The need for the advancement and evolution of electrical and electronics technology demands academic programs such as the proposed BSEE program to educate and produce next generation researchers and engineers to handle challenges in the next generation technology evolution.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

UMES is located in Maryland's Somerset County, which is among the poorest counties in the state according to the U. S. Census Bureau. Lack of educational opportunities and choices for minority and educationally disadvantaged students calls for development of high-quality and innovative academic programming to align academic programs with the educational needs of the region and the state of Maryland.

UMES currently offers the Bachelor of Science in General Engineering degree program on the Eastern Shore of Maryland. Electrical specialization is one of the four specializations. In the past 17 years since inception of the engineering program, there have been more than 160 graduates. Most of these students joined the technical workforce in industry, such as Lockheed Martin, Northrup Grumman, ASML, John Deere, etc. Among those graduates, more than a dozen former graduates are working in the Wallops Island area for NASA and its contractors. About two dozen or more of them went on to pursue graduate degrees (master's and doctorate) in electrical engineering, mechanical engineering, or engineering science in other engineering schools, including Dartmouth College, Rensselaer Polytechnical Institute, University of Maryland, College Park, Old Dominion University, etc. The graduation and job placement data have demonstrated the success of the general engineering program at UMES.

However, the department has received feedback from graduates concerning their experiences while job seeking. Based on the feedback we received, we discovered that the nature of the General Engineering program, its name and the curriculum, may have hindered some from landing jobs in more technical areas as opposed to applicants who graduate with a mainstream degree such as Electrical Engineering. To be explicit, General Engineering (Electrical Specialization) is not the same as Electrical Engineering from the viewpoint of some of the employers. By establishing a BSEE degree program at UMES, we hope to remove the barrier for our graduates to entering the electrical and electronics engineering workforce. Furthermore, we have established a Master of Science in Electrical and Mechatronics Engineering (MSEME) degree at UMES. The proposed BSEE degree is expected to enable streamlined progression of our EE students to enroll in the MSEME program for graduate studies. We further anticipate the established BSEE program will

facilitate transfer students with associate degrees in electrical engineering from the community colleges in the State.

Electrical engineering provides the foundational technology for modern society—electronics for aircrafts and automobiles, electric vehicular technology, medical diagnostic and surgical systems, wireless technology for a connected world (and universe), and semiconductor chips for computing and artificial intelligence. The proposed electrical engineering program is expected to further enhance UMES's position as a top choice higher education institution for STEM education for minority and educationally disadvantaged students in the state and the surrounding regions with the goal of developing a pipeline of engineering and STEM workforce for 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 BSEE program will significantly strengthen and expand the capability of UMES, one of the four HBIs in the state, to provide high quality and unique educational experiences to students. In the state of Maryland, only Johns Hopkins University, University of Maryland, College Park, Morgan State University, and Capitol Technology University offer a Bachelor of Science in Electrical Engineering degree. However, all four institutions are located outside of the Eastern Shore region. The proposed BSEE program at UMES will increase the number of minorities with BSEE degrees in the fields of electrical and electronics engineering. It will also strengthen and expand the research capacity of UMES to provide high quality and unique educational programs.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The proposed BSEE degree program is well aligned with the 2021-2025 Maryland State Plan for Postsecondary Education in all three areas: Access, Success, and Innovation.

Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

The BSEE degree program is intended to prepare highly trained scientists and engineers at the undergraduate level in electronic circuit and system design, microelectronics and semiconductors, electric power systems, transmission, distribution, and maintenance, control systems, telecommunication systems, signal and image processing, optics and photonics devices and systems, instrumentation, embedded hardware/software systems, automotive electric systems, aerospace electronics, and remote sensing. The proposed BSEE degree program will provide equitable access and quality education to all Maryland residents, including those with disadvantaged backgrounds, to develop a strong electrical engineering workforce for the state.

Success – Promote and implement practices and policies that will ensure student success.

The practices and policies concerning the proposed BSEE degree program align with all the existing policies at the University, which will ensure student success. By providing a carefully developed curriculum, sufficient engineering laboratory facilities, equipment, and adequate faculty members for advising and teaching, the proposed degree program will help ensure student graduation and successful job placement.

Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

Specifically, the proposed BSEE degree program aligns with the goal of “Innovation” of the State Plan, which aims to “foster innovation in all aspects of Maryland higher education to improve access and student success”. The proposed program will help achieve the goal of “Economic Growth and Vitality”, which is centered on supporting a knowledge-based economy through increased education and training and is to ensure that Historically Black Institutions are “competitive, both in terms of program and infrastructure”, with Maryland’s other state institutions. Ultimately, the proposed degree program will prepare highly qualified scientists and engineers to contribute to the economic growth and vitality of Maryland by providing them new knowledge and skillsets in emerging technologies so they can maintain the skills they need to succeed in the workforce.

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.

A BSEE degree opens a plethora of opportunities across a broad spectrum of industries. Electrical engineers are sought after in diverse sectors such as energy, telecommunications, manufacturing, defense, aerospace, automotive, and many more. This diversity of industries allows electrical engineers to apply their skills in various contexts, from designing smart grids for power distribution, to developing systems for autonomous vehicles, to crafting intricate circuit designs for advanced communication systems. Engineers often must solve complex problems, so an electrical engineer must be adept at creating, evaluating, and implementing solutions. Innovation in this area of engineering will no doubt continue in accordance with the development of technology. The proposed BSEE program will produce graduates in all technical fields, including as entry level engineers or engineering managers.

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 2023 median pay for electrical engineers is \$109,010 per year, and the median annual wage for electronics engineers, except computer was \$119,200 in May 2023. Data by BLS (<https://www.bls.gov/ooh/architecture-and-engineering/electrical-and-electronics->

engineers.htm) shows that overall employment of electrical and electronics engineers is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations. About 17,800 openings for electrical and electronics engineers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

A recent study on the job market for electrical engineers in the US (<https://www.careerexplorer.com/careers/electrical-engineer/job-market/>) shows that Maryland employed 4550 electrical engineers in the industry, ranked 13th in the nation. This shows that Maryland has the potential to further increase the number of employment opportunities in electrical and electronics engineering field. The BLS predicts that most opportunities for electrical and electronics engineers will be with engineering service firms, as companies seek to reduce costs by contracting. Electrical engineers familiar with developing technologies in the areas of solar arrays, semiconductors, and communications will be best positioned to find jobs.

Moreover, according to Occupational Information Network, i.e., O-Net Online, (<https://www.onetonline.org/link/summary/17-2071.00>), job titles suitable for graduates of the electrical engineering program vary, such as Circuits Engineer, Design Engineer, Electrical Controls Engineer, Electrical Design Engineer, Electrical Engineer, Electrical Project Engineer, Engineer, Instrumentation and Electrical Reliability Engineer (I&E Reliability Engineer), Project Engineer, Test Engineer. Their focuses are on research, design, development, testing, or supervision of the manufacturing and installation of electrical equipment, components, or systems for commercial, industrial, military, or scientific use. Among those position titles, Industries with the highest concentration of employment in Electrical Engineers are listed in the table below: (<https://www.bls.gov/oes/current/oes172071.htm>)

Industry	Employment	Annual Mean Wage
Electric Power Generation, Transmission and Distribution	17,870	\$115,480
Electrical Equipment Manufacturing	4,810	\$96,850
Audio and Video Equipment Manufacturing	610	\$122,340
Communications Equipment Manufacturing	2,370	\$126,850
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	10,890	\$123,780

Finally, the [Maryland Occupational Projections - Workforce Information and Performance](#) has updated the projections of engineering jobs during the ten-year period of 2022-2032. It is anticipated that there will be an 8.43% increase of occupation in Architecture and Engineering in the state of Maryland. The proposed BSEE program will help meet the demand of the engineering workforce.

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 employment data from the Bureau of Labor Statistics (BLS) is typically used to determine market demand. Data by BLS (<https://www.bls.gov/ooh/architecture-and-engineering/electrical-and-electronics-engineers.htm>) shows that overall employment of electrical and electronics engineers is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations. And about 17,800 openings for electrical and electronics engineers are projected each year, on average, over the decade. These openings are to be filled by those with educational and training background in the field of electrical engineering.

The career outlook for electrical engineers is strong. Industry data shows (<https://www.recruiter.com/careers/electrical-engineers/outlook/>) vacancies for this career have increased by 24.89 percent nationwide in that time, with an average growth of 1.56 percent per year. Demand for Electrical Engineers is expected to go up, with an expected 16,880 new jobs filled by 2029. This represents an annual increase of 1.01 percent over the next few years.

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

Similar electrical engineering Bachelor of Science programs that are offered by HBCUs in the region include: The University of District of Columbia, Morgan State University, and Howard University. In the State of Maryland, four institutions offer BSEE degrees, including The Johns Hopkins University, Morgan State University, University of Maryland, College Park and The Capitol Technology University. Based upon data available to the public, the number of degrees awarded in BSEE in the four Maryland institutions and other HBCUs in the region is summarized below:

Institutions	# of EE BS Degree Awarded (recent)
Morgan State University	46 (Spring 2023)
Johns Hopkins University	21 (2022-2023)
University of Maryland	100 (2022-2023)
Capitol Technology University	N/A
University of District of Columbia	11 (2022-2023)
Howard University	14 (2022-2023)

The data shows that the number of awarded Bachelor of Science degrees in electrical engineering from HBCU is still low. UMES is in a good position to address the shortage of

HBCU graduates of a BSEE program. The four institutions in the state are more than 130 miles away from the UMES campus, which is on the Eastern Shore of Maryland. UMES is thus uniquely positioned to address this need within the State of Maryland. It is our belief that the market demand is sufficiently high, the geographic draw of students is sufficiently distinct and the proposed BSEE program to be offered on the Eastern Shore of the state, along with other similar programs in the state (e.g., JHU's BSEE, UMD's BSEE, and Morgan State University's BSEE) will provide valuable contributions to the Maryland workforce.

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.**

The proposed program is unique and building upon the existing faculty expertise in the general engineering program at UMES. There is no other electrical engineering degree program on the Eastern Shore of Maryland. Although other institutions in Maryland, such as University of Maryland, College Park, Morgan State University, Capitol Technology University, and the Johns Hopkins University offer a BSEE degree program, these institutions are located about 130 miles away from the Eastern Shore. UMES serves a different geographical area compared with other parts or regions of the state. Moreover, the proposed program offers a unique curriculum with a focus in electronics, circuit design, artificial intelligence in which technical talents and workforce is seriously lacking, especially on the rural eastern shore of the state. The proposed UMES BSEE program supplements other BSEE programs offered in the state.

- 2. Provide justification for the proposed program**

Electrical engineers are in high demand and are essential to many industries, including transportation, healthcare, construction, robotics, aerospace, telecommunications, and artificial intelligence (AI). They design, develop, build, test, and maintain electrical systems and equipment, such as electric motors, radar and navigation systems, communications systems, and power generation equipment. They also design electrical systems for automobiles and aircraft.

Most recently, the global competition for chips manufacturing makes is a pressing issue for demand of electrical engineers. Developing new ways of making microchips is one of the jobs that electrical engineers perform. The CHIPS and Science Act, that was recently approved in 2022, is aimed at kick-starting chip manufacturing in the United States with an investment of \$50 billion. Exciting as this is for the US economy, the potential problem is evident: there is a severe shortage of qualified workforce needed to run the chip manufacturing plants and design the chips they will make.

Engineering schools in the United States are now racing to produce that talent. There were around 20,000 job openings in the semiconductor industry at the end of 2022, according to the recent article of IEEE Spectrum (<https://spectrum.ieee.org/chips-act-workforce-development>), which states that “Even if there’s limited growth in this field, you’d need a minimum of 50,000 more hires in the next five years. We need to ramp up our efforts quickly.”

UMES, as a part of the national research community, will collaborate with other HBCUs in the race to produce a qualified technical workforce. The proposed BSEE program goes beyond the existing General Engineering (Electrical Specialization) that enables our graduates to enter the mainstream Electrical Engineers workforce by removing the barrier that may be caused by the limitations of the General Engineering with Electrical Specialization. The BSEE program we propose will enable electrical engineering students to obtain both foundational and practical knowledge in various aspects of electrical and electronic system design and testing. As we can imagine, BSEE graduates of UMES, will play a pivotal role in bridging the diversity gap within the engineering landscape while fostering a generation of talented, diverse and innovative engineers poised to shape the future of industries in the region, the state of Maryland, and worldwide.

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.

Engineering programs with various sub-disciplines have always been in high demand on the employment spectrum. Only three HBCUs (Morgan State, Howard University, and University of District of Columbia) in the region offer electrical engineering programs at the baccalaureate level. And UMES is more than 160 miles away from these institutions. The proposed BSEE program at UMES, if established, will position UMES as a center for electrical and electronics technology education and research in the rural area of Eastern Shore. The program will enable UMES to produce a high caliber workforce in electrical engineering to support the aviation and aerospace industry, as well as the field of artificial intelligence, and chip manufacturing and design.

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.

UMES has envisioned a strong presence in education and innovation in the STEAM field, and engineering is one of the focus areas. The proposed BSEE program at UMES, if established, will strengthen the position of UMES as a center for engineering education and research in the rural area of the Eastern Shore, and thus reaffirming the mission of UMES as an 1890 land-grant institution. The program will enable UMES to produce a high caliber workforce in electrical and electronics engineering to support the high demand tech workforce in the region and the state.

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.

Curriculum Design: The proposed program was established through a rigorous review of unmet needs by the institution. It started from the faculty in the engineering program, with approval from the Departmental Curriculum Committee, School Curriculum Committee, Graduate Faculty Council, Senate Curriculum Committee, etc. The curriculum was developed by the faculty in the Department of Engineering and Aviation Sciences.

Faculty Oversight: The courses of the curriculum in the proposed BSEE Bachelor of Science degree program will be taught by faculty in the Department of Engineering and Aviation Sciences, with Two (2) new full-time tenure-track faculty members with Ph.D. degrees in the electrical engineering fields. The two new faculty will develop courses and labs and deliver teaching and research in the electrical engineering field. In addition, the existing faculty in the department will also help with the BSEE because a significant number of courses in the core and elective of the BSEE curriculum are cross-listed in the courses in the existing General Engineering Program curriculum. This arrangement ensures the new BSEE program is fully supported in terms of faculty resources. Please view the detailed list of faculty backgrounds in EE in the current engineering program discussed later in this proposal.

Program Modality: The program will be offered at the main campus of UMES.

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

To ensure the curriculum of the BSEE program reflects the rigor and highest standards appropriate to the electrical engineering field, we will seek and maintain accreditation from the Engineering Accreditation Commission (EAC) of ABET, <https://www.abet.org>, under the commission's General Criteria and the Program Criteria for Electrical Engineering for this BSEE program.

The educational objectives of the curriculum of the proposed BSEE program are to enable graduates of the program to develop ability of:

- Contributing to solutions of engineering problems by applying their technical knowledge, their experience with modern industry tools, and their understanding of the impact that engineering can have on global, societal, and environmental issues.
- Assuming project/product management and team leadership roles in their organizations.
- Demonstrating growth in careers related to electrical engineering and becoming productive engineers and/or pursuing graduate studies
- Contributing to society through involvement in professional and/or service activities.

The learning outcomes of the program align with the learning outcomes of the ABET (1)-(7) specified by the Engineering Accreditation Commission (EAC).

- [1]. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- [2]. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economics factors.
- [3]. An ability to communicate effectively with a range of audiences.
- [4]. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- [5]. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- [6]. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- [7]. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Students will learn analytical and experimental methods that are broadly applicable in the field of engineering. They will also be given specific instruction and hands-on laboratory experimental leaning experiences on how to apply these methods to a large range of problems in biomedical engineering.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**

Assessment Methods based on established departmental standards will include the following:

- Assessing written and oral student presentations, written assignments and research projects.
- Evaluating student performance in exams, quizzes and assignments in required major courses.
- Assessing comprehensive senior design project report in the two tracks of the program.

- b) **document student achievement of learning outcomes in the program**

The department will document student achievement of the learning outcomes in the program in the same fashion as its current accredited engineering undergraduate program periodically. Assessment of learning outcomes will be conducted every six years per ABET accreditation requirements.

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

The Electrical Engineering Bachelor of Science program consists of **120** total credit hours. The number of credits is determined based upon the MHEC requirement for a BACHELOR OF SCIENCE degree and a survey of credit requirement for similar electrical engineering programs in the region. The curricula include 28 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and institution specific courses. An additional 11 credits in mathematics and physical sciences are required under the General Education program, which are included as a part of the requirements for the Electrical Engineering major. This makes the total credits for General Education to be 39 credit hours. The Electrical Engineering curriculum also requires 19 credits of supportive math and physics courses. Students take 51 credit hours of core electrical engineering courses. Students choose 11 credit hours of elective courses. The program is on a semester basis. The total number of credits and their distribution is given as follows:

	<u>Category</u>	<u>Distribution</u>
I.	General Education Courses	39 credit hours
II.	Supportive Math & Science Courses	19 credit hours
III.	Electrical Core Courses	51 credit hours
IV.	Elective Courses	11 credit hours

Electrical Engineering Core Requirement		51 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENGE 150	Freshmen Engineering Design	3 hrs
ENGE 170	Programming Concepts for Engineers	3 hrs
ENGE 240	Basic Circuit Theory	3 hrs
ENGE 241	Analog Circuit Lab	1 hrs
ENGE 250	Digital Logic Design	3 hrs
ENGE 251	Digital Logic Design Lab	1 hrs
ENEE 222*	Elements of Discrete Signal Analysis	3 hrs
ENEE 354*	Digital Circuits and Systems Design	3 hrs

ENGE 320	Statistics and Probability for Engineers	3 hrs
ENGE 340	Analog and Digital Electronics	3 hrs
ENGE 341	Analog and Digital Electronics Lab	1 hrs
ENGE 370	Computational Methods in Engineering	3 hrs
ENEE 330	Signals and Systems	3 hrs
ENEE 348	Electromagnetic Theory	3 hrs
ENGE 382	Control Systems	3 hrs
ENGE 383	Control Lab	1 hrs
ENEE 301*	Introduction to Device Physics	3 hrs
ENGE 350	Computer Organization	3 hrs
ENGE 475	Engineering Seminar	1 hrs
ENGE 476	Senior Design Project I	2 hrs
ENGE 477	Senior Design Project II	2 hrs

<u>Electrical Engineering Elective</u>		11 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENEE 450*	Electronic Circuit Design Lab	2 hrs
ENEE 385	Power Electronics	3 hrs
ENEE 448*	Electromagnetic Wave Propagation	3 hrs
ENEE 387	Simulation and Virtual Reality	3 hrs
ENEE 422	Introduction to Machine Learning	3 hrs
ENEE 444	Communication Design Lab	2 hrs
ENEE 452	Artificial Intelligence	3 hrs
ENEE 372	Computer Networks	3 hrs
ENEE 304*	Introduction to Micro and Nanoelectronics	3 hrs
ENGE 458	VLSI	3 hrs
ENEE 460	Digital Signal Processing	3 hrs
ENEE 465	Remote Sensing and Image Processing	3 hrs
ENEE 464	Embedded System Design Lab	2 hrs
ENEE 468	Robotics	3 hrs

ENEE 469	Robotics & Automation Design Lab	2 hrs
ENEE 472	Selected Topics in Engineering	3 hrs
ENEE 490*	Principle of Wireless Communications	3 hrs
ENCE 454	Computer System Architecture	3 hrs
ENCE 352	Microprocessors and Microcomputers	3 hrs
ENCE 465	Microprocessor Design Lab	2 hrs

Supportive Science & Math Requirement		19 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
MATH 211	Calculus II	4 hrs
MATH 212	Calculus III	4 hrs
MATH 241	Differential Equation for Engineers	3 hrs
PHYS 262	General Physics II	3 hrs
PHYS 264	General Physics II Lab	1 hrs
PHYS 263	General Physics III	3 hrs
PHYS 265	General Physics III Lab	1 hrs

Note: ENEE 222, ENEE 301, and ENEE 354 are new courses introduced to the major core of the BSEE curriculum, and ENEE 304, ENEE 448, ENEE 458 and ENEE 490 are new courses introduced to the electives of the BSEE curriculum. The rest of the course are in the existing Bachelor of Science general engineering curriculum. This arrangement enables the existing engineering faculty to contribute to course offering to the proposed BSEE program.

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

Students in the electrical engineering program will take a total of 39 credits of General Education courses. This includes 28 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and institution-specific courses, including First-Year Experience, Computer Literacy, and JEDI (Justice, Equity, Diversity, Inclusion). An additional 7 credits in biological and physical sciences and 4 credits in mathematics (Calculus I) are also required for the program. The total number of General Education credits (39) and the composition of the General Education courses meet the requirements of the university General Education program and the engineering program curriculum.

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

As with the current undergraduate General Engineering degree program at UMES, we will seek to have the proposed Electrical Engineering program accredited by the Accreditation Board of Engineering and Technology (ABET). The criteria for accrediting an Electrical Engineering program are stipulated in two areas [[Link to ABET Criteria](#)]:

- A. **I. General Criteria for Baccalaureate Level Programs, Criteria 5 Curriculum, and**
- B. **III. Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs**

Under ABET's **Criteria 5 Curriculum**, "The curriculum must include experience in:

one year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical, and physical sciences.

One and one-half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study. Engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics, and engineering sciences are applied to convert resources optimally to meet these stated needs.

Under ABET's **Program Criteria for Electrical Engineering**, "The curriculum must include:

probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.

The curriculum for programs containing the modifier "electrical," "electronic(s)," "communication(s)," or "telecommunication(s)" in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.

Here we provide an analysis of the proposed credits in each of the categories for the curriculum.

Category		Distribution	Explanation
I.	General Education	39 credit hours	This section includes credits of basic science and math courses, in particular, Chemistry (or Biology), Physics 1/Lab, and Calculus 1.
II.	Supportive Math and Sciences	19 credit hours	This section includes 19 credits in Math and Physics that go beyond those in the Gen Ed section. Per ABET accreditation, 30 credits of science and math are required.
III.	Engineering Core Courses	51 credit hours	This section includes core and major elective courses in the electrical engineering program. Per ABET accreditation, 45 credits for engineering courses are required.
IV.	Elective Courses	11 credit hours	
TOTAL		120	

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

No other institution or non-collegiate organization is required to offer this degree program.

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.

The entire curriculum and course specific information of the proposed degree program will be posted on the Department of Engineering and Aviation Science website: www.umes.edu/engavi. Information pertaining to the availability of academic/student support services, financial aid resources and tuition payment policies can be found on the webpages of the UMES Office of Admissions and the Office of Financial Aid.

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 program will be advertised alongside other academic undergraduate programs within the School of Business and Technology of UMES. Proper venues include Public Radio WESM 91.3, and social media such as UMES Facebook page, the University Key, as well as UMES alumni association, and other professional societies. The Department has a tradition of strong outreach program. For example, the Department has hosted in the past three years the “National Engineer’s Week” (in the month of February each year) celebration for high schools from the local counties, such as Wicomico County, Somerset County, etc. Faculty from different disciplines in engineering developed hands-on activities to enable high schools to have firsthand exposure to different engineering disciplines. We will continue this engagement as an effort of advertising, recruiting and promoting engineering education.

H. Adequacy of Articulation

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

This is a new program to be established at UMES home campus. UMES has existing articulation agreements with community colleges in the state, such as Wor-Wic Community College, and high schools. We will leverage the existing partnerships to develop, when appropriate, new articulation agreements with high schools in the local counties and community colleges for the proposed BME 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 faculty member will teach in the proposed program.

Two (2) new faculty lines in EE have been allocated to support the proposed BSEE degree program by the HBCU settlement fund. Furthermore, the existing faculty in the engineering program will also be able to provide needed expertise to support partially the teaching of courses when necessary. In addition, there are four (4) full-time engineering faculty qualified to teach the EE courses cross-listed in the proposed BSEE curriculum and the existing general engineering curriculum.

Existing four (4) faculty and the two (2) new faculty, all in EE are listed below:

Dr. Yuanwei Jin, Professor and Chair. He received Ph.D. degree in Electrical Engineering from the University of California at Davis. He was with Carnegie Mellon University before joining UMES. His research interests are in the general area of signal processing and sensor array processing, with applications in medical imaging, communications, radar/sonar, and networks.

Dr. Ibibia K. Dabipi, Professor. He received his Ph.D. and M.S. in Electrical Engineering from Louisiana State University. His experiences include working at Bell Communications Research and AT&T Bell Labs as a member of technical staff with primary research focus in communications and networks.

Dr. Alvernon Walker, Associate Professor. He received his Ph.D. in Electrical Engineering from North Carolina State University. His primary research area is electronics, digital system design and mixed-signal system design.

Dr. Lei Zhang, Associate Professor. He received his Ph.D. in Electrical Engineering from the University of Nevada, Las Vegas. His primary research area is in computer networks, microprocessor and microcomputers, and embedded system design.

Dr. Liang Zhang, Assistant Professor (joined UMES in Fall 2024). He received his Ph.D. degree in Electrical Engineering from New Jersey Institute of Technology. His primary research interests include machine learning, mobile edge computing and airborne networks, wireless communications and UAV communications, wireless virtual reality, caching, and energy optimization.

Dr. Zeenat Afroze, Assistant Professor (joined UMES in Fall 2024). She received her Ph.D. degree in Electrical Engineering from the University of South Carolina. Her primary research interests include next generation wireless communications, signal processing, and channel modeling.

To further demonstrate the qualification and the role of the faculty in delivering the instructions of the BSEE program, we list the individual faculty members and the major courses (code with EECE) that align with their expertise:

EE/CE Major or Elective Courses	Dabipi	Walker	Lei Zhang	Liang Zhang	Afroze	Jin
ENEE 330	X			X	X	X
ENEE 348				X	X	X
ENEE 222	X			X	X	X
ENEE 354		X		X	X	
ENEE 301		X			X	
ENEE 462				X	X	X
ENEE 443	X			X		
ENEE 450		X			X	
ENEE 385		X			X	
ENEE 448					X	X
ENEE 387			X	X	X	

ENEE 422				X		X
ENEE 444	X			X	X	
ENEE 452			X	X		
ENEE 372			X	X		
ENEE 350		X	X			
ENEE 458		X	X			
ENEE 460				X	X	X
ENEE 465					X	X
ENEE 464					X	X
ENEE 468			X	X	X	X
ENEE 469			X	X	X	
ENEE 490	X			X	X	
ENEE 454		X	X			
ENEE 465		X	X			
ENEE 352		X	X		X	

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**
- b) The learning management system**

(a) and (b): Faculty support for the development and instruction of courses is provided by the Center for Teaching Excellence at UMES. The department also supports faculty professional development for attending conferences such as IEEE (Institute of Electrical and Electronics Engineering), ASEE (American Society of Engineering Education) for pedagogy training in engineering education, as well as ABET Symposium for continuous improvement.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. Canvas represents an important development in improving the student experience at UMES, providing valuable new tools for our faculty and supporting students in an impressive digital environment. For faculty, the Center for Instructional Technology & Online Learning (CITOL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the

use of the Canvas Learning Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser.

c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

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 University assures that institutional library resources meet the new program needs. For the proposed degree program, typically library resources include textbooks, reference books and technical papers. Although UMES does not have the IEEE Xplore Digital Library, the technical papers could be accessed through the Inter-Library Loan (ILL) services.

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.**

The UMES department of Engineering and Aviation Sciences is housed in the Engineering and Aviation Science Complex, a 166,000 square feet facility that houses more than 20 engineering laboratories. They include Robotics Lab, Fluid/Thermal lab, Materials lab, Aerospace lab, Electronics Lab, Circuits Lab, Micro-Electro-Mechanical Systems (MEMS) Lab with a Clean Room (ISO Class 5, 6 and 7), Control System Lab, and Embedded System Lab, Communications Lab, Microwave Chamber, CAD/VLSI Lab, High Bay Area, and Multiple Computer Labs, etc. These labs can support majority of the activities in the new courses and research activities. A complete list of engineering labs with brief descriptions is shown by the link:

<https://wwwcp.umes.edu/engineering/engineering-laboratories/>

All engineering faculty and staff have individual offices that will facilitate student advising, office hours, etc. Sufficient classrooms are available also in the same building, which make it very convenient for students to take classes and conduct laboratory experiments.

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

(a) and (b): Faculty support for the development and instruction is provided by the Information Technology Department and the Academic Computing Unit professionals. Consultation is available for issues such as instructional design, software development, and educational research. These technologies and opportunities ensure students enrolled in and faculty teaching have adequate access to learning resources.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. For faculty, the Center for Instructional Technology & Online Learning (CITOL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the use of the Canvas Learning Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser.

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 ¹	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue ² (c+g below)	\$139,068.00	\$275,400.00	\$411,730.00	\$548,064.00	\$694,396.00
a. # FT Students	15	30	45	60	75
b. # Annual Tuition/Fee Rate	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00
c. Annual / Full Time Revenue (a x b)	\$130,860.00	\$261,720.00	\$392,580.00	\$523,440.00	\$654,300.00
d. # PT Students	3	5	7	9	11
e. Credit Hour Rate	\$228.00	\$228.00	\$228.00	\$228.00	\$228.00
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$8,208.00	\$13,680.00	\$19,150.00	\$24,624.00	\$30,096.00
3. Grants, Contracts & Other External Sources ³	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 - 4)	\$139,068.00	\$275,400.00	\$411,730.00	\$548,064.00	\$694,396.00

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.

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	50,000	0	0	0	0
TOTAL (Add 1 - 7)	50,000	0	0	0	0

Narrative Rationale for Table 1: Resources

1. Reallocated Funds
No funds will be reallocated from existing programs.
2. Tuition and Fee Revenue
We assume that tuition and fees will remain unchanged for the next five years. The annual in-state tuition rate is \$8724 for full time students. For part-time students, the credit hour rate is \$228/credit. The two values were used in calculating the revenue for full-time students and 6 credits per semester (i.e., 12 credit per year) for part-time students.
3. Grants and Contracts
No additional sources of funding are expected currently.
4. Other Sources
No additional sources of funding are expected currently.
5. Total Year: 5-year estimate is provided.

Narrative Rationale for Table 2: Expenditures

1. Faculty (# FTE, Salary and Benefits)
No additional faculty lines are requested. Two (2) new full-time tenure-track faculty members in EE joined UMES in Fall 2024. Four (4) existing faculty in EE will jointly support the proposed Bachelor of Science in Electrical Engineering Program.
2. Support Staff (# FTE, Salary and Benefits)
There will be no need for additional administrative staff. The existing department and school administrative staff will be sufficient to run the program.
3. Equipment
Not requested.
4. Library
Minimal funds are needed to purchase additional engineering textbooks.
5. New and/or Renovated Space
Not needed
6. Other Expenses

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.**
- 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.**

1 and 2:

UMES has a comprehensive course and program evaluation process. Each course syllabus has a set of written student learning outcomes. The course learning outcomes are assessed through embedded questions on tests, assignments and portfolios that address specific course outcomes. Data is collected and analyzed, and results are used to improve course curriculum and pedagogy.

Once the program is launched, its courses will enter the course evaluation system. Teaching evaluations ask students to reflect on the course structure, the course content, and the instructor's performance. Summary data will be reviewed by faculty members, the program chair, and the school administration to determine whether revision or improvement actions are necessary.

In addition, every faculty is evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research record and productivity, school-wide and department service. To receive a meritorious evaluation, a faculty member must demonstrate effective teaching, active scholarly activities and publication, and service. There is also a provision for administration to develop an improvement plan for faculty members who have not done well in teaching. Tenured faculty will undergo a five-year post-tenure review.

Periodic academic program review takes place in a cycle of every five years. Data regarding program enrollment, retention and graduation rates are collected by the Institutional, Advancement, Marketing, and Research Division in conjunction with the program coordinator. The data are analyzed against program outcomes and results are used to improve the program.

Program accreditation comprehensive review takes place every six years per ABET criteria. The assessment, evaluation, and continuous improvement are integral parts of faculty teaching and performance evaluation.

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.**

UMES mission is compatible with the State of Maryland's minority achievement goals. UMES is an 1890 land-grant HBCU. Our programs attract a diverse set of students with most of the student

population being African American and those who are multiethnic and multicultural. The University actively recruits minority populations for all undergraduate and graduate level degrees. Special attention is also provided to recruit females into the STEM and multidisciplinary programs at all degree levels – undergraduate, Master’s, and doctoral. The same attention will be given to the proposed Bachelor of Science degree program in electrical engineering.

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 program has no relationship to low productivity programs.

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

Not applicable. The proposed program is not a distance education program.

TOPIC: University of Maryland Eastern Shore Bachelor of Science (B.S.) in Mechanical Engineering

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 3, 2025

SUMMARY: The University of Maryland Eastern Shore proposes establishing a Bachelor of Science in Mechanical Engineering (BSME) program. This program will prepare graduates for careers as mechanical engineering professionals. Mechanical engineers play key roles in a wide range of industries, including automotive, aerospace, biotechnology, computers, electronics, microelectromechanical systems, energy conversion, robotics and automation, and manufacturing.

The broad scope of mechanical engineering allows students to explore diverse career opportunities beyond these industries. The proposed BSME program aims to provide prospective students with the opportunity to earn a Bachelor of Science in Mechanical Engineering, offering a pathway to a career that integrates engineering and technology to enhance the quality of human life.

The program's curriculum includes core engineering courses, supporting science and math courses, major electives, and general education courses. Our courses emphasize both experimental and analytical learning to develop a deep understanding of mechanical engineering technology and complex robotic systems.

The curriculum of 120 credit hours will be divided among the following categories: 1) 39 credit hours in general education, 2) 54 credit hours of major core courses such as statics, dynamics, fluid mechanics, thermodynamics, heat transfer, properties of materials, control, instrumentation, and senior design project, 3) 8 credit hours of mechanical engineering electives, such as finite element analysis, mechatronics, vibrations, robotics, micro electro-mechanical systems, digital control systems, and 4) 19 credit hours of supportive math and science courses.

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 and Safety Committee recommend that the Board of Regents approve the University of Maryland Eastern Shore proposal to offer the Bachelor of Science (B.S.) in Mechanical Engineering.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn 301-445-1992

awrynn@usmd.edu



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

March 17, 2025

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

RE: Substantial Change Proposal (Bachelor of Science degree in Mechanical Engineering)

Dear Chancellor Perman:

The University of Maryland Eastern Shore hereby submits a substantial change proposal to begin offering a Bachelor of Science degree in Mechanical Engineering (BSME) within the School of Business and Technology.

Consistent with its mission, UMES seeks to expand its capacity to offer unique and/or critical certificate and degree programs. As such, UMES has developed a Bachelor of Science in Mechanical Engineering (BSME). This new program will be established in the Department of Engineering and will complement the university's undergraduate programs in Engineering by combining engineering physics, mathematics, and materials science to design, analyze, manufacture, and maintain mechanical systems. The proposed BSME program aims to offer prospective students the opportunity to pursue a Bachelor of Science degree in Mechanical Engineering, providing a pathway to a career that combines engineering and technology.

The proposed degree program will position UMES at the forefront of educational innovation in STEAM related academic programs. The proposed Mechanical Engineering program will go beyond the current General Engineering (mechanical specialization) program offered and will strengthen the workforce in the State of Maryland. It will also expand the pipeline of students entering the mainstream mechanical engineering field. Mechanical engineering remains in demand all over the world due to its versatile applications across various industries. The discipline's focus on designing, analyzing, and manufacturing mechanical systems makes it essential for sectors like automotive, aerospace, energy, robotics, and manufacturing. The proposed BSME program is expected to enable a stronger and multi-disciplinary research collaboration across the campus community, thus fueling research forward in many other disciplines beyond those created in applied science and engineering disciplines and creating a much broader impact on the Eastern Shore community as well as the State of Maryland.

The UMES campus is in Somerset County, Maryland. The BSME will expand the educational opportunities for educationally disadvantaged students by developing a high-quality and innovative academic program that aligns with the educational needs of the region and the state of Maryland. The mission of the proposed program is to provide students and working professionals with advanced training in the discipline and to contribute to the economic development in the state of Maryland, especially in the Eastern Shore region where learning opportunities in advanced engineering disciplines are severely limited.

The attached proposal has undergone the established UMES curriculum approval process and I fully support the proposed program.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Heidi M. Anderson".

Heidi M. Anderson, Ph.D., FAPhA
President

Copy: Dr. Rondall Allen, Provost and Vice President for Academic Affairs
Dr. Derrek Dunn, Dean, School of Business and Technology
Dr. Yuanwei Jin, Department Chair, Department of Engineering

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

<input checked="" type="checkbox"/>	New Instructional Program
<input type="checkbox"/>	Substantial Expansion/Major Modification
<input type="checkbox"/>	Cooperative Degree Program
<input checked="" type="checkbox"/>	Within Existing Resources, or
<input type="checkbox"/>	Requiring New Resources

University of Maryland Eastern Shore

Institution Submitting Proposal

Undergraduate Mechanical Engineering

Title of Proposed Program

Bachelor of Science

Fall 2025

Award to be Offered

Projected Implementation Date

0911

14.1901

Proposed HEGIS Code

Proposed CIP Code

Department of Engineering

Leesa Thomas Banks

Department in which program will be located

Department Contact

410-651-7591

lpthomasbanks@umes.edu

Contact Phone Number

Contact E-Mail Address



March 17, 2025

Signature of President or Designee

Date

Proposal for New Undergraduate Degree Program

Bachelor of Science in Mechanical Engineering (BSME)

A. Centrality to Institutional Mission Statement 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 Department of Engineering and Aviation Sciences proposes to establish a Bachelor of Science degree in Mechanical Engineering (BSME) within the School of Business and Technology (SBT) at UMES. Mechanical engineering is the study of physical machines that use force and movement. It combines engineering physics, mathematics, and materials science to design, analyze, manufacture, and maintain mechanical systems. Mechanical engineers work in many industries, including automotive, aerospace, biotechnology, computers, electronics, energy conversion, robotics, and automation. The proposed BSME program aims to offer prospective students the opportunity to pursue a Bachelor of Science degree in Mechanical Engineering, providing a pathway to a career that combines engineering and technology.

The program's curriculum includes core engineering courses, supporting science and math courses, major electives, and general education courses. This curriculum is designed to offer both a core understanding of traditional engineering disciplines, and an in-depth knowledge of the body. Our courses emphasize experimental and analytical coursework to gain a strong understanding of mechanical engineering technology and complex robotic systems.

The mission of UMES, as an 1890 HBCU land-grant institution, is to promote distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. Central to this purpose is the guided interest in providing individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. The proposed program imbibes itself in this mission and it is guided by the opportunity to increase graduation rates of underrepresented minorities in the fields of mechanical engineering.

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

The proposed mechanical engineering degree program supports the institution's strategic goals. According to the UMES Strategic Plan 2023, (see the link <https://www.wcp.umes.edu/president/strategic-plan/>), we identified the following three goals under the Three Priorities:

- Priority 1: Academic Excellence and Innovation: "Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels"

- Priority 2: Access, Affordability, and Achievement: “Goal 2.1: Increase Enrollment”.
- Priority 3: Workforce and Economic Development: “Goal 3.3 Diversify and strengthen Maryland’s knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (science technology engineering, aviation and mathematics (STEAM), cyber, health care, education, social work, human services, and technology)”.

The proposed degree program will help the institution achieve its strategic goals listed above and position UMES to the forefront of educational innovation in STEAM related academic programs. The proposed Mechanical Engineering program is to go beyond the current General Engineering (mechanical specialization) program that we offer to students to diversify and strengthen the tech workforce for the State of Maryland and to expand the pipeline of underrepresented minority students entering the mainstream mechanical engineering field characterized by industry. According to Bureau of Labor statistics, nationwide, the overall employment of mechanical engineers is projected to grow 10 percent from 2022 to 2032, much faster than the average for all occupations. Thus, about 19,200 openings for mechanical engineers are projected each year, on average, over the decade. Mechanical engineering remains in demand all over the world due to its versatile applications across various industries. The discipline’s focus on designing, analyzing, and manufacturing mechanical systems makes it essential for sectors like automotive, aerospace, energy, robotics, and manufacturing. Additionally, emerging fields such as renewable energy, sustainable design, and automation create new opportunities. Global demand for products and infrastructure also sustains the demand for mechanical engineers. The profession's adaptability and problem-solving skills ensure its continued relevance, making it a sought-after career choice nationwide and globally.

The proposed BSME program is expected to enable a stronger and multi-disciplinary research collaboration across the campus community, thus fueling research forward in many other disciplines beyond those created in applied science and engineering disciplines and creating a much broader impact on the Eastern Shore community as well as the State of Maryland.

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.

With the commission of the Engineering and Aviation Science Complex, a \$103 million investment from the state, the proposed program will be supported by about two dozen state-of-the-art engineering laboratories such as the Robotics and Automation Lab, MEMS Lab with a class ISO 5 clean room, Fluid and Thermal Lab, Statics and Materials Lab, etc. One (1) new faculty member in ME will be recruited along with the existing four (4) faculty members in ME will be involved to support this proposed BSME program to develop courses and deliver instructions and labs. The new faculty line will be funded by the HBCU settlement fund that UMES receives for the first five years of program implementation. By leveraging the existing BS in General

Engineering program, we anticipate adequate resources for faculty lines and laboratories for instruction and research in the field of ME to ensure the success of this degree program.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The University Administration is committed to adequately funding this program and has designated it as one of the priority areas for expanding the institution's footprint. With the HBCU Lawsuit Settlement Fund, UMES, the School of Business and Technology, and the Department of Engineering and Aviation Sciences are equipped with the necessary resources and are committed to supporting the program in every way, including ongoing administrative, financial, and technical support.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

This degree program is created by leveraging, in part, the existing faculty and staff in the Departments of Engineering and Aviation Sciences at UMES, as well as the state-of-the-art engineering laboratories in the Engineering and Aviation Science Complex on UMES campus. One (1) additional new full-time tenure-track faculty member with a terminal degree in the field of mechanical engineering or a closely related field will be recruited to develop and deliver courses and labs for the program. The university is fully committed to continuing the proposed BSME program for a sufficient period to allow enrolled students to complete the program.

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

Mechanical engineering is the study of physical machines that involve force and movement. It's a branch of engineering that combines engineering physics, mathematics, and materials science to design, analyze, manufacture, and maintain mechanical systems. Mechanical engineers are problem solvers who apply their skills to design, develop, build, and test all sorts of mechanical devices, tools, engines, and machines in just about every type of industry. Mechanical engineers will work on teams to develop a wide range of products and systems including, transmissions, engine parts, aircraft engines, control systems, prosthetic devices, disk drives, printers, semiconductor tools, sensors, gas turbines, wind turbines, fuel cells, compressors, robots, machine tools, space shuttle vehicles, turbines, pumps, power plants, factories, and more.

The need for the advancement and evolution of mechanical technology demands academic programs such as the proposed BSME program to educate and produce next generation researchers and engineers to handle challenges in next generation technology evolution.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The UMES campus is in Somerset County, Maryland, one of the poorest counties in the state, according to the U.S. Census Bureau. Lack of educational opportunities and choices for minority and educationally disadvantaged students calls for development of high-quality and innovative academic programming to align academic programs with the educational needs of the region and the state of Maryland.

UMES currently offers the Bachelor of Science in General Engineering degree program in the Eastern Shore of Maryland. Mechanical specialization is one of the four specializations. Since the inception of the engineering program over the past 17 years there have been more than 160 graduates. Most of these students joined the technical workforce in industry, such as Lockheed Martin, Northrup Grumman, ASML, John Deere, etc. Among those graduates, more than a dozen former graduates are working in the Wallops Island area for NASA and its contractors. About two dozen or more have gone on to pursue graduate degrees (master's and doctorate) in electrical engineering, mechanical engineering, or engineering science at other engineering schools, including Dartmouth College, Rensselaer Polytechnical Institute, University of Maryland College Park, Old Dominion University, etc. The graduation and job placement data have demonstrated the success of the general engineering program at UMES.

However, over the course of the past ten years, based on the feedback from the graduates concerning their experiences during the job search process, we discovered that the nature of the General Engineering, its name and the curriculum, may have hindered them for landing jobs as opposed to those applicants who graduate with a mainstream degree such as Mechanical Engineering. To be explicit, General Engineering (Mechanical Specialization) is not the same as Mechanical Engineering from the viewpoint of some employers. By establishing a BSME degree program at UMES, we hope to remove the barrier for our graduates in entering the mechanical engineering workforce. Furthermore, we have established a Master of Science in Electrical and Mechatronics Engineering (MSEME) degree at UMES. The proposed BSME degree is expected to enable streamlined progression of our ME students to enroll in the MSEME program for graduate studies. We further anticipate that the established BSME program will facilitate transfer students with associate degrees in mechanical engineering from the community colleges.

The proposed mechanical engineering program is expected to further enhance UMES's position as a top choice higher education institution for STEM education for minority and educationally disadvantaged students in the state and the surrounding regions with the goal of developing a pipeline of engineering and STEM workforce for 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 BSME program will significantly strengthen and expand the capability of UMES, one of the four HBIs in the state, to provide high quality and unique educational experiences to students. In the State of Maryland, only Johns Hopkins University (JHU), University of Maryland, College Park (UMCP), and University of Maryland, Baltimore County (UMBC) offer Bachelor of Science in Mechanical Engineering degrees. However, all three institutions are located outside of the Eastern Shore region. The proposed BSME program at UMES will increase minority BSME degree grantees in the fields of mechanical engineering. It will also strengthen and expand the research capacity of UMES and provide high quality and unique educational programs at a high level.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The proposed BSME degree program is well aligned with the 2021-2025 Maryland State Plan for Postsecondary Education in all three areas: Access, Success, and Innovation.

Access – Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Mechanical engineers play key roles in a wide range of industries including automotive, aerospace, biotechnology, computers, electronics, microelectromechanical systems, energy conversion, robotics and automation, and manufacturing. The American Society of Mechanical Engineers (ASME) currently lists 36 technical divisions, from advanced energy systems and aerospace engineering to solid-waste engineering and textile engineering. The breadth of the mechanical engineering discipline allows students a variety of career options beyond the industries listed above. Regardless of the path they envision for themselves, a mechanical engineering education empowers students with creative thinking skills to design an exciting product or system; analytical tools to achieve their design goals; the ability to overcome all constraints; and the teamwork needed to design, market, and produce a system. These valuable skills can be applied to launch careers in many other fields, such as medicine, law, consulting, management, banking, and finance.

The proposed BSME degree program will provide equitable access and quality education to all Maryland residents, including those with disadvantaged backgrounds, to develop a strong mechanical engineering workforce for the state.

Success – Promote and implement practices and policies that will ensure student success.

The practices and policies concerning the proposed BSME degree program align with all the existing policies at the University, which will ensure student success. By providing a carefully developed curriculum, sufficient engineering laboratory facilities, equipment, and adequate faculty members for advising and teaching, the proposed degree program will help ensure student graduation and successful job placement.

Innovation – Foster innovation in all aspects of Maryland higher education to improve access and student success

Specifically, the proposed BSME degree program aligns with the goal of “Innovation” of the State Plan, which aims to “foster innovation in all aspects of Maryland higher education to improve access and student success”. The proposed program will help achieve the goal of “Economic Growth and Vitality”, which is centered on supporting a knowledge-based economy through increased education and training and is to ensure that Historically Black Institutions are “competitive, both in terms of program and infrastructure”, with Maryland’s other state institutions. Ultimately, the proposed degree program will prepare highly qualified scientists and engineers to contribute to the economic growth and vitality of Maryland by providing them with new knowledge and skillsets in emerging technologies so they can obtain the skills they need to succeed in the workforce.

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 role of a mechanical engineer is to take a product from an idea to the marketplace. To accomplish this, the mechanical engineer must be able to determine the forces and thermal environment that a product, its parts, or its subsystems will encounter; design them for functionality, aesthetics, and durability; and determine the best manufacturing approach that will ensure operation without failure. A BSME degree opens a plethora of opportunities across a broad spectrum of industries. For example, in the aerospace industry, mechanical engineers contribute to the design and testing of aircraft, spacecraft, and propulsion systems for companies like Boeing, SpaceX, or NASA. In the automotive industry, they work on vehicle design, engine development, and fuel efficiency improvements for manufacturers such as Ford, Tesla, or General Motors. Innovation in this area of engineering will no doubt continue in accordance with the development of technology - improving health care and patient outcomes in the process. The proposed BSME program will produce graduates in all these technical fields, expected as entry level engineers or engineering managers.

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 2023 median pay for mechanical engineers is \$99,510 per year. Data by the Bureau of Labor Statistics (BLS) (<https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm>) shows that overall employment of mechanical engineers is projected to grow 10 percent from 2022 to 2032, much faster than the average for all occupations. About 19,200 openings for mechanical engineers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

A recent study on the job market for mechanical engineers in the US (<https://www.careerexplorer.com/careers/mechanical-engineer/job-market/>) shows that Maryland employed 5540 mechanical engineers in the industry, ranked 16th in the nation. This shows that Maryland has the potential to further increase the number of employment opportunities in the mechanical engineering field. The BLS predicts that most opportunities for mechanical engineers are in aerospace, automotive, biomedical, and construction industries.

Moreover, according to Occupational Information Network, i.e., O-Net Online, (<https://www.onetonline.org/link/summary/17-2141.00>), job titles suitable for graduates of the mechanical engineering program vary, such as Application Engineer, Design Engineer, Design Maintenance Engineer, Equipment Engineer, Mechanical Design Engineer, Mechanical Engineer, Process Engineer, Product Engineer, Project Engineer, Test Engineer. Perform engineering duties in planning and designing tools, engines, machines, and other mechanically functioning equipment. Oversee installation, operation, maintenance, and repair of equipment such as centralized heat, gas, water, and steam systems.

Among those position titles, industries with the highest concentration of employment in Mechanical Engineers are listed in the table below:

(<https://www.bls.gov/oes/current/oes172141.htm>)

Industry	Employment	Annual Mean Wage
Engine, Turbine, and Power Transmission Equipment Manufacturing	5,220	\$111,630
Machinery Manufacturing	28,930	\$93,900
Architectural, Engineering, and Related Services	58,810	\$104,620
Metalworking Machinery Manufacturing	5,660	\$84,820
Railroad Rolling Stock Manufacturing	670	\$116,600

Finally, the [Maryland Occupational Projections - Workforce Information and Performance](#) had updated the projections of engineering jobs during a ten-year period of 2022-2032. It is anticipated that there will be an 8.43% increase of occupations in Architecture and Engineering in the state of Maryland. The proposed BSME program will help meet the demand of the engineering workforce.

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 employment data from the Bureau of Labor Statistics (BLS) is typically used to determine market demand. Data by BLS (<https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm>) shows that overall employment of mechanical engineers is projected to grow 10 percent from 2022 to 2032, much faster than the average for all occupations. About 19,200 openings for mechanical engineers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

The career outlook for mechanical engineers is strong. Mechanical engineering features various specializations, from robotics to manufacturing to aerospace technology. As a result, it can offer numerous opportunities in industries ranging from automotive to energy production. Industry data shows (<https://www.recruiter.com/careers/mechanical-engineers/outlook/>) that the overall job outlook for mechanical engineer careers has been positive since 2004. Vacancies for this career have increased by 35.45 percent nationwide in that time, with an average growth of 2.22 percent per year. Demand for Mechanical Engineers is expected to go up, with an expected 34,750 new jobs filled by 2029. This represents an annual increase of 1.31 percent over the next few years.

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

Similar mechanical engineering BS programs that are offered by HBCUs in the region include: The University of District of Columbia and Howard University. In the State of Maryland, three institutions offer BSME degrees, The Johns Hopkins University, University of Maryland, College Park, University of Maryland, Baltimore County. Based upon data available to the public, the number of degrees awarded in BSME in the three Maryland institutions and other HBCUs in the region is summarized below:

Institutions	# of ME BS Degree Awarded
Johns Hopkins University	40 (2022-2023)
University of Maryland, College Park	360 (2022-2023)

University of Maryland, Baltimore County	101 (2022-2023)
University of District of Columbia	20 (2022-2023)
Howard University	25 (2022-2023)

The data shows that the number of awarded BS degrees in mechanical engineering from HBCUs is still low. UMES is in a good position to address the shortage of HBCU graduates of a BSME program. UMES is thus uniquely positioned to address this need within the State of Maryland. It is our belief that the market demand is sufficiently high, the geographic draw of students is sufficiently distinct, the proposed BSME program to be offered in the Eastern Shore of the state, along with other similar programs in the state (e.g., JHU's BSME, UMCP's BSME, and UMBC's BSME) will provide valuable contributions to the Maryland workforce.

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.**

The proposed program is unique and building upon the existing faculty expertise in the general engineering program at UMES. There is no other mechanical engineering degree program in the Eastern Shore of Maryland. Although other institutions in Maryland, such as University of Maryland, College Park, University of Maryland, Baltimore County, and the Johns Hopkins University offers a BSME degree program, these institutions are located about 130 miles away from the Eastern Shore. UMES serves a different geographical area compared with other parts or regions of the state. Moreover, the proposed program offers a unique curriculum with a focus in electronics, circuit design, artificial intelligence in which technical talents and workforce is seriously lacking, especially in the rural eastern shore of the state. The proposed UMES BSME program supplements other BSME programs offered in the state.

- 2. Provide justification for the proposed program**

Mechanical engineers are in high demand and are essential to many industries, including transportation, healthcare, construction, robotics, aerospace, and artificial intelligence. Mechanical engineers create prosthetic limbs. They design new technology to improve food production, invent 3D printers and wireless chargers, and develop better water supplies. They even create robotic manufacturing plants. And yes, they also make fast cars, faster planes and even faster rockets. They do this all over the world, and almost every industry you can think of relies on mechanical engineering to thrive. That is why there is such a huge global demand for mechanical engineers, and why they're paid so well.

Mechanical engineering is one of the broadest engineering disciplines, and you may be surprised by the diversity of roles a mechanical engineer can take on. Excellent problem-solvers and communicators, mechanical engineers excel at breaking complicated subjects down into easily digestible information. This is why they so often take on leadership roles, such as project manager or business executive, or are snatched up by management consulting firms. Designing and producing a product that adds value to a person's life is one thing. Articulating how it does so is something else entirely.

UMES, as a part of the national research community, will join collaborate with other HBCUs in the race to produce a qualified technical workforce. The BSME program we propose will enable mechanical engineering students to obtain both foundational and practical knowledge in various aspects of mechanical system design and testing. As we can imagine, BSME graduates of UMES, will play a pivotal role in bridging the diversity gap within the engineering landscape while fostering a generation of talented, diverse and innovative engineers poised to shape the future of industries in the region, the state of Maryland, and worldwide.

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.

Engineering programs with various sub-disciplinary areas have always been in high demand on the employment spectrum. Among the four HBIs in the state of Maryland, no mechanical engineering (BS) degree program is offered. The proposed BSME program at UMES, if established, will position UMES as a center for medical technology education and research in the rural area of Eastern Shore. The program will enable UMES to produce a pipeline of high caliber workforce in mechanical engineering to support manufacturing facilities and other industry fields such as aerospace and automotive.

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.

UMES has envisioned a strong presence in education and innovation in the STEAM field, and engineering is one of the focus areas. The proposed BSME program at UMES, if established, will strengthen the position of UMES as a center for engineering education and research in the rural area of the Eastern Shore, and thus reaffirming the mission of UMES as an 1890 land grant institution. The program will enable UMES to produce a pipeline of high caliber

workforce in mechanical engineering to support the high demand of tech workforce in the region and the state.

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.

Curriculum Design: The proposed program was established through a rigorous review of unmet needs by the institution. It started from the faculty in the engineering program, with approval from the Departmental Curriculum Committee, School Curriculum Committee, Graduate Faculty Council, Senate Curriculum Committee, etc. The curriculum was developed by the faculty in the Department of Engineering and Aviation Sciences.

Faculty Oversight: The courses of the curriculum in the proposed BSME degree program will be taught by faculty in the Department of Engineering and Aviation Sciences. One (1) new full-time tenure-track faculty member with a Ph.D. degree in the mechanical engineering field will be recruited. The new faculty member is expected to develop courses and labs and deliver teaching and research, in addition to the existing four Mechanical Engineering faculty in the department will also help with the Engineering program because the majority of courses in the core and electives of the BSME curriculum are the same as courses in the existing Engineering Program curriculum. This arrangement ensures the new BSME program is fully supported in terms of faculty resources. Please see the detailed list of ME faculty background in the current engineering program.

Program Modality: The program will be offered at the main campus of UMES.

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

To ensure the curriculum of the BSME program reflects the rigor and highest standards appropriate to the mechanical engineering field, we will seek and maintain accreditation from the Engineering Accreditation Commission (EAC) of ABET, <https://www.abet.org>, under the commission's General Criteria and the Program Criteria for Mechanical Engineering for this BSME program.

The educational objectives of the curriculum of the proposed BSME program are to enable graduates of the program to develop the ability of:

- Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations), and statistics;
- Solving bio/biomedical engineering problems, including those associated with the interaction between living and non-living systems;

- Analyzing, modeling, designing and realizing bio/biomedical engineering devices, systems, components, or processes; and
- Making measurements on and interpreting data from living systems.

The learning outcomes of the program align with the learning outcomes of the ABET (1)-(7) specified by the Engineering Accreditation Commission (EAC).

- [1]. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
- [2]. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economics factors;
- [3]. An ability to communicate effectively with a range of audiences;
- [4]. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
- [5]. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
- [6]. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions;
- [7]. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Students will learn analytical and experimental methods that are broadly applicable in the field of biomedical engineering. They will also be given specific instruction and hands-on laboratory experimental learning experiences on how to apply these methods to a large range of problems in biomedical engineering.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

Assessment Methods based on established departmental standards will include the following:

- Assessing written and oral student presentations, written assignments and research projects.
- Evaluating student performance in exams, quizzes and assignments in required major courses.
- Assessing comprehensive senior design project reports in the two tracks of the program.

b) document student achievement of learning outcomes in the program

The department will document student achievement of the learning outcomes in the program in the same fashion as its current accredited engineering undergraduate program. Assessment of learning outcomes will be conducted every six years per ABET accreditation requirements.

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

The Mechanical Engineering BS program consists of **120** total credit hours. The number of credits is determined based upon the MHEC requirement for BS degree and a survey of credit requirement for similar mechanical engineering programs in the region. The curricula include 28 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and emerging issues. An additional 11 credits in mathematics and physical sciences are required under the General Education program, which are included as a part of the requirements for the Mechanical Engineering major. This makes the total credits for General Education to be 39 credit hours. The Mechanical Engineering curriculum also requires 19 credits of supportive math and physics courses. Students take 54 credit hours of core mechanical engineering courses. Students choose 8 credit hours of elective courses. The program is on a semester basis. The total number of credits and their distribution is given as follows:

	<u>Category</u>	<u>Distribution</u>
I.	General Education Courses	39 credit hours
II.	Supportive Math & Science Courses	19 credit hours
III.	Mechanical Core Courses	54 credit hours
IV.	Elective Courses	8 credit hours

Mechanical Engineering Core Requirement		54 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENGE 150	Freshmen Engineering Design	3 hrs
ENGE 170	Programming Concepts for Engineers	3 hrs
ENGE 240	Basic Circuit Theory	3 hrs
ENGE 241	Analog Circuit Lab	1 hrs
ENGE 260	Statics	3 hrs
ENGE 261	Dynamics	3 hrs
ENGE 270	Computer Aided Design	3 hrs
ENME 325*	Properties of Materials	3 hrs
ENGE 320	Statistics and Probability for Engineers	3 hrs
ENME 342	Fluid Mechanics	3 hrs
ENME 345	Thermodynamics	3 hrs
ENGE 370	Computational Methods in Engineering	3 hrs
ENME 346	Heat Transfer	3 hrs

ENME 347*	Thermal and Fluid Lab	1 hrs
ENGE 362	Mechanics of Materials	3 hrs
ENME 363*	Properties and Mechanics of Materials Lab	1 hrs
ENGE 382	Control Systems	3 hrs
ENGE 380	Instrumentation	3 hrs
ENGE 383	Control Lab	1 hrs
ENGE 475	Engineering Seminar	1 hrs
ENGE 476	Senior Design Project I	2 hrs
ENGE 477	Senior Design Project II	2 hrs

<u>Mechanical Engineering Elective</u>		8 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
ENAE 420	Aerodynamics	3 hrs
ENME 422	Mechanism and Machine Design	3 hrs
ENME 425	Rapid Prototyping and Product Development	3 hrs
ENME 430	Finite Element Analysis	3 hrs
ENME 440	Mechatronics	3 hrs
ENME 442	Micro Electro-Mechanical Systems	3 hrs
ENME 462	Digital Control System	3 hrs
ENAE 467	Design of Autonomous Aerial Systems	3 hrs
ENME 470*	Vibrations	3 hrs
ENME 468	Robotics	3 hrs
ENME 365*	Machine Element Design	3 hrs
ENME 472	Selected Topics in Engineering	3 hrs

Supportive Science & Math Requirement		19 credits needed
<u>Course Code</u>	<u>Course Title</u>	<u>Credit Hours</u>
MATH 211	Calculus II	4 hrs
MATH 212	Calculus III	4 hrs

MATH 241	Differential Equation for Engineers	3 hrs
PHYS 262	General Physics II	3 hrs
PHYS 264	General Physics II Lab	1 hrs
PHYS 263	General Physics III	3 hrs
PHYS 265	General Physics III Lab	1 hrs

Note: ENME 325, ENME 347, and ENME 363 are new courses introduced to the major core of the BSME curriculum, ENME 365 and ENME 470 are new courses introduced to the electives of the BSME curriculum. The rest of the course are in the existing Bachelor of Science in General Engineering curriculum. This arrangement enables the existing engineering faculty to contribute to the course offerings in the proposed BSME program.

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

Students in the mechanical engineering program will take a total of 39 credits of general education courses. This includes 28 credit hours of general education courses in English, arts and humanities, social and behavioral sciences, and institution-specific courses, including First-Year Experience, Computer Literacy, and JEDI (Justice, Equity, Diversity, Inclusion). An additional 7 credits in biological and physical sciences and 4 credits in mathematics (Calculus I) are also required for the program. The total number of general education credits (39) and the composition of the Gen Ed courses meet the requirements of the university Gen Ed program and the engineering program curriculum.

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

As with the current undergraduate General Engineering degree program at UMES, we will seek to have the proposed Mechanical Engineering program accredited by the Accreditation Board of Engineering and Technology (ABET). The criteria for accrediting a Mechanical Engineering program are stipulated in two areas [[Link to ABET Criteria](#)]:

- A. **I. General Criteria for Baccalaureate Level Programs, Criteria 5 Curriculum, and**
- B. **III. Program Criteria for Mechanical and Similarly Named Engineering Programs**

Under ABET's **Criteria 5 Curriculum**, "The curriculum must include experience in:

one year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical, and physical sciences.

one and one-half years of engineering topics, consisting of engineering sciences and engineering design appropriate to the student's field of study. Engineering sciences have their roots in mathematics and basic sciences but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics, and engineering sciences are applied to convert resources optimally to meet these stated needs.

Under ABET's **Program Criteria for Mechanical Engineering**, "The curriculum must include:

- a. principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations);
- b. applications of these topics to modeling, analysis, design, and realization of physical systems, components or processes;
- c. coverage of both thermal and mechanical systems; and
- d. in-depth coverage of either thermal or mechanical systems.

Here we provide an analysis of the proposed credits in each of the categories for the curriculum.

Category	Distribution	Explanation
I. General Education	39 credit hours	This section includes credits of basic science and math courses, in particular, Chemistry (or Biology), Physics 1/Lab, and Calculus 1.
II. Supportive Math and Sciences	19 credit hours	Per ABET program criteria, a minimum of 30 credits are required. Here, we have 19 credits in Math and Physics. The rest of the credits are in the Gen Ed section.
III. Engineering Core Courses	54 credit hours	Per ABET program criteria, a minimum of 45 credits are required. This section includes core and elective courses in mechanical engineering subjects.
IV. Elective Courses	8 credit hours	
TOTAL	120	

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

No other institution or non-collegiate organization is required to offer this degree program.

- 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.**

The entire curriculum and course specific information of the proposed degree program will be posted on the Department of Engineering and Aviation Science website: www.umes.edu/engavi. Information pertaining to the availability of academic/student support services, financial aid resources and tuition payment policies can be found on the webpages of the UMES Office of Admissions and the Office of Financial Aid.

- 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 program will be advertised alongside other programs within the School of Business and Technology at UMES. Proper venues include Public Radio WESM 91.3, and social media such as UMES Facebook page, the University Key, as well as UMES alumni association, and other professional societies. The Department has a tradition of strong outreach program. For example, the Department has hosted in the past three years the “National Engineer’s Week” (in the month of February each year) celebration for high schools from the local counties, such as Wicomico County, Somerset County, etc. Faculty with different disciplines in engineering developed hands-on activities to enable high schools to have firsthand exposure to different engineering disciplines. We will continue this engagement as an effort of advertising, recruiting and promoting engineering education.

H. Adequacy of Articulation

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

This is a new program to be established at UMES home campus. UMES has existing articulation agreements with community colleges in the state, such as Wor-Wic Community College, and high schools. We will leverage the existing partnerships to develop, when appropriate, new articulation agreements with high schools in the local counties and community colleges for the proposed BSME 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 faculty member will teach in the proposed program.**

One (1) new faculty line has been allocated to support the proposed BSME degree program by the HBCU settlement fund. Furthermore, the existing faculty in the engineering program will also be able to provide needed expertise to support partially the teaching of courses. There are four (4) full-time engineering faculty qualified to teach the mechanical engineering core and elective courses cross-listed in the proposed BSME curriculum and the existing general engineering curriculum.

Existing four (4) faculty with expertise in Mechanical/Aerospace Engineering are listed below:

Dr. Payam Matin, Professor. He received his Ph.D. in Mechanical Engineering from Oakland University, Rochester, Michigan. His research has been in the areas of computational mechanics and experimental mechanics with applications in solid mechanics, structural design, plasticity, and sheet metal forming, drone design, etc.

Abhijit Nagchaudhuri, Professor. He received his Ph.D. degree in Mechanical Engineering from Duke University. His teaching and research area is in the fields of robotics and mechatronics, remote sensing and precision agriculture, and biofuels and renewable energy.

Dr. Lanju Mei, Associate Professor. She received her Ph.D. degree in Aerospace and Mechanical Engineering from Old Dominion University. Her primary research interests include MEMS sensor, additive manufacturing, and computational fluid dynamics.

Dr. Aaron Persad, Assistant Professor. He received his Ph.D. degree in Mechanical Engineering from the University of Toronto. Prior to joining UMES, he was with Massachusetts Institute of Technology. His research is in space sciences, specifically focusing on bioastronautics (human-tended research and space suits), low-gravity experiments and payload development, non-equilibrium statistical thermodynamics (such as quantum mechanics to describe bulk-scale phase-change processes), and nanotechnology.

Furthermore, a new full-time tenure-track faculty member in mechanical engineering is expected to be recruited to assist the program. To further demonstrate the qualification and the role of the faculty in delivering the instructions of the BSME program, we list the individual faculty members and the major courses (code with ME or AE) that align with their expertise:

ME/AE major or elective courses	Matin	Nagchaudhuri	Mei	Persad	New Faculty (expected)
ENME 325	X		X	X	
ENME 342			X	X	

ENME 345		X	X		
ENME 346			X	X	
ENME 347			X	X	
ENME 363	X				X
ENME 365		X			
ENME 422		X			
ENAE 420			X	X	
ENME 425	X				
ENME 430	X				
ENME 440				X	
ENME 462	X	X			
ENME 442				X	
ENAE 467			X		
ENME 470	X				X
ENME 468		X			

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**
- b) The learning management system**

(a) and (b): Faculty support for the development and instruction of courses is provided by the Center for Teaching Excellence at UMES. The department also supports faculty professional development for attending conferences such as American Society of Mechanical Engineers (ASME) and ASEE (American Society of Engineering Education) for pedagogy training in engineering education, as well as ABET Symposium for continuous improvement.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. Canvas represents an important development in improving the student experience at UMES, providing valuable new tools for our faculty and supporting students in an impressive digital environment. For faculty, the Center for Instructional Technology & Online Learning (CITOL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the use of the Canvas Learning Management System, YuJa, etc.

- d) Evidenced-based best practices for distance education, if distance education is offered.**

Not applicable.

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 University assures that institutional library resources meet the new program needs. For the proposed degree program, typically library resources include textbooks, reference books and technical papers. Although UMES does not have the ASME Digital Collection, the IEEE Digital Library IEEE Explore, the technical papers could be accessed through the Inter-Library Loan (ILL) services.

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.**

The UMES department of Engineering and Aviation Sciences is housed in the Engineering and Aviation Science Complex, a 166,000 square feet facility that houses more than 20 engineering laboratories. They include Robotics Lab, Fluid/Thermal lab, Materials lab, Aerospace lab, Electronics Lab, Circuits Lab, Micro-Electro-Mechanical Systems (MEMS) Lab with a Clean Room (ISO Class 5, 6 and 7), Control System Lab, and Embedded System Lab, Fluid and Thermal Lab, Microwave Chamber, CAD/VLSI Lab, High Bay Area, and Multiple Computer Labs, etc. These labs can support majority of the activities in the new courses and research activities. A complete list of engineering labs with brief descriptions is shown by the link:

<https://wwwcp.umes.edu/engineering/engineering-laboratories/>

All engineering faculty and staff have individual offices that will facilitate student advising, office hours, etc. Sufficient classrooms are available also in the same building, which makes it very convenient for students to take classes and conduct laboratory experiments.

- 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

(a) and (b): Faculty support for the development and instruction is provided by the Information Technology Department and Academic Computing Unit professionals. Consultation is available for issues such as instructional design, software development, educational research, etc. These technologies and opportunities ensure students enrolled in and faculty teaching have adequate access to learning resources.

Canvas LMS is the current learning management system utilized by UMES throughout the campus. For faculty, the Center for Instructional Technology & Online Learning (CITOL) <https://wwwcp.umes.edu/citol/> supports the development, design, and delivery of online and hybrid programs, classes, and workshops with a focus on flexibility, resiliency, equity, accessibility, privacy, and safety (FREAPS). CITOL assists faculty, staff, and students in all aspects of digital teaching and learning concerning pedagogy and technology. This includes the use of the Canvas Learning Management System, Echo360, Google Workspace, Respondus 4.0, and Respondus LockDown Browser.

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 ¹	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue ² (c+g below)	\$139,068.00	\$275,400.00	\$411,730.00	\$548,064.00	\$694,396.00
a. # FT Students	15	30	45	60	75
b. # Annual Tuition/Fee	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00	\$8,724.00

Rate					
c. Annual / Full Time Revenue (a x b)	\$130,860.00	\$261,720.00	\$392,580.00	\$523,440.00	\$654,300.00
d. # PT Students	3	5	7	9	11
e. Credit Hour Rate	\$228.00	\$228.00	\$228.00	\$228.00	\$228.00
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$8,208.00	\$13,680.00	\$19,150.00	\$24,624.00	\$30,096.00
3. Grants, Contracts & Other External Sources ³	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 - 4)	\$139,068.00	\$275,400.00	\$411,730.00	\$548,064.00	\$694,396.00

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.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	128,000	128,000	128,000	128,000	128,000
a. # FTE	1	1	1	1	1
b. Total Salary	97,000	97,000	97,000	97,000	97,000
c. Total Benefits	31,000	31,000	31,000	31,000	31,000
2. Total Administrative	0	0	0	0	0

Staff Expenses (b + c) below					
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)	79,200	79,200	79,200	79,200	79,200
a. # FTE	1	1	1	1	1
b. Total Salary	60,000	60,000	60,000	60,000	60,000
c. Total Benefits	19,200	19,200	19,200	19,200	19,200
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	50,000	0	0	0	0
TOTAL (Add 1 - 7)	257,200	207,200	207,200	207,200	207,200

Narrative Rationale for Table 1: Resources

1. Reallocated Funds

No funds will be reallocated from existing programs.

2. Tuition and Fee Revenue

We assume that tuition and fees will remain unchanged for the next five years. The annual in-state tuition rate is \$8724 for full time students. For part-time students, the credit hour rate is \$228/credit. The two values were used in calculating the revenue for full-time students and 6 credits per semester (i.e., 12 credit per year) for part-time students.

3. Grants and Contracts

No additional sources of funding are expected currently.

4. Other Sources

No additional sources of funding are expected currently.

5. Total Year: 5-year estimate is provided.

Narrative Rationale for Table 2: Expenditures

1. Faculty (# FTE, Salary and Benefits)

One (1) new full-time tenure-track faculty member with terminal degree in mechanical engineering or a closely related field is required to support the proposed Bachelor of Science in Mechanical Engineering Program. The search for an open position has begun. The rate of fringe benefits is 32% per year for full time faculty.

2. Support Staff (# FTE, Salary and Benefits)

One (1) Engineering Lab (Machine) Specialist is requested to support the operation of the laboratories in the Engineering and Aviation Science Complex building.

3. Equipment

Not requested.

4. Library

Minimal funds are needed to purchase additional engineering textbooks.

5. New and/or Renovated Space

Not needed

6. Other Expenses

\$50,000 Startup Package for each new hire at the rate of \$50,000 per person. A total of \$50,000 is requested. The startup package is to support new faculty, especially at the assistant professor level, for professional development, including developing proposals for grants and contracts, travel and supplies for specialized engineering labs.

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.**
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.**

1 and 2:

UMES has a comprehensive course and program evaluation process. Each course syllabus has a set of written student learning outcomes. The course learning outcomes are assessed through embedded questions on tests, assignments and portfolios that address specific course outcomes. Data is collected and analyzed, and results are used to improve course curriculum and pedagogy.

Once the program is launched, its courses will enter the course evaluation system. Teaching evaluations ask students to reflect on the course structure, the course content, and the instructor's performance. Summary data will be reviewed by faculty members, the program chair, and the school administration to determine whether revision or improvement actions are necessary.

In addition, every faculty is evaluated each year. The evaluation process includes an assessment of faculty teaching, faculty research record and productivity, and school-wide and department service. To receive a meritorious evaluation, a faculty member must demonstrate effective teaching, active scholarly activities and publication, etc. There is also a provision for the administration to develop an improvement plan for faculty members who have not done well in teaching. Tenured faculty will undergo a five-year post-tenure review.

Periodic academic program review takes place in a cycle of every seven years. Data regarding program enrollment, retention and graduation rates are collected by the Office of Decision Science and Visualization in conjunction with the program coordinator. The data are analyzed against program outcomes and results are used to improve the program.

The program accreditation comprehensive review takes place every six years per ABET criteria. The assessment, evaluation, and continuous improvement are integral parts of faculty teaching and performance evaluation.

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.**

UMES mission is compatible with the State of Maryland's minority achievement goals. UMES is an 1890 land grant HBCU. Our programs attracts a diverse set of students with the majority of student population being African American and those who are multiethnic and multicultural. The University actively recruits minority populations for all undergraduate and graduate level degrees. Special attention is also provided to recruit females into the STEM and multidisciplinary programs at all degree levels – undergraduate, Master's, and doctoral. The same attention will be given to the proposed B.S. degree program in mechanical engineering.

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 program has no relationship to low productivity programs.

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

Not applicable. The proposed program is not a distance education program.

TOPIC: Results of Periodic Reviews of Academic Programs, 2023-24

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 3, 2025

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

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

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

The reports demonstrate the seriousness with which the reviews are taken. Institutional action plans are decided upon primarily by the provost or dean, both of whom are responsible to monitor academic quality and use of resources. The following narratives and data tables provide information on enrollment and degrees awarded during the five years prior to the report submission. Copies of the complete program review summaries are available from the USM Office of Academic and Student Affairs.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only **DATE:** April 3, 2025

BOARD ACTION: **DATE:**

SUBMITTED BY: Alison Wrynn 301-445-1992 **EMAIL:** awrynn@usmd.edu

Existing academic programs are required to submit a report at least once every seven years. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions. Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs, and any special comments for action are shared prior to final submission to the Chancellor. A total of 162 academic programs were reviewed during the 2023-2024 period program review period. The total number of programs reviewed by year can easily vary by double-digit percentage points from year to year, in either direction, without there necessarily being a meaningful pattern.

While the initial schedules of program reviews had symmetry across years, over time, there have been changes tied to when accreditation visits take place or there are individual circumstances that merit a delay (e.g., a program director changes around the time of self-study). Consequently, there may be years when an institution has many programs and years when there are few. Institutions may opt to have a review cycle that is less seven years for one or more programs if that aligns better with internal assessment schedules or accreditation visits.

The enrollment and information system processes for certificates that are undertaken while a student is also pursuing a degree make it difficult to ascertain precise enrollment in a certificate. USM and institutions have accurate data for certificate completions, but students may take courses toward a certificate that also count for a degree and not apply for certificate admission until the certificate is partly or even completely done. For that reason, some institutions have not indicated certificate enrollment because they recognize that it is difficult to achieve a fully accurate number. Similarly, it is also possible for us to see more completions of certificates than we have seen for the enrollment numbers.

Number of Programs Reviewed

Associate Degrees^[1]: 0
Bachelor's: 66 (with BA/BS options treated as one program; BFA, BMus. distinct)
Master's: 49
Doctorates: 23
Certificates: 24 (includes both stand-alone and stackable certificates)

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

Results of Program Accreditation Reviews

Specialized accreditation may be available to individual programs or to groups of programs in departments or schools. Not all programs have such an option available to them. This kind of designation is usually associated with professional programs rather than liberal arts programs. Specialized accreditation in general requires documentation of continuous improvement toward clear program and student achievement outcomes, and standards may be related to the licensure of professionals. Of the 162 programs reviewed for this cycle, 59 have specialized accreditation through the program or school. (This count considers BA and BS options as one program; MHEC has recently required different HEGIS codes for BA and BS options, but that decision does not affect the programs reviewed in this cycle. Certificates, even if stackable, are included in the count.) Some programs may have more than one specialized accreditation, such as certain education programs. Other programs are preparing to seek specialized accreditation in coming years.

Frostburg State University

The BS in Exercise and Sports Science has maintained accreditation from the Committee on Accreditation for the Exercise Sciences, which is a division of the Commission on Accreditation of Allied Health Education Programs. Program enrollment has increased 24% over the past five years and facilities are very good. The program will develop specializations as part of updating its curriculum, hiring as appropriate. The advisory board will be expanded, and the program will work in a more transdisciplinary way to expand both experiential learning and the program footprint in the community.

The BA in Music self-study was conducted in alignment with the standards of the National Association of Schools of Music (NASM) to prepare for initial accreditation, and the action plan is aligned with those standards as recommended by the NASM visit team. Curriculum updates will be the initial action plan, including applying for a Bachelor of Music degree with concentrations in Performance, Industry and Music Education, and major modifications to the BA/BS Music Studies Liberal Arts degree in music. Administrative changes will include improved record-keeping practices, development of a student leadership board, clarification of policies, and improved monitoring of upper-division courses. The creation of a strategic plan to increase operating budget is vital for the sustainability of the music program to allow for instrument purchases, professional development and recruitment. Facilities will work with the program on HVAC needs in the performance area. Increased recruiting activities will also be a focus for the immediate future.

Most of Frostburg's RN to BSN enrollment comes from dual enrollment associate-to-bachelor's agreements with 11 community colleges across the state. This has kept enrollment steady though statewide many initiatives have already moved practicing RNs to a BSN. Students and evaluators praise program flexibility, faculty support, program convenience, and educational quality. The program curriculum is being redesigned to align with updated Commission on Collegiate Nursing Education (CCNE) accreditation and national standards, including the adopting the American Association of Colleges of Nursing's (AACN) recommendations for new domains and competencies. The institution will also evaluate non-program prerequisites and general education as online students have limited opportunity to complete these degree requirements. Onboarding will be assessed with a survey that addresses admission, financial aid, term activation, and orientation.

Towson University

The BA/BS in Molecular Biology, Biochemistry, and Bioinformatics has been reaccredited for a full seven years by the American Society for Biochemistry and Molecular Biology (ASBMB). Follow-up on recommendations for continuous improvement include coordinating with TU admissions; better preparing students for the ASBMB certification exam with regular exam preparation sessions held annually, with adjustments made based on success rates and feedback; for faculty safety training, annual training through SafeColleges/Vector Solutions will be mandated, with completion tracked and audited, alongside a review of lab safety incident reports to assess the program's effectiveness. The expansion of lab safety training to other disciplines will also begin, with a phased rollout.

Numerous programs have recently been reviewed and reaccredited by the Council of Accreditation of Educator Preparation (CAEP). Within that larger group, several programs also sought and received recognition from specialized accreditation programs (SPA) as noted below. Towson had a successful CAEP visit, with some programs cited for national recognition. No program-specific issues were highlighted by CAEP during the accreditation team's visit, but the accreditation report noted the following recommendations in relation to all accredited graduate programs in the College of Education leading to advanced licensure: data quality – enhance documentation of the validity and reliability of each of the key assessments by providing evidence that the Quality Assurance

System relied on verifiable, representative, cumulative, and actionable measures that ensured interpretations of data were valid and consistent; stakeholder involvement - provide more evidence of external partner involvement in program design, evaluation, and continuous improvement processes; and continuous improvement – provide more evidence of regular, systematic, and continuously assessed performance against goals and relevant standards, tracked results over time, documented modifications and/or innovations and their effects on outcomes. The programs included in the CAEP accreditation are as follows; notes indicate their additional SPA status:

- BA/BS, MAT (track) Early Childhood Education – CAEP and National Association for the Education of Young Children (NAEYC) – Recommendations from the prior review were implemented. A recommendation from NAEYC was to more specially align the Praxis II data with key elements from the NAEYC standards, if possible.*
- BA/BS, MAT (track) Elementary Education (CAEP) – The program met all standards and has worked to mitigate post-Covid enrollment dips seen nationwide. There is a four-part action plan that will look at curriculum and assessment tied to new Maryland regulations (in place and coming), explore recruitment, retention, and student growth strategies with local populations and those at a distance (e.g., at USM at Southern Maryland/online MAT option), and faculty will review courses and as needed propose new curriculum design and instructional methods to better meet the college’s mission and vision statement.*
- BA/BS, MAT (track) Special Education – CAEP and Council for Exceptional Children (CEC) – Actions are begin taken to address declining enrollments in the undergraduate major (para-educator pathways, exploring other partnerships). The MAT Special Education concentration is exploring additional advising support for the enrollment increase, as well as more faculty support for online instruction. The department will also address the unique needs of on-the-job interns in distant locations participating in the practicum experiences.*
- BA/BS Early Childhood/Special Education (CAEP and CEC) - The program will increase recruiting to encourage completion of a 2+2 program in education; faculty have also developed a new pathway to certification that allows full-time childcare workers in Maryland to earn a degree while remaining employed. Faculty are redesigning each course to meet hybrid instructional delivery standards established by the Faculty Academic Center of Excellence at Towson (FACET) to ensure consistency across delivery mode.*
- BA/BS Elementary Education/Special Education (CAEP and CEC) - Enrollments in the EESE program have decreased since the COVID-19 pandemic; initiatives to recruit students are underway. Offering part-time and paraprofessional-pathway options have led to increased diversity in recruitment.*
- BA/BS Middle School Education – CAEP and Association of Middle Level Education (AMLE) - The department will focus on revising/reconceptualizing the program to meet new Maryland State Department of Education (MSDE) requirements and improve program viability. The chair has started conversations with content area leads and colleagues from other departments across campus. The department will address the increased demand for multi-language learners through the utilization of a “grow your own” (GYO) MLL specialist who will help faculty infuse MLL information into both coursework and fieldwork.*
- M.Ed. Reading Education and embedded PBC Teaching English Learners –The program was largely successful in meeting the 28 International Literacy Association Standards for Professional Practice over the reporting period. Nearly all aggregated annual scores averaged above 90% for the eight (8) key assessments that capture the 28 standards. The self-study identified recommendations for improvements to two courses.*

- *BS Earth-Space Science – CAEP and National Science Teachers Association accreditation. In addition to the science courses, students completing the Secondary Education concentration take several education courses culminating in a capstone internship experience in which they teach eight weeks at the middle school level and eight weeks at the high school level. The program is small, consistent with national trends.*
- *MS Instructional Technology/School Library Media – The program was nationally recognized with no conditions by its specialized professional association, the American Library Association (ALA)/American Association of School Librarians (AASL), in 2019. The School Library Media (SLM) concentration is one of three concentrations within the MS in Instructional Technology program. Since the coursework in the SLM concentration leads to state licensure, the SLM concentration is reviewed as part of CAEP accreditation, whereas the other two concentrations do not lead to licensure and are not reviewed as part of CAEP accreditation. Upon successful completion of this concentration, candidates earn Maryland State Department of Education (MSDE) library media specialist certification. The curriculum aligns with AASL standards.*
- *BA/BS, MEd Art Education CAEP – The reviewer praised the program and its adaptability during Covid. Future plans to be discussed further by faculty and administration include creating a strategic plan; advocating for a faculty line; launching an Art Education concentration within the MAT; developing MEd electives focused on technology; adding a culturally responsive assessment to the MEd; collaborating more with the Community Arts Center on experiential learning; reducing the five-year BS/BA program to four years and implementing the following programmatic changes, which will help address workforce demands for highly qualified teachers and mandates in the Blueprint for Maryland's Future: include courses/assignments that focus on historical perspectives in art education, social emotional learning, and culturally relevant pedagogy; revise studio requirements to allow for more electives to encourage depth in candidates' artistic practice; and increase practicum days in the bachelor's program prior to the final full-time internship by adding experiences to existing courses and beginning the program a semester earlier.*
- *Transformational Educational Leadership (MS, 36 credits); Action Research for School Improvement (PBC); Educational Administrator I (PBC, 18 credits); Organizational Change (CAS, 30 credits) – CAEP - The MS and the PBC in Educational Administrator I programs were also recognized by the National Educational Leadership Preparation in 2020. These are programs for working educators seeking Maryland State Department of Education (MSDE)-approved Administrator I certification, with each available in a variety of delivery formats (synchronous, asynchronous, in-district face-to-face). Enrollment has declined, with the exception of the PBC in Educational Administrator I. The MS enrollment is likely impacted by the Blueprint for Maryland's Future prioritizing of National Board Certification over master's degrees, both for career advancement and for salary increase. With the addition of the Educational Administrator I PBC in 2020, the number of graduates from this program has increased dramatically in the past two years. PBC graduation numbers should remain steady as Maryland Blueprint and COMAR legislation continue to require the Administrator I credential for educators pursuing leadership positions in public schools and districts. An action plan is in place.*
- *The Bachelor of Music (BM), the Bachelor of Science (BS) in Music, the Master of Music (MM) Pedagogy, and the Post-Baccalaureate Certificate (PBC) in Music programs in music have specialized accreditation through the National Association of Schools of Music (NASM). In addition, the BS and MS in Music Education are recognized by both NASM and*

CAEP. The programs were successfully reaccredited by both. A PBC in Music Therapy has just been approved and is moving through the NASM stages of approval. The decennial NASM team visit resulted in some actions being required, and those are being implemented (additional staff member, more notifications around hearing health, clarification of certain items on the web and in the catalog, collaborative piano support, and additional soundproofing and sound attenuation actions). The Blueprint for Maryland's Future could have a significant impact on curricular requirements for undergraduate programs and bring decreases to graduate programs as the master's degree gives way to National Board Certification as a means to recertification and salary advancement. The Covid-19 pandemic brought decreases to both music performance and education programs nationally, so strategies for recruitment and adding a music education option to the MAT are under review.

- *MEd in Early Childhood Education -The MEd is an online program designed exclusively for already certified teachers and therefore not part of CAEP, which certifies initial licensure programs. The program's students consistently meet or exceed expectations on yearly measures of student learning outcomes aligned with the 2010 National Association for the Education of Young Children (NAEYC) Standards. The department plans to reevaluate the ECED M.Ed. curriculum and assessment plan to realign with the 2020 NAEYC Standards and competencies. The program will also offer a new thesis option for degree completion for students who display interest in research and/or those who wish to continue their education at the doctoral level.*

University of Maryland, Baltimore

The MS in Genetic Counseling was reaccredited by the Accreditation Council for Genetic Counseling. The program has had intentional growth and incorporated numerous suggestions from the last self-study (greater percentage of an FTE for program direction and directing student research), secured private funding for scholarships, and continued to update the curriculum to reflect changes in the field). The program has strong interdisciplinary and clinical elements and adapted to the many challenges from the Covid-19 pandemic. A continued challenge is the departure of academic faculty. Recommendations being incorporated now are mapping all syllabi to practice-based standards; ensuring faculty competency with the needs of diverse communities; providing the director with more time to address program needs, which requires less clinical load; and modifying the student grievance process.

The UMB School of Medicine, the first US public medical school, is ranked 9th for research among publics. The MD is accredited by the American Medical Association through the Liaison Committee on Medical Education (LCME). In the spring 2024 visit, the LCME approved full reaccreditation for 8 years, with a status report to be filed in 2026 related to curricular assessment, strategic plan, bylaws, and certain elements of the student experience (e.g., facilities for storage, relaxation etc.). The Biannual Medical Education Survey has been instituted to comprehensively assess the effectiveness and student satisfaction with the medical education program and SOM/Campus services available to medical students. This survey, which is administered and analyzed by students, parallels the LCME survey requirement for the self-study process and will allow for better monitoring and analysis in interim years. This survey is part of the recently implemented Data Management Plan, which includes many internal and external surveys and data points relating to the education program and student experience. This process will ensure continued compliance.

University of Maryland, Baltimore County (UMBC)

Several undergraduate programs in this cycle were reaccredited in August 2024 by the Accreditation Board for Engineering and Technology or ABET: BS Chemical Engineering, BS Computer Science, BS Computer Engineering, and BS Mechanical Engineering.

- The BS in Chemical Engineering external review was conducted by the ABET Accreditation Commission using program criteria for Chemical, Biochemical, Biomolecular and Similarly Named Engineering Programs. ABET audits programs using eight criteria. The faculty have amended the student learning outcomes so they fully align with ABET wording, which will simplify future assessment. The program will seek to add a full-time program director to assist with increasing enrollment, as well as adding related content to the required first-year and transfer student seminars.*
- The BS in Computer Science is available at the main campus and Shady Grove. The BS in Computer Engineering (Computer Science Electrical Engineering or CSEE) program updated its program website and implemented a system for the Course Assessment Committee to better archive faculty responses. CSEE is also developing a required three-credit, 300-level course to meet a forthcoming ABET directive. It will cover security, information networks, and parallel and distributed computing. Two additional lecturers will be hired to support seven sections per semester and to ensure the course's quality and effectiveness. CSEE will also hire an additional technician to support its teaching labs.*
- Since the last accreditation visit, the BS in Mechanical Engineering began operations at Shady Grove in addition to the main campus. Laboratory facilities at the main campus will be updated, and new assessment procedures with appropriate documentation have been instituted since the visit. Changes are underway regarding documenting discussions with the Industrial Advisory Board regarding program objectives, and there is discussion about some curriculum revision regarding chemistry and physics laboratory work.*

University of Maryland, College Park

The BS in Aerospace Engineering is accredited by ABET and offers a comprehensive curriculum specializing in aeronautical and astronautical engineering. The program is praised for integrating theoretical knowledge with hands-on experiences through design projects and competitions, fostering a culture of innovation and teamwork. Challenges persist in balancing traditional aerospace disciplines and emerging fields, such as autonomy and space systems, along with pressure from increased enrollments. New upper-division electives in emerging fields (e.g., autonomous systems, hypersonics, space exploration) will be offered through co-teaching with introductory graduate-level courses.

BS Nutrition and Food Science – the Dietetics track within the bachelor's degree program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The self-study and review for this period were, however, of the department and the array of programs. Further comments appear in the section below.

The Master of Public Policy is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The self-study and review for this period were, however, of the full School of Public Policy. Further comments appear in the institutional section below.

The University of Maryland School of Public Health undergoes accreditation review for the entire School by the Council on Education for Public Health (CEPH). The recent reaccreditation review determined that the school met with compliance on all standards. Six departments were included in the accreditation process: Kinesiology, Family Science, Epidemiology & Biostatistics, Behavior

and Community Health, Global and Environmental Health, and Health Policy & Management. These departments offer the 21 programs listed below. One of the review team's recommendations was to better link the relationship between the undergraduate programs experiential learning options to their learning outcomes. The School now has created a matrix that can be shared with students that helps them understand where in their coursework different competencies are developed. Enrollments and degree production are robust, except for the relatively new graduate program in Environmental Health Sciences. The Maryland Institute for Applied Environmental Health has now been reorganized into an academic unit named Global and Environmental Health. This structure facilitates faculty having tenure homes that better align with their disciplinary expertise. It is anticipated that the graduate programs will grow as a result.

- *BS, MS, PhD Family Science [MS/PhD not yet at 7-year mark]*
- *BS, MS, PhD Kinesiology*
- *BS Public Health Practice (enrollment noted includes double majors) (retitled from Behavioral and Community Health)*
- *BS Public Health Science*
- *Master of Public Health (MPH)*
- *Master of Health Administration (MHA)*
- *MS Couple and Family Therapy (also accredited by the Commission on Accreditation for Marriage and Family Therapy Education)*
- *MS and PhD Environmental Health Sciences [MS/PhD not yet at 7-year mark]*
- *PhD Behavioral and Community Health*
- *PhD Epidemiology*
- *PhD Health Services Research*
- *PhD Maternal and Child Health*
- *PhD Toxicology (with UMB, UMBC, and UMES)*
- *PBC Global Health*
- *PBC Principles of Public Health*
- *Graduate Certificate in Professional Studies (GCPS) Health Data Analysis (launched in 2023)*

University of Maryland Global Campus

The Master of Science in Health Information Management and Technology program received continuing accreditation for seven years from the comprehensive program review conducted by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) team. Overall, the program was recognized for its focus on quality, good communication with students, and satisfying a critical need for the region it serves. The team recommended allocating more resources for the portfolio director and faculty for program and course planning (workload considerations and call for additional collegiate faculty), considering using technology resources that would assist students in learning using various types of analytical software with tutorials, encouraging students to sit for professional credentials, particularly the Registered Health Information Administrator, and adapt standards to the 2026 CAHIIM standards, adjusting student assessments to include both formative and summative assessments.

Low Degree Productivity

MHEC Definition

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

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

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

By the aforementioned definition and without other context, two (2) programs are considered to demonstrate “low productivity.” The types of programs identified in this report as low productivity are described below in more detail.

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

Coppin State University

- *BS Mathematics – The program provides a liberal arts major with a focus on computer science. Computer science majors also need up to 21 credits in mathematics for their degree. The program courses support general education and other majors (STEM, education etc.). The program plans to update some courses, expand advising, and potentially develop a certificate specifically for those interested in secondary education. More generally, courses have enrollment even if the major itself has capacity to grow.*

Towson University

- *BS Earth-Space Science – This program has historically been a niche area with low enrollment. Enrollment in ESS is likely to remain low, but it remains a critical program for preparing highly qualified teachers.*

2023-2024 Periodic Review of Academic Programs

Bowie State University										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) History	78	14	83	24	74	18	80	13	61	26
Notes: 1. BA/BS History – Self-study showed high student satisfaction with career mentoring. External reviewers suggested trying to add more of their courses to the general education program and expanding partnerships with community colleges, government officials, and governmental organizations in metro DC. External reviewers also suggested developing more opportunities for exposure to first-year and other pre-major students.										

Coppin State University										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) Computer Science	42	2	55	7	50	3	62	11	68	3
(C) Forensic Investigations	12	7	24	14	20	10	18	10	28	15
(B) Interdisciplinary Studies	83	16	62	16	26	5	26	10	31	33
(B) Mathematics	9	0	6	3	5	0	6	1	13	2
Notes: 1. BS Computer Science – The program participates in the IBM HBCU Quantum Center, which provides research and presentation opportunities. External review notes that graduates are very competitive in the market and for graduate school, but enrollment could benefit from stronger academic support and strategies for mathematics acceleration. Students have to take several mathematics courses. The faculty aspire to ABET/CSAB accreditation and so are amending the curriculum to align standards with the ACM/IEEE/AAAI 2023 Standards. 2. UDC Forensic Investigations – The program is available to students in any major who complete the biology, chemistry, and criminal justice prerequisites. Enrollment is steady, and improvement plans address recruiting faculty, adding new electives to keep the curriculum contemporary, enhancing technology and marketing, and continuing to partner with offices across the campus to raise awareness of the program and its career opportunities. 3. BS Interdisciplinary Studies – Enrollment had previously been inflated as the major was used as a default for pre-nursing, which was then, post-pandemic, adjusted to reflect only those intentionally enrolled in the major. Since the last review, a full-time faculty member was hired to coordinate the program, and the curriculum was revised, including moving the major credits from 49 to 39. Processes for course and specialization approval and graduation were simplified. More process streamlining is recommended, as well as an update to the website. 4. BS Mathematics – See above in low enrollment programs. Students in the program take several courses in the BS in Computer Science.										

2023-2024 Periodic Review of Academic Programs

Frostburg State University										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) Criminal and Legal Studies	213	59	188	58	166	47	126	42	118	30
(B) Exercise and Sports Science	152	37	173	32	183	24	174	22	188	30
(B) Liberal Studies	60	71	77	52	73	64	85	59	65	67
(B) Music	47	16	42	4	49	8	58	11	56	9
(B) Nursing	438	160	425	142	385	139	326	139	373	107
(B) Political Science	71	17	62	18	47	18	39	19	29	10
Notes: <ol style="list-style-type: none"> 1. BS Criminal and Legal Studies – Though enrollment has dropped, it has diversified, and law school acceptances increased. The program was retitled from Law and Society, added philosophy courses, and will continue program revisions. Increased visibility for the program will be sought through a speaker series, media outreach, and more social interaction with student groups and alumni. Foundation assistance will be sought for fundraising. 2. BS Exercise and Sports Science – see above in programs with specialized accreditation 3. BS Liberal Studies – Program strengths include stable enrollment, joint ownership by faculty from across campus who contribute to the program's success, the economic efficiency created from utilizing existing courses in other disciplines, and the interdisciplinarity of its curriculum. The challenges identified were the location of the program within the new Academic Affairs structure and internal competition created by the new online Multidisciplinary Studies program. This relationship will be evaluated, assessment practices will be enhanced with entry and exit surveys, and there will be expanded internal collaboration with Career Services and the Majors Fair, among others. The advisory board will be expanded as well. 4. BS/BA Music – see above in programs with specialized accreditation 5. BS Nursing – see above in programs with specialized accreditation 6. BS Political Science – The program holds important general education courses (American Government, International Relations, Comparative Politics) and engages in experiential learning (e.g., Washington Model Organization of American States, Beall Institute for Public Affairs on campus). It has kept its offerings evolving to meet current disciplinary expectations, but several faculty retirements and post-Covid enrollment declines have created challenges with respect to offerings. A strategic enrollment plan for the program is being created, which will be tied to a five-year staffing plan to ensure program strength and efficiency. Further alumni engagement will also be sought. 										

2023-2024 Periodic Review of Academic Programs

Salisbury University										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) English	146	37	160	56	139	44	114	31	107	43
(M) English	21	14	26	18	37	18	20	25	12	7
(B) Philosophy	15	7	19	3	17	5	24	3	28	10
<p>Notes:</p> <ol style="list-style-type: none"> 1. BA English – Enrollments, as across the US, have dipped. Recruitment will be tied to the new EEQ (essential employability qualities) certification from QA Commons. The EEQ certification verifies the program fosters eight key career skills in high demand: communication skills, teamwork, critical thinking, creativity and problems solving, learning and adaptability, professionalism and responsibility, motivation and initiative, and digital literacy. The BA has 7 program tracks, including secondary education. The program has a large role in supporting the new general education program. The faculty will create an experiential learning course to support general education. Collaborating with the director of first-year writing and the writing center, the chair will continue to find ways to support first-year students. The department launched their First Year Seminars in the fall of 2024 and has created an Assessment Committee to create a sustainable assessment program. Efforts will continue to foster a sense of community among students and faculty, building on recent successful events. 2. MA English – The Blueprint for Maryland’s Future has impacted enrollments, especially in the TESOL track. An accelerated MA program may help with enrollment, particularly for the TESOL track. TAs have a nationally competitive annual stipend (since 2023), which is an outstanding recruitment tool. MA students present at major professional conferences, are admitted to PhD programs, and consistently get jobs in secondary and post-secondary education. The program will introduce a broad-based MA track allowing students to tailor their studies to their individual interests and career goals. With the creation of the Graduate School, the graduate program will have an opportunity to build a robust marketing a recruitment strategy and new web presence. 3. BA Philosophy – The program has EEQ certification (see above at English) and is largely focused on applied philosophy; it has a strong co-curriculars and community engagement. The minor is thriving and perhaps pulling away majors. The action plan is designed to enhance the department’s academic offerings, support faculty and student needs, and strengthen the program's overall effectiveness and visibility. The department will create a comprehensive plan for sequencing and organizing our co-curricular programs. This plan aims to optimize student engagement, balance faculty workload, and improve program accessibility. There will also be strategic reassessment of staffing for popular courses and the new first-year seminars. Course-based assessments will take a more qualitative approach to better refine improvements. 										

2023-2024 Periodic Review of Academic Programs

Towson University										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B)/(BFA) Art & Design	544	161	523	137	505	134	500	128	552	120
(B) Early Childhood Education	271	70	263	63	256	70	266	65	221	76
(MAT) Early Childhood Education Track	12	5	13	7	13	7	15	7	26	5
(MEd) Early Childhood Education	62	40	47	33	35	26	41	8	40	27
(B) Elementary Education	420	111	390	123	396	76	344	110	307	85
(MAT) Elementary Educatn. (track)	22	18	27	12	28	14	25	11	17	13
(B) Special Education	79	22	65	18	54	16	38	15	29	13
(MAT) Special Education (track)	48	24	91	7	75	25	101	25	148	34
(MEd) Reading Education	188	44	202	45	175	34	190	62	146	47
(C) Teaching English Learners (new)	2	N/A	9	17	5	4	5	7	12	4
(B) Art Education	62	24	71	18	75	13	65	25	65	13
(MEd) Art Education	29	4	27	6	22	8	15	11	22	3
(B) Family & Human Services	374	103	361	119	296	128	270	102	235	94
(M) Family Collaboration	29	13	31	17	36	13	35	16	32	15
(C) Family-Professional Collaboration	30	15	30	18	36	13	35	16	33	15
(B) Environmental Science and Studies	216	45	200	63	184	51	168	52	148	35
(M) Environmental Science	23	8	23	8	23	9	23	6	23	11
(B) Art History	31	11	31	6	31	5	25	9	30	8
(B) Earth-Space Science	8	3	7	3	14	1	13	0	9	3
(B) Early Childhood/Special Education	145	36	147	42	162	52	156	54	137	57
(B) Elementary Education/Special Education	254	84	248	99	233	97	195	93	151	92
(B) Geology	37	17	39	10	35	12	36	11	28	5
(B) Interdisciplinary Studies	62	25	69	17	50	17	43	28	51	20

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

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(B) International Studies	174	49	143	44	118	36	80	32	66	36
(B) Molecular Biology, Biochemistry and Bioinformatics	176	35	184	39	152	40	148	35	131	40
(B) Middle School Education	41	12	46	8	52	8	41	14	36	12
(B) Physics	103	19	96	24	71	13	59	13	58	12
(B) Political Science	331	92	336	83	311	76	262	97	238	71
(B) Sociology-Anthropology	811	230	787	220	780	209	702	228	674	206
(BM), (BS) Music	153	22	159	31	153	29	139	38	142	34
(MM) Music	11	4	9	4	6	5	6	2	6	3
(C) Applied Music	2	n/a	2	1	4	0	2	6	5	0
(BS) Music Education	183	21	185	25	138	38	120	25	126	31
(MS) Music Education	12	7	16	3	22	3	19	6	21	5
(M) Transformational Educational Leadership	246	50	273	46	207	64	154	75	97	87
(C) Action Research for School Improvement	28	0	1	10	0	16	0	0	0	0
(C) Educational Administrator I	n/a	n/a	56	n/a	102	2	91	55	106	52
(CAS) Organizational Change	98	2	59	1	8	2	1	0	1	0
(MEd) Secondary Education	29	2	15	3	10	20	5	5	4	2
(MEd) Special Education	184	26	120	66	140	45	122	46	123	24
(MFA) Art Studio	24	4	25	5	23	9	23	5	21	7
(MM) Music Pedagogy	n/a	n/a	2	n/a	3	n/a	2	3	2	0
(MS) Applied Physics	13	4	19	6	15	12	10	7	14	7
(MS) Instructional Technology/Educational Technology Concentration	132	21	152	3	124	59	141	34	124	29
(MS) Instructional Technology/Instructional Design and Development Concentration	13	5	15	7	14	8	14	7	19	0
(C) Educational Technology	1	n/a	5	n/a	12	1	10	0	5	6
(C) Instructional Design & Development	6	n/a	4	1	2	4	7	3	8	3

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(MS) Instructional Technology/School Library Media Concentration	200	45	178	43	154	19	156	60	102	19
(C) Design for User Experience (UX)	11	2	9	5	12	3	5	9	12	2
(PhD) Instructional Technology	31	3	31	1	33	1	40	1	43	2

Notes:

1. BA/BS/BFA Art & Design – Recommendations from the last review were implemented. For continuous improvement, the department will advocate for full-time faculty lines and support staff, such as a 2D and/or Digital technician and securing a permanent curatorial position to support the galleries. It will seek support for faculty research; develop co-curricular gallery connections throughout the program(s) to increase students' professional competencies; review curricula (particularly in the Design Studies track) to encourage cross-disciplinary inquiry and remain current with market needs; build alumni and inclusion networks; increase safety via studio ventilation and gallery cameras; and seek support for equipment updates.
2. BA/BS, MAT Early Childhood Education – see above at programs with specialized accreditation
3. MEd Early Childhood Education – see above at programs with specialized accreditation
4. BA/BS, MAT Elementary Education - see above at programs with specialized accreditation
5. BA/BS, MAT Special Education - see above at programs with specialized accreditation
6. BA/BS, MAT Art Education - see above at programs with specialized accreditation
7. BA/BS Family & Human Services, MS Family Collaboration, PBC Family-Professional Collaboration – The undergraduate program implemented recommendations from the last review, and the department name was changed to to Family Science, in alignment with the endorsement of the National Council of Family Relations (NCFR). This change increases visibility and better defines the identity of the department. The department will focus on recruiting and retaining undergraduates in Family and Human Services and re-incorporate FMST 201 Family Resources, the Core course with the highest enrollments, as a major requirement to more effectively market this major to prospective students. The department will provide a minor at TUNE and will continue to develop a Couples and Family Therapy master's program, with a fall 2026 target launch date. The TU Student Council on Family Relations (TUSCFR) will be re-started. The master's program in Child Life, Administration and Family Collaboration will continue to focus on meeting the Association of Child Life Professionals (ACLP)/Child Life Certifying Committees (CLCC) academic/clinical training requirements to best prepare students to meet the demands of the profession. Continued efforts to support students through the pre-internship match process and Internship application process will remain a prominent faculty focus. New faculty will continue to be mentored and strongly encouraged to attend college and university promotion, tenure, and reappointment (PTR) workshops and events.
8. BA/BS Environmental Science and Studies, MS Environmental Science – Although pandemic-era transfer admissions impacted enrollment, the program has steady recruitment and completions. The faculty come from other departments, and a new advisory board will be formed, plus a dedicated lecturer is planned. Work on building a stronger community for students by, for example, developing an introductory ENVS course that all new and transfer undergraduate ENVS students take. The program will also host several social activities a year to help build a sense of community among ENVS faculty and students. The program will create more opportunities for student research and internship via professional relationships and work with the TU Office of Graduate Studies to explore increased funding and space for graduate students.
9. BA/BS Art History – The program was praised for its reach, variety, and faculty research. The program's continuous improvement plan has nine steps: formalize mentorship of new faculty members; encourage all faculty members to partner with TU's Writing Center to bring trained peer reviewers into the classroom to assist students; streamline our course offerings to play to strengths; increase the range of offerings, particularly in Museum Studies,

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and seek to expand our ranks of full-time faculty members; nurture closer relationships with the University Gallery for both students and faculty; enhance the Visual Resources Library as a study center and meeting place for our students and faculty; more actively promote the Cook Library's rich resources to students; seek to establish more-formal memoranda of understanding with local museums and to find funding for students to have paid internships in them; continue to build and benefit from our ever-expanding list of alumni.

10. BA/BS Earth-Space Science - see above at programs with specialized accreditation
11. BA/BS Early Childhood/Special Education - see above at programs with specialized accreditation
12. BA/BS Elementary/Special Education - see above at programs with specialized accreditation
13. BA/BS Geology – One of two UG geology programs in MD, it is planned to allow smooth transfer. The program is strong but has some capacity challenges due to large courses and a small faculty. The plan to be implemented includes a program vision statement, a plan for undergraduate research tied to faculty research productivity, incorporating Earth-Space Science as a concentration within the Geology program; exploring pathways for geoscience professors to have access to graduate students; build, expand, and improve on operations and efficiencies; and look at additional electives and experiences to expand enrollment.
14. BA/BS Interdisciplinary Studies – With four structured tracks and one available for self-design, the program offers many opportunities, but curricular complexity has created assessment challenges. Improvements will include making prerequisites explicit requirements, adding more biology electives to the Animal Behavior concentration, exploring the addition of an introductory and a capstone course and of new concentrations. The program will also work with Academic Advising, the Retention and Completion Office, the College of Liberal Arts Academic Advisor, the TU Career Center, and the TU Alumni Association to improve our advising guides, career guides, and connections to alumni.
15. BA International Studies – An interdisciplinary program that has faculty advisors guide students to pursue their career interests, all students have to have at least intermediate fluency in a non-English language. Like other programs with foreign language requirements, post-pandemic enrollment has dropped. The program's action plan will evaluate the costs and benefits of creating an introductory course and a capstone course; continue to gather data to better understand enrollment dips and use enrollment data findings to inform improved marketing materials and recruitment practices; create more comprehensive advising guides and more focused and comprehensive career guides; explore creating an alumni database, increasing faculty involvement, and creating a model diplomacy club.
16. BA/BS Molecular Biology, Biochemistry & Bioinformatics - see above at programs with specialized accreditation
17. BA/BS Middle School Education – see above at programs with specialized accreditation
18. BA/BS Physics – The program has strong enrollment and student results, as well as strong faculty research. Recommendations address setbacks from the pandemic: rebuild community and student retention (restart clubs, review advising); curriculum: modify Applied Physics concentration into Engineering Physics concentration; consider pairing and re-structuring parts of existing seminar courses to include suggested activities; devise mechanisms for majors from different class levels to interact and collaborate during common class meeting times; pursue recruitment efforts; enhance program efficiency (enhance transfer advising, scheduling etc.) think strategically: consult American Physical Society (APS) Effective Practices for Physics Programs (EP3) Guide and collaboratively choose at least two areas in which to make progress (possibly recruitment, retention, inclusiveness).
19. BA/BS Political Science – The program has strength in research, and the pandemic-era enrollment dips may be leveraged to transition to an R2 model. At the same time, the faculty will review the curriculum, particularly courses with large enrollments, to determine if adjustments can improve the program and attract more majors. The faculty will partner with other TU units to assess the role of AI, positive and negative, on the program.
20. BA/BS Sociology-Anthropology – This program has three concentrations: sociology, anthropology, and criminology, which has about 75% of the enrollment. The faculty are prioritizing the following action items from the self-study and external review: improve department climate/culture; develop

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departmental advising system; continue advocating for a separate Criminal Justice major; document and clarify departmental procedures; review curriculum and modes of instruction. The first step of this action plan is to establish a department steering committee with representation from each rank of faculty (including lecturers and adjuncts). This committee will advise the chair, draft department by-laws, and continue to guide implementation.

21. BA/BM, MM Music, PBC Applied Music, BS, MS Music Education - see above at programs with specialized accreditation
22. MS Transformational Educational Leadership, PBC Action Research for School Improvement, PBC Educational Administrator, CAS Organizational Change - see above at programs with specialized accreditation
23. MEd Secondary Education - see above at programs with specialized accreditation
24. MEd Special Education - see above at programs with specialized accreditation
25. MFA Art Studio - The MFA in Art Studio program will attempt to increase enrollment of highly talented, engaged, and diverse students by focusing on three areas: (1) expand the innovative and interdisciplinary nature of the program via curriculum development, availability of new technologies for students, visiting artists; (2) Increase student engagement and profile with Baltimore/Washington, DC art spaces, curators, and critics via field trips, regular invitation of local curators and critics from the area, marketing: and once per semester MFA open studios; (3) increase alumni engagement via program events to foster networking opportunities and community-building and alumni-related exhibitions.
26. MM Music Pedagogy – see above at programs with specialized accreditation, but note this is a new program and is not yet in the 7-year review cycle
27. MS Applied Physics – The program has strong enrollment and results. Its action plan has five parts: (1) Curriculum Enhancement and Redesign (form a program advisory board; work to develop new courses; pursue opportunities for implementing interdisciplinary concentrations; implement research-intensive curriculum pathways; (2) Program Accessibility and Student Success (Identify and implement optimal course scheduling strategies and pilot online/hybrid courses to attract full-time employed students and facilitate their timely graduation; establish a balanced framework for course offerings to allow for a reasonable choice of electives over each two-year period; facilitate increased URM representation by availing external funding resources for student scholarships, student research, mentoring resources, and implementing community-building initiatives); (3) Assessment - Develop and implement exit interviews/surveys for graduating students and conduct alumni surveys; (4) Faculty and Support - pursue resources to increase the number of graduate assistantships, including research assistantships; pursue avenues for accounting research instruction in teaching workload and for rewarding student mentoring; (5) Infrastructure and Research Facilities - seek support for high-performance computing facilities, enhancing laboratory spaces, availing resources to support the maintenance and servicing of equipment used for research and graduate instruction.
28. MS Instructional Technology/Educational Technology Concentration, MS Instructional Technology/Instructional Design & Development Concentration, PBC Instructional Technology, PBC Instructional Design & Development, MS Instructional Technology/School Library Media Concentration – see above at programs with specialized accreditation
29. PBC Design for User Experience (UX) – An online, asynchronous program that has options for non-art and art majors as points of entry, the certificate is valuable for regional workforce needs. The action plan includes completing Quality Matters review for all courses, exploring partnerships with various master's to make this stackable, and increasing internal and external marketing.
30. PhD Instructional Technology – Since the last review, the program changed from an EdD to a PhD. Faculty and student research have been strong, application and enrollment strong compared to peers, and the curriculum has evolved with changing technologies and trends. Recommendations include developing a policy on the ethical use of AI, an expanded advisory board, continued monitoring of the curriculum, more interdisciplinary collaboration, and benchmarking with peers.

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University of Baltimore										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) Digital Communication	86	33	61	21	46	19	37	11	35	7
(B) Human Services Administration	86	26	93	21	81	18	63	27	51	19
(M) Interaction Design & Information Architecture	21	5	26	6	30	8	23	2	27	6
(C) User Experience (UX) Design	5	5	5	7	6	7	9	9	7	7
(M) Negotiations and Conflict Management	61	15	48	19	32	11	27	18	28	9
(C) Digital Communications	7	2	7	0	6	5	5	1	5	2
Notes: <ol style="list-style-type: none"> 1. BA Digital Communication – The program offers on-campus and online courses, and reviewers focused on ways to gain visibility for the interdisciplinary program. The faculty are engaged in a curriculum update that adds more work in AI, social media, and mobile technologies, as well as providing stackable badges/credentials. Focus on having standards for technology fluency may assist transfer students. 2. BA Human Services Administration – The program is developing a strategic plan, working on material to highlight the accelerated BA-MA option, and updating expired articulation agreements to address declining enrollment. The faculty are reviewing the curriculum to take steps to secure specialized accreditation and working with faculty in other areas of the College of Public Affairs to explore additional degree tracks. 3. MS Interaction Design & Information Architecture, PBC User Experience (UX) Design – The MS and its stackable PBC are available in person and online, and graduates have landed positions with high-profile employers. Enrollment has been steady, but recruitment may benefit from a new Design at UBalt campaign, highlighting the educational experience of human-centered design, visual design, and web design. The faculty are updating courses to incorporate emerging technologies, including AI. The program will introduce an internship course to better prepare students for the job market. The program will also place a greater emphasis on public speaking, presentation, and prototyping skills. 4. MS Negotiations and Conflict Management – The oldest such program on the East Coast, the MS has a strong reputation both academically and in the community. Enrollment has dropped as the university's did, but the program's move to 36 credits (from 42), flexible scheduling designed for working professionals, and addition of an online option and a stackable credential can enhance recruitment. The program also partners with the Schaefer Center for Public Policy on the Urban Conflict Manager program. Reviewers' suggestions for additional intra-campus partnerships (e.g., offering undergraduate courses), for building more community across in-person and online cohorts, and moderating faculty workload are being considered. 5. PBC Digital Communication – The interdisciplinary PBC leverages courses across programs. External reviewers commented on several web issues' tie to recruitment, which a new university website should help address. The curriculum is being adjusted so it has more structure (e.g., one more required course), and graduates will have opportunities to clarify the specific skills achieved. Reviewers also recommended incorporating more curricular and co-curricular experiential learning opportunities (speakers, industry visits, hosting portfolio reviews). Alumni engagement is being used for assessment. 										

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University of Maryland, Baltimore										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(M) Genetic Counseling	16	7	16	8	15	7	17	7	20	10
(M) Forensic Medicine	14	5	16	8	12	9	24	10	25	14
(D) Doctor of Medicine	629	163	622	167	602	155	587	148	590	139
(D) Nursing	39	9	39	6	34	3	37	8	37	5
Notes: <ol style="list-style-type: none"> 1. MS Genetic Counseling – see above for programs with accreditation review; the program has intentional growth and was reaccredited. 2. MS Forensic Medicine – This is the first and only program housed in a statewide medical examiner’s office. The program has been able to have intentional growth and is a leading program in a medicolegal environment with courses taught by experienced forensic pathologists. This is its first self-study. Students’ internships are tailored to their career goals. Additional funding options are sought for international students who cannot work during their education. Curriculum expansion is recommended, as well as academic credit options for internships. 3. MD Doctor of Medicine – see above for programs with accreditation review. 4. PhD Nursing – A strong program that has maintained enrollment while nationally enrollment declined 12%; the recommendation is to grow the program, which will also require more funding for student support. Curriculum revisions to support more real world data use have taken place and additional curriculum revisions are recommended, including more competency-based educational elements. 										

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University of Maryland, Baltimore County										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) American Studies	20	8	21	8	12	5	11	9	12	2
(B) Ancient Studies	45	6	28	12	25	8	26	5	28	5
(B) Chemical Engineering	141	64	133	56	135	57	115	49	99	56
(B) Computer Engineering	202	64	170	84	150	68/	127	53	100	44
(B) Computer Science	770	206	836	250	889	281	879	323	856	332
(B) English	198	50	203	44	189	47	154	51	146	36
(M) Text, Technologies & Literature	14	5	13	3	9	4	10	3	8	4
(M/D) Gerontology	8	2	5	3	5	2	5	1	5	2
(B) Mathematics	107	37	117	37	104	29	80	19	49	25
(B) Mathematics	273	54	268	57	269	48	214	57	198	45
(B) Statistics	71	15	79	17	87	14	82	18	74	18
(M) Statistics	14	2	12	4	9	3	7	2	5	3
(M) Applied Mathematics	6	7	6	2	8	4	9	3	11	2
(D) Statistics	23	3	21	3	21	4	21	6	22	-
(D) Applied Mathematics	25	-	29	2	23	1	25	7	25	2
(B) Mechanical Engineering	375	143	378	120	375	148	388	101	364	111
(B) Physics	170	12	156	24	137	16	132	21	117	18
(B) Physics Education	6	-	6	-	1	-	1	2	3	-
(M) Atmospheric Physics	10	2	10	1	14	2	10	7	14	2
(M) Physics	17	8	8	10	12	5	14	2	17	3
(D) Atmospheric Physics	18	-	19	1	23	2	20	2	24	2
(D) Physics	35	4	30	1	32	5	27	5	28	6
(B) Political Science	306	84	317	81	332	83	301	87	285	71
(C) Public Administration & Policy	-	1	3	2	4	1	5	2	5	1
(C) Security Studies	-	-	-	-	7	2	10	7	10	5
(M) Systems Engineering	19	7	21	5	21	10	18	7	23	3

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

2023-2024 Periodic Review of Academic Programs

(C) Systems Engineering	4	4	9	4	3	3	1	2	10	-
<p>Notes:</p> <ol style="list-style-type: none"> 1. BA American Studies – The interdisciplinary program and its faculty play an important role in student civic engagement and the institution’s Carnegie special classification. Enrollment in the major may grow through second majors, and faculty will develop and launch a revamped 100-level course to this end. The faculty will also transition the curriculum from a three-theme structure to a more flexible curriculum, offering greater course variety and frequency to meet student demands and showcase faculty expertise. This will also facilitate completion of the program as a second major. 2. BA Ancient Studies – Designed as a second major, its ancient language requirements may be a barrier to completion for double majors, but program size remains aligned with peers. The department will identify equipment and materials for purchase that improve artifact processing analysis and enable more intensive archaeological experimentation. The program will also add more upper-division ancient history courses and review progression. 3. BS Chemical Engineering, BS Computer Engineering – see above under programs with specialized accreditation (reaccredited by ABET) 4. BA English, MA Text, Technologies, and Literature – The programs have evolved their curricula, with the undergraduate program contributing to both the new Critical Disability Studies minor and minors in Public Humanities and Medieval and Early Modern Studies. Enrollment has been impacted by declining transfer numbers, and new concentrations in creative writing and professional writing may attract more students. The department is reviewing workload and hiring, mentoring practices, and other strategies related to its R1 status. 5. MS/PhD Gerontology – The MS/PhD is one of 6 in the US and the only one in the mid-Atlantic; it is offered in collaboration with the University of Maryland, Baltimore and benefits from top-tier researchers. To ensure stability and longevity, an MOU between the institutions will be completed. The action plan also includes more faculty resources, adding a dual-degree option and a biomedical aging track, streamlining certain curricular processes, expanded marketing, outreach to HBCUs to grow the pipeline, and expanding graduate funding for international students. 6. BA, BS Mathematics, BS Statistics, MS Statistics, MS Applied Mathematics, PhD Statistics, PhD Applied Mathematics – The department has many distinguished faculty and strong graduate programs appropriately evolved. The Covid era saw enrollment drops and preparation issues, which will be addressed via a new multi-modal placement system, the revamping of Math 100 and equivalent courses, and a request for a permanent Academic Coordinator to assist with developing and implementing active learning strategies. The department looks to build out new data science and biostatistics offerings. The department is mapping undergraduate courses and has already made changes to its graduate program based on past recommendations, with further reviews anticipated as new programming develops. 7. BS Mechanical Engineering – see above under programs with specialized accreditation (reaccredited by ABET) 8. BS Physics, BA Physics Education, MS Atmospheric Physics, MS Physics, PhD Atmospheric Physics, PhD Physics – The BS has solid enrollment compared to peers, and graduates are admitted to the most selective graduate programs. The department is revitalizing the BA education program and developing more general education courses, which could mitigate lower enrollments in physics. Applications to graduate programs have tripled, and the NASA-funded research centers are a draw, so work is underway to develop more funding for expansion. There are four established core research areas: atmospheric physics, high-energy astrophysics, quantum information science, and condensed matter physics. The department will work with Facilities Management et al. to complete the Physics building engineering study and implement recommendations. To improve its research infrastructure, Physics will develop facility plans to retain current faculty, attract additional leading faculty, and enable the department and university to compete effectively for external funding. 9. BA Political Science, UDC Public Administration and Policy, UDC Security Studies – The program has a key role in general education, and it is also offered at Shady Grove, where enrollments are relatively low; increased wraparound services may assist all transfer students less prepared for the major, and new courses on state and local government may generate more enrollment at USG. Reviewers praised the department for being student- 										

2023-2024 Periodic Review of Academic Programs

centric. The department is working to transition to an R1 teaching load so faculty have more time for research and to pursue external funding opportunities. To increase the efficiency and breadth of course offerings, the department plans to reduce the number of 400-level courses offered and boost the enrollments in those that remain. Curriculum advising will be moved to professional advisors in the college so faculty can mentor but be freed from curriculum advising.

10. MS Systems Engineering, PBC Systems Engineering – The MS was originally developed by request from Northrup Grumman and is aligned with the standards of the International Council on Systems Engineering (INCOSE). The PBC is stackable into this MS and also the MS in Engineering Management. Actions include re-establishing the industry advisory board, hiring more faculty, adding (cross-listed) electives, updating the curriculum, and changing administrative practices to assist with enhanced marketing to grow enrollment.

2023-2024 Periodic Review of Academic Programs

University of Maryland, College Park										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) Aerospace Engineering (includes double majors)	618	104	617	145	618	156	606	140	608	142
(M) Aerospace Engineering*	*	30	*	27	*	21	*	11	*	25
(D) Aerospace Engineering* (*MS/PhD enrollment combined)	125	15	119	24	128	10	121	14	119	19
(B) African American and Africana Studies	36	9	24	11	14	13	13	3	11	4
(C) African American and Africana Studies * <i>did not indicate enrolled</i> – see introduction	*	3	*	13	*	11	*	9	*	5
(B) Anthropology	89	36	82	47	70	31	64	21	81	19
(M/D) Anthropology Combined	34	10	29	13	35	5	40	10	38	12
(MPS) Cultural Heritage and Resource Management	10	n/a	22	n/a	30	5	38	5	40	10
(GCPS) Cultural Heritage and Resource Management	*		1	*	2	10	3	8	2	3
(B) Classical Languages and Literatures	20	2	17	5	15	6	20	4	20	5
(M) Classics	7	5	8	3	6	4	5	2	5	3
(B) Communication	827	288	840	338	749	268	614	341	584	236
(M/D) Communications	81	21	63	31	67	14	62	14	52	19
(B) Nutrition and Food Science	189	49	182	49	163	41	125	45	100	45
(M/D) combined – Nutrition and Food Science	39	12	34	8	35	8	38	6	40	5
(B) Public Policy	268	16	330	60	357	79	311	87	317	100
(M) Public Management	39	30	38	25	39	19	48	28	57	25
(M) Public Policy	136	82	161	47	188	79	154	99	142	75
(D) Policy Studies	59	5	61	6	55	8	53	10	49	6
(C) Intelligence Analysis	1	18	1	17	-	3	-		-	

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

2023-2024 Periodic Review of Academic Programs

(C) Nonprofit Management and Leadership	13	4	33	2	28	25	30	15	36	9
(C) Public Sector Finance & Acquisition	*		*	9	*	12	4	5	3	8
(B) Sociology	205	75	219	73	190	83	217	66	239	55
(M/D) Sociology	55	19	53	15	48	18	47	9	55	5
(B) Family Science	273	143	236	142	201	104	187	91	166	80
(B) Kinesiology	744	274	732	236	711	233	691	203	657	189
(B) Public Health Practice	271	90	229	97	189	91	178	102	159	60
(B) Public Health Science	1012	280	1119	321	1159	313	1106	355	1048	355
(M) Public Health (MPH)	205	93	231	80	264	76	256	102	253	109
(M) Health Administration (MHA)	19	12	38	9	59	12	69	9	57	28
(M) Couple and Family Therapy	18	4	20	8	20	11	21	9	17	11
(M/D) Environmental Health Science [new – not yet at 7 years]	11	1	14	-	19	-	19	2	19	3
(M/D) Family Science	14	5	13	4	14	-	14	6	14	3
(M/D) Kinesiology	47	7	47	6	49	6	49	4	50	7
(D) Behavioral and Community Health	39	6	33	9	40	3	34	9	33	7
(D) Epidemiology	17	1	19	2	19	3	18	3	15	5
(D) Health Services Research	34	1	32	6	33	3	36	4	36	7
(D) Maternal and Child Health [new program – not yet at 7 years]	10	-	10	-	11	-	11	-	12	-
(D) Toxicology (w/ UMAB, UMBC & UMES)	3	3	2	3	1		1		1	
(C) Global Health	4	7		5	2	8	4	5	2	3
(C) Principles of Public Health	6	5	4	5	2	5	1	5	-	5
(GCPS) Health Data Analysis	n/a								2	
(D) Urban and Regional Planning and Design	23	2	20	4	13	5	14	3	16	0
Notes: 1. BS Aerospace Engineering – see above at programs with specialized accreditation 2. MS, PhD Aerospace Engineering – The program is recognized for its robust research environment and strong emphasis on advanced aerospace topics, including hypersonics, rotorcraft aeromechanics, and space systems. Its strengths lie in its close integration with leading research centers like the										

2023-2024 Periodic Review of Academic Programs

Alfred Gessow Rotorcraft Center and the new Space Science and Engineering Research Center, providing students access to cutting-edge facilities and research opportunities. The department plans to implement structured pathways to improve time-to-degree, which will involve developing more precise guidelines for dissertation progress and providing targeted mentorship. Efforts to strengthen the community among graduate students will include re-establishing the graduate student advisory committee and introducing a graduate seminar series focused on enhancing technical writing and communication skills.

3. BA, PBC African American and Africana Studies – The reviewers commended the department's robust academic offerings and commitment to interdisciplinary study and community engagement. Reviewers highlighted the need for strategic enhancements to the academic programs to ensure sustainable growth. Key recommendations included expanding and developing a more comprehensive curriculum for innovative courses in emerging fields such as digital humanities and public health. The reviewers also suggested enhancing undergraduate engagement by incorporating more research opportunities and internships into the curriculum, fostering a more robust academic community, and preparing students for diverse career paths. A strategic plan will be developed over the next three to five years to refine the department's educational goals.
4. BA/BS, MS/PhD Anthropology, MA, GCPS Cultural Heritage and Resource Management - To strengthen the UG program, the department will better integrate the BA and BS with its core thematic areas of Health, Heritage, and Environment. This will include revising the curriculum to ensure these themes are more prominent across all courses and subfields. Additionally, the department will increase faculty involvement in teaching introductory courses, particularly those that serve as gateways to the major, to ensure students receive a strong foundational education from experienced faculty members. There will be more experiential learning opportunities (more consistent fieldwork and research options across subfields), to include enhancing support for the existing archaeological field school and creating new medical and environmental anthropology opportunities.
5. BA Classical Languages and Literature, MA Classics - The external reviewers commended the department for its strong academic foundation and curriculum diversity, allowing students to explore various aspects of classical antiquity. The MA plays an important role in regional teacher education. The department plans to address declining enrollments in language courses by rotating more faculty through these courses to provide fresh perspectives and potentially increase student retention and interest. They plan to host more events in central locations like the Stamp Student Center to improve the department's visibility and broader undergraduate community and attract new students to its courses and majors. The department aims to enhance its competitiveness for the graduate program by expanding its advertising efforts to reach a wider audience, mainly targeting regional Latin teachers and students interested in interdisciplinary classical studies. The department will focus on strengthening the curriculum by adding courses that cater to traditional and emerging areas of study within the field of Classics, ensuring that both undergraduate and graduate programs remain relevant and aligned with student interests and professional trends.
6. BA Communication, MA/PhD Communications – The external review reinforced the self-study; reviewers commended the department's commitment to academic excellence and student success and noted the strength of the undergraduate program's curriculum but suggested adding more courses focused on emerging communication technologies and interdisciplinary collaboration. For the graduate program, the reviewers emphasized the importance of providing more robust financial and academic support to attract and retain top-tier students. Additionally, they recommended formalizing mentorship and career development programs to prepare graduate students for post-graduate opportunities
7. BS Nutrition and Food Science, MS/PhD Nutrition and Food Science – The external review noted the department's strong reputation and the high quality of its faculty, research, and academic programs, plus its ability to secure significant research funding, mainly through cooperative agreements with federal agencies like the USDA. Challenges include declining undergraduate enrollment. The review highlighted the importance of increasing collaborations with other departments, particularly the School of Public Health, to expand interdisciplinary opportunities and improve the department's visibility. The department will hire a dedicated staff member responsible for managing the department's website, social media, and

2023-2024 Periodic Review of Academic Programs

- recruitment activities and will also increase engagement with prospective students through high school outreach, partnerships with community colleges, and targeted events such as open houses. To further support enrollment growth, the department will enhance the visibility of its programs by collaborating with the College of Agriculture and Natural Resources (AGNR) Communications Office to highlight the achievements of its students, faculty, and alums. The department will also develop more interdisciplinary courses and programs in collaboration with the School of Public Health.
8. BA/BS Public Policy, MM Public Management, M Public Policy, PhD Policy Studies, PBC Intelligence Analysis, PBC Nonprofit Management and Leadership, PBC Public Sector Finance and Acquisition – The Master of Public Policy (MPP) is accredited by NASPAA. This review was of the entire School of Public Policy. Recognizing the popularity of the undergraduate program and the four minor offerings, SPP plans to introduce more flexible core courses and expand electives that align with emerging areas of interest, such as cybersecurity policy, national security, and technology ethics. These additions will allow students to tailor their education to their career goals while maintaining a strong foundational knowledge of public policy. To strengthen its global engagement, SPP will develop partnerships with international organizations and explore opportunities for student exchanges and study abroad programs. Additionally, SPP will work to integrate global perspectives more comprehensively into its curriculum, ensuring that students are equipped to address both local and global policy challenges.
 9. BA/BS, MS, PhD Sociology - The department is committed to refining its curriculum for the undergraduate program by introducing a fifth-course cluster focused on emerging social issues related to technology and artificial intelligence. This addition is designed to keep the curriculum current and relevant to societal needs. Furthermore, the department is keen on expanding opportunities for undergraduate research, including summer research experiences supervised by graduate students. This initiative underscores the department's commitment to developing practical skills and preparing for careers in sociology and related fields. For the graduate program, the department plans to prioritize the hiring of senior faculty in areas of strategic importance, such as demography and health, to strengthen mentoring and research support. The department also plans to develop more structured pathways and mentorship programs to guide students through their degree progression, with the aim of reducing the average time-to-degree and improving completion rates.
 10. BS Family Science, BS Kinesiology, BS Public Health Practice, BS Public Health Science, MPH Public Health, MHA Health Administration, MS Couple and Family Therapy, MS, PhD Environmental Health Science, MS/PhD Family Science, MS, PhD Kinesiology, PhD Behavioral and Community Health, PhD Epidemiology, PhD Health Services Research, PhD Maternal and Child Health, PhD Toxicology (with UMB, UMBC, UMES), PBC Global Health, PBC Principles of Public Health, GCPS Health Data Analysis – see above in programs with specialized accreditation. Note that the Family Science MS is not generally taken as a distinct degree; rather, it is combined with the PhD. Fewer completions does not indicate a low-enrolled program but rather that very few left the PhD and took a master's upon leaving. The new Environmental Health PhD aligns better with faculty research areas than the Toxicology PhD.
 11. PhD Urban and Regional Planning and Design – The pandemic impacted enrollments, which are now recovering. The program was praised for its preparation of graduates and balance of theory and practice. The program will undertake a comprehensive curriculum review to incorporate emerging topics in technology, data analytics, and sustainable urban development. New courses will be introduced to cover advanced research methods and contemporary issues in urban planning, ensuring that students are equipped with the skills needed for the evolving demands of the field. In addition to curriculum enhancements, the program will strengthen its academic support structures. This includes implementing a formal mentorship program where faculty advisors will provide regular guidance to students, helping them navigate the program's complexities and stay on track with their dissertation work. The program will also offer workshops and seminars on professional development, covering academic publishing, grant writing, and career planning.

2023-2024 Periodic Review of Academic Programs

University of Maryland Eastern Shore										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
Notes: UMES had no reports scheduled for review in this cycle. Those that had been anticipated were delayed because of the timing of an accreditation visit.										

University of Maryland Global Campus										
Program Title (Degree)	2019		2020		2021		2022		2023	
	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees	Enrolled	Degrees
(B) East Asian Studies	235	38	237	49	271	42	261	49	233	49
(B) Business Administration	4975	731	5077	936	4768	969	4792	942	5400	1034
(B) Lab Management	48	11	42	19	34	9	30	5	38	6
(B) Management Information Systems	1243	280	1243	293	1152	302	987	262	1004	266
(M) Cyber Accounting	150	9	174	46	153	56	108	42	88	37
(M) Environmental Management	195	63	176	61	184	48	161	44	136	39
(M) Health Information Management and Technology	420	135	406	129	37	103	290	100	251	80
(M) Management w/11 Concentrations	2553	774	2362	701	1958	634	1705	550	1652	511
(C) Project Management	65	52	81	58	82	59	73	76	102	86
Notes:										
<ol style="list-style-type: none"> BA East Asian Studies – The program holds up well against peers. It will require another 3 language credits and add more upper-division language courses to better align with industry standards. The capstone will change to cover topics beyond East Asian religion, aligning more closely with industry needs and student interests. The program will work with the instructional design team regarding the possibility of developing an online placement exam for Chinese language learners to streamline the placement process. Finally, to address the identified challenges and prepare for future growth, the program will request one additional Collegiate Faculty member dedicated to the East Asian Studies program and requesting a dedicated Academic Program Coordinator to support the anticipated increase in student enrollment. BS Business Administration – Student satisfaction has risen over the review period. The review team identified the key strengths of the business administration program as flexibility, wide range of support services, and its diverse, highly knowledgeable, and experienced faculty. Curriculum 										

2023-2024 Periodic Review of Academic Programs

design effectively supports student mastery of industry-relevant competencies. Reviewers also noted the curriculum would benefit from including more content on project management, AI, blockchain and other emerging technologies.

3. BS Lab Management – The program has seen an increase in student enrollment since the last review cycle, but growth is slow. The program will work with marketing and internal units to promote the program and explore potential collaborations with local, state and national community colleges to transition from an AAS degree into the BS degree. The currency of and access to high quality science background content will provide student agency during their academic journey. Program leadership will continue to differentiate content and program descriptions between the Laboratory Management program and the Biotechnology program.
4. BS Management Information Systems - Reviewers commended the program for its learning goals focusing on workplace needs and for achieving a good balance between technical and managerial aspects within the program’s curriculum, but also recommended curriculum enhancements related to essential “soft skills” needed by graduates from an IT area and areas such as AI, cybersecurity, unconscious hiring bias, system architectures and frameworks, and the dynamics of teamwork; the program will also identify and create two certificate programs and align them with industry certifications wherever possible.
5. MS Cyber Accounting – Despite high demand, accounting enrollments across the country are stagnant. The program’s action plan is to enhance student technology use through publisher-supported software to develop fluency in agile processes; increasing student and faculty diversity, promoting opportunities, building local, regional, and national awareness; promoting student progress to earn certifications such as the CPA, Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and Certified Information Systems Auditor (CISA); updating the assessment process and mapping from the academic program review period to the newly revised Program Learning Goals.
6. MS Environmental Management - The program will conduct professional learning experiences with adjunct faculty on new content, rubrics and interrater reliability. The program has identified potential external opportunities for partnerships, specifically in the area of watershed management. Opportunities exist for a certificate at the master’s level on this topic to support the need for effective watershed management throughout the U.S. in general, and in the Chesapeake Bay area in particular.
7. MS Health Information Management and Technology – see above at programs with specialized accreditation
8. MS Management (with 11 concentrations) – Each concentration did its own internal and external reviews. Retention is steady or up across areas, some areas dipped in enrollment. Common themes were to incorporate emerging technologies and that certain areas benefit from a general business background with specialization while others should move to a stand-alone degree (i.e., Intelligence Management, Homeland Security Management, Emergency Management and Criminal Justice Management - given current industry and market needs). Financial Management should develop scaffolded credentials and micro-credentials aligned with industry needs and industry-aligned certificates to provide flexible learning pathways and enhance employability; expand and strengthen partnerships with professional organizations to formalize ties with ALPFA, AAAA, and NABA; and update curriculum to ensure continuous alignment with industry needs to reflect industry changes and coverage of emerging finance topics.
9. UDC Project Management – A program that remains highly relevant, it will move evolve through implementing the following actions focused on curriculum and strategy: include risk management and AI applications content in the program; Increase opportunities for acquisition of the skills for working in remote or distributed environments; continuously review the currency and applicability of Open Educational Resources (OERs); increase opportunities to obtain academic credit for work experience and industry certifications; evaluate opportunities for badging and micro-credentialing as well as nano-degrees; collaborate with other programs in the School to increase the visibility of the certificate and create opportunities to seamlessly include this certificate into other business related degrees; and expand industry partnerships to other organizations such as AFERM, AFACFM.org, NIST, Department of Homeland Security, NSA, and the Association of Supply Chain Management.

TOPIC: New Programs 5-Year Enrollment Reviews, Fall 2020 – Fall 2024

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: April 3, 2025

SUMMARY: As part of the ongoing review process of academic programs, the attached data have been updated with the Fall 2024 enrollments of programs continuing in the five-year review period. The information provides the Committee with the actual enrollments in new programs approved since Fall 2020, as well as the projections submitted with the initial program proposal.

It is important to note that not all programs are implemented in the year they are approved. Depending on the approval dates from the Board of Regents and MHEC, recruitment and admission to the program may not begin until the next academic year. That means that year 1 in the tables that follow may be a “year zero” during which the program prepares to launch. In addition, admission to (and so enrollment in) an undergraduate program may not occur until the students have completed the required lower-division General Education or core courses, with the result that enrollments are reported two or even three years after initial approval. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provide an opportunity to judge the long-term viability of a new program prior to its first seven-year periodic program review.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR’S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION:

DATE: April 3, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn 301-445-1992
 Ellen Herbst 301-445-1923

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**NEW PROGRAM 5-YEAR ENROLLMENT REVIEW
FALL 2020 – FALL 2024**

New academic program enrollments are reviewed annually for a period of five years. The Fall 2020 – Fall 2024 review comprises enrollment data for 86 approved new academic programs. The format for the review is standardized and includes the projected and actual enrollments for each program.

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

Programs that began reviews in Fall 2020, Fall 2021, and Fall 2022 reflect actual enrollments for the third year of the programs and beyond. The most recent programs in review, with Fall 2023 and Fall 2024 starts, have varying degrees of actual enrollments as they progress through the first and second years of implementation. It is not unusual for programs to begin enrolling in the academic year following approval. Undergraduate programs may begin but not have enrollments recorded until the point when students can declare the major after early core requirements are completed. Also, these enrollment figures capture only students' primary major, not those who have the program as the second in a double major.

The subsequent sections will present the number of degrees offered and the enrollment performance of the new programs. Note that combined degrees may be created internally without requesting a new degree. This report records only those combinations brought forward together as (or with) new degree programs.

Number of Degrees Offered in the New Programs

Degrees	No. of Degrees
Bachelor's (37 are BS)	45
Master's (27 are MS)	34
Doctorate	7
Total	86

New Program Enrollment Review Fall 2020 - Fall 2024

Inst.	HEGIS	Program Name	Degree	Approved	Enrollments									
					Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	089900	Culturally Responsive Teacher Leadership	M.Ed	6/19/2020	7	0	12	23	20	19	25	20	30	26
FSU	099900	Life-Cycle Facilities Management [2]	B.S.	6/19/2020	10	0	15	3	20	5	25	9	30	20
SU	490200	Integrated Science [3]	B.S.	6/19/2020	17	0	21	3	26	11	30	18	36	34
SU	170101	Data Science	B.S.	9/20/2019	17	9	21	13	26	20	30	24	36	20
SU	082800	Outdoor Education Leadership	B.A.	9/20/2019	17	13	18	12	24	30	25	33	30	29
UBalt	210510	Cyber Forensics [4]	B.S.	6/19/2020	21	0	25	13	33	21	37	19	39	28
UBalt	149903	Legal Studies [5]	B.A.	1/22/2019	9	16	16	57	20	69	25	63	32	66
TU	083505	Athletic Training [6]	M.S.	6/19/2020	10	0	25	10	35	24	40	27	40	30
UMB	121404	Global Health	M.S.	6/19/2020	10	0	24	4	33	13	37	23	40	24
UMB	121412	Vulnerability and Violence Reduction [7]	M.S.	6/19/2020	12	0	15	0	18	0	21	0	21	0
UMCP	070400/070401	Immersive Media Design [8]	B.A./B.S.	1/22/2019	55	0	110	9	270	42	320	85	320	96
UMCP	151000	Religions of the Ancient Middle East [9]	B.A.	1/22/2019	6	0	16	2	21	1	31	1	41	3
UMCP	051100	Real Estate and the Built Environment [10]	B.A.	2/2/2020	55	0	110	0	270	5	270	58	270	90
UMCP	090500	Biocomputational Engineering [11]	B.S.	5/1/2020	20	0	40	5	70	11	80	8	80	10
UMCP	221000	International Relations [12]	M.A.	5/1/2020	10	0	30	14	40	26	40	26	40	38
UMCP	220701	Applied Political Analytics [13]	M.S.	5/1/2020	10	0	25	7	35	15	45	13	50	15

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

[1] The BSU M.Ed. in Culturally Responsive Teacher Leadership began in fall 2021 and is expected to meet projected enrollment.

[2] The FSU B.S. in Life-Cycle Facilities Management launched in Fall 2021. The name has been changed to Sustainable Construction Management to improve clarity and marketing.

[3] The SU B.S. in Integrated Science was approved July, 2020 during pandemic making it difficult to recruit for Fall 2020 and 2021.

[4] The UBalt B.S. in Cyber Forensics program was approved in summer 2020 and launched in 2021.

[5] The UBalt B.A. in Legal Studies program exceeded enrollment projections.

[6] The TU M.S. in Athletic Training was approved in July 2020 and began accepting admission in summer 2021.

[7] The UMB MS in Vulnerability and Violence Reduction deferred launch to fall 2024 as part of an international agreement, which had challenges and the program will be suspended.

[8] The UMCP B.A./B.S. in Immersive Media Design had a fall 2021 start. Enrollments built slowly after the pandemic.

[9] The UMCP B.A. in Religions of Ancient Middle East had a fall 2021 start. Classics, Persian Studies, Arabic Studies, and Jewish Studies have solid enrollments; projections will be reviewed.

[10] The UMCP B.A. in Real Estate Development program delayed start during the pandemic and was securing funding; it began enrolling in Fall 2022.

[11] The UMCP B.S. in Biocomputational Engineering started Fall 2021 at Shady Grove. This is a degree completion program; pandemic effects led to a slow start.

[12] The UMCP M.A. in International Relations: program is operating as a "4+1" BA/MA program only. Students admitted in Fall 2020 are in the 4th year of BA thus not counted yet in the MA program.

[13] The UMCP M.S. in Applied Political Analytics anticipates fall 2021 start for 1st cohort of MS students. Program intended to be both stand-alone MS program and "4+1" BS/MS program.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2021 - Fall 2025

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2021		Fall 2022		Fall 2023		Fall 2024		Fall 2025	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	170300	Data Science [1]	B.S.	6/17/2021	15	0	31	2	47	6	63	5	84	
CSU	041400	Applied Molecular Biology and Biochemistry	M.S.	9/18/2020	5	2	10	1	15	5	22	6	27	
CSU	091500	Polymers and Materials Sciences [2]	M.S.	9/18/2020	4	2	7	5	12	6	18	4	24	
CSU	120101	Health Information Management [3]	M.S.	6/17/2021	15	0	22	1	30	1	42	4	51	
UMB	129903	Health Professions Education	M.S.	2/19/2021	6	0	10	6	15	12	20	6	26	
UMB	220100	Diversity Equity and Inclusion Leadership	M.S.	4/16/2021	9	0	14	11	20	35	24	36	24	
UMB	120101	Palliative Care	PhD	6/17/2021	15	12	45	22	60	34	60	45	15	
UMCP	079901	Social Data Science [4]	B.S.	6/17/2021	50	0	100	25	400	67	800	103	1200	
UMCP/USG	011200	Fermentation Science [5]	B.S.	6/17/2021	12	0	23	1	46	1	52	3	58	
UMCP	010101	Extension Education	M.Ed	4/16/2021	10	0	20	6	20	6	20	6	20	
UMES	060501	Digital Media Studies [6]	B.A.	9/18/2021	20	16	25	32	30	54	40	63	50	
UMES	083503	Sport Management [8]	B.S.	2/19/2021	15	0	27	31	38	60	48	91	48	
UMGC	070300	Data Science	B.S.	4/16/2021	50	0	75	335	100	658	125	827	125	

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

[1] The CSU BS in Data Science launched in Fall 2022. The program is now being promoted more aggressively and will be offered at USMSM. Out-year projections are being adjusted.

[2] These two programs' marketing will be revisited; nine international students have been accepted, but visa issues kept them from enrolling.

[3] The CSU MS Health Information Management program began in Fall 2022. The pandemic had an impact, and out-year projections are being reviewed. An accelerated BS-MS will

[4] The UMCP Social Data Science program did not launch until Fall 2022.

[5] The UMCP BS in Fermentation Science launched late at USG; pandemic effects led to a slow start.

[6] The UMES Digital Media Studies B.S. is listed as "Digital Media Arts" in the State program taxonomy and needs to be amended.

[7] Available on-campus and online with 8-week terms, the program has grown nationally.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2022 - Fall 2026

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2022		Fall 2023		Fall 2024		Fall 2025		Fall 2026	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	070221	Cyber Operations Engineering	B.S.	5/10/2022	9	0	13	5	19	17	29		39	
BSU	170220	Data Science [1]	B.S.	5/10/2022	11	0	21	2	31	4	41		51	
BSU	150900	Philosophy, Politics, and Economics	B.S.	5/10/2022	5	0	8	1	11	4	14		17	
BSU	070121	Software Engineering	B.S.	5/10/2022	11	0	16	5	21	5	31		41	
BSU	041600	Applied Biotechnology and Molecular Biology	M.S.	5/10/2022	9	0	18	3	18	9	27		27	
BSU	079900	Internet of Things and Internet Technology	M.S.	5/10/2022	10	0	12	14	14	12	16		18	
CSU	082700	Teacher Leadership	M.Ed.	5/10/2022	5	0	12	21	19	42	24		36	
FSU	229921	Multidisciplinary Studies	B.S.	5/10/2022	16	3	20	9	25	8	28		32	
FSU	120321	Nursing	B.S.	5/10/2022	30	0	60	22	60	43	60		60	
FSU	120323	Licensed Practical Nurse/Nursing	B.S.	5/10/2022	40	0	80	25	80	104	80		80	
SU	121201	Health Science	B.S.	5/10/2022	8	5	18	85	30	120	44		52	
TU	210321	Fitness and Wellness Leadership [2]	B.S.	5/10/2022	80	7	150	45	230	61	320		420	
TU	083321	Computer and Mathematical Sciences	B.S.	9/14/2021	11	3	16	12	21	17	24		25	
UMB	120123	Clinical Informatics [3]	M.S.	9/14/2021	9	0	20	5	25	4	30		30	
UMCP	070221	Technology and Information Design [4]	B.A.	9/14/2021		10		67		107				
UMCP	050101	Business Administration [5]	D.B.A.	11/8/2021	17	0	34	6	51	12	51		51	

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

[1] The BSU bachelor's programs launched in Fall 2023, and the undergraduate students usually enter two years later when they declare majors.

[2] The TU Fitness and Wellness Leadership program launched in Fall 2022 with no lead time for advertizing.

[3] The UMB program launched in 2023. It is expected to meet enrollment projections over time, but out-year projections will be reviewed.

[4] The UMCP Technology and Information Design B.A. does not have enrollment projections in the program approval. Program launched in Fall 2023.

[5] The UMCP DBA program launched in Fall 2023. It is expected to meet projections over time.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2023 - Fall 2027

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2023		Fall 2024		Fall 2025		Fall 2026		Fall 2027	
					Projecte	Actual	Projecte	Actual	Projecte	Actual	Projecte	Actual	Projecte	Actual
BSU	120100	Public Health Informatics and Technology	B.S.	1/10/2023	16	15	31	51	47		62		78	
BSU	120200	Health Services Administration	B.S.	1/10/2023	16	16	31	52	47		62		78	
BSU	082800	Counselor Education and Supervision	Ph.D.	5/11/2023	6	0	12	21	18		24		30	
CSU	092500	Cybersecurity Engineering	B.S.	1/10/2023	20	2	34	32	56		76		99	
FSU	080800	Elementary/Special Education Dual Certification	B.S.	1/10/2023	5	0	15	12	25		35		55	
FSU	042001	Environmental Science	B.S.	3/14/2023	11	4	11	17	16		17		22	
FSU	042000	Environmental Management and Sustainability (with UMCES)	M.S.	1/10/2023	5	2	7	5	9		11		12	
SU	080201	Elementary Education w/ Dual Cert. in Early Childhood Educat	B.S.	9/20/2022	14	40	17	60	21		25		29	
TU	220400	Economic Analytics [1]	M.S.	1/10/2023	10	0	20	7	24		27		31	
TU	060103	Communication and Advocacy	M.A.	5/11/2023	18	0	35	8	38		42		50	
TU	129900	Autism Studies	Ph.D.	3/14/2023	7	0	14	9	21		21		21	
UBalt	200103	Industrial and Organizational Psychology	M.S.	3/14/2023	35	0	40	20	44		48		52	
UBalt	200102	Counseling	M.S.	3/14/2023	97	0	99	106	99		101		101	
UMB	120700	Medical Science	D.M.Sc.	11/15/2022	10	8	20	8	30		40		40	
UMBC	070101	Cybersecurity [2]	M.S.	6/5/2023	111	0	134	58	137		157		168	
UMCP	122004	Hearing and Speech Sciences [3]	M.A.	1/10/2023	1	0	1	0	1		1		1	
UMES	090500	Biomedical Engineering [4]	B.S.	11/15/2022	18	0	35	16	52		69		86	
UMES	130300	Fashion Merchandising and Design [5]	B.S.	11/15/2022	45	7	50	18	55		60		75	
UMES	130100	Human Ecology [6]	M.S.	11/15/2022	15	0	20	12	25		30		40	
UMES	079900	Data Science and Analytics Engineering [7]	M.S.	11/15/2022	10	0	15	5	20		25		30	
UMES	090900	Electrical and Mechatronics Engineering [8]	M.S.	11/15/2022	11	0	17	3	23		29		36	
UMES	090100	Applied Computing and Engineering	Ph.D.	11/15/2022	10	6	15	18	25		30		35	
UMGC	070102	Applied Technology	B.S.	1/10/2023	25	69	100	224	200		300		400	
UMGC	200400	Clinical Professional Counseling	M.S.	5/11/2023	25	0	49	18	71		93		111	

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

[1] The Towson programs here all launched in Fall 2024.

[2] This UMBC master's has robust enrollment in the MPS that is transitioning to the MS. Projections are expected to be met.

[3] The UMCP MA in Hearing and Speech Sciences is designed to be an option if someone will not complete the PhD, so enrollment not expected to be large

[4] The UMES BS in Biomedical Engineering launched in Fall 2024.

[5] The UMES BS in Fashion Merchandising and Design is expected to meet enrollment over time after first-year students have time to reach the major.

[6] The UMES Human Ecology program launched in Fall 2024.

[7] The UMES MS in Data Science and Analytics Engineering launched in Fall 2024. There was some marketing lag.

[8] The UMES MS in Electrical and Mechatronics Engineering launched in Fall 2024. There was some marketing lag.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2024 - Fall 2028

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2024		Fall 2025		Fall 2026		Fall 2027		Fall 2028	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU	060100	Virtual Reality and Gaming [1]	B.S.	5/14/2024	13	0	16		24		33		40	
SU	060101	Public Communication	M.A.	1/16/2024	10	5	18		23		26		29	
SU	190201	Engineering Physics	B.S.	4/12/2024	25	1	27		28		31		33	
SU	129908	Music Therapy	B.A.	4/12/2024	3	0	5		7		10		12	
TU	190202	Biophysics	B.S.	4/12/2024	7	0	17		24		34		40	
TU	190201	Interdisciplinary Physics	B.S.	4/12/2024	2	0	5		8		11		13	
UBalt	059900	Artificial Intelligence for Business	M.S.	4/12/2024	10	3	35		40		50		55	
UMCP	121405	Global Health	B.S.	11/29/2023	60	0	175		330		330		330	
UMCP	070102	Data Science	M.S.	11/29/2023	124	310	124		124		124		124	
UMCP	070103	Applied Machine Learning	M.S.	11/29/2023	73	175	73		73		73		73	
UMCP	041900	Bioinformatics and Computational Biology	M.S.	11/29/2023	18	21	18		18		18		18	
UMCP	221001	International Relations	B.A.	4/12/2024	330	0	330		330		330		330	
UMCP	221002	International Relations	B.S.	4/12/2024	330	0	330		330		330		330	
UMCP	070102	Quantum Computing	M.S.	4/12/2024	18	13	18		18		18		18	
UMES	070121	Gaming and Software Engineering	B.S.	11/29/2023	20	3	25		30		30		30	
UMES	121800	Doctor of Veterinary Medicine	DVM	11/29/2023	100	0	190		275.5		275.5		275.5	
UMES	051001	Aviation Maintenance Management	B.S.	4/12/2024	45	0	55		90		90		90	

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

[1] This program, like most listed here, did not launch by Fall 2024 because MHEC approved the programs less than a year before Fall 2024.

Updated: January 2025 -- University System of Maryland Office of Institutional Research

TOPIC: Update on Teacher Preparation

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Thursday, April 3, 2025

SUMMARY: Associate Vice Chancellor for Education and Engagement, Jennifer Lynch, will provide an update on teacher preparation in the USM. She will provide an overview of P20 initiatives, as well as Maryland's teacher workforce needs. She will then take a closer look at the shortage of teachers and how the USM is working to address the shortage, including working with MHEC and MSDE.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:

DATE: April 3, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn 301-445-1992

awrynn@usmd.edu

EDUCATION AND ENGAGEMENT OFFICE:

TEACHER PREPARATION

**JENNIFER
LYNCH**

EDUCATION AND ENGAGEMENT OFFICE



P20 Initiatives



Maryland Computing Center for Education



ABC Peer Mentoring



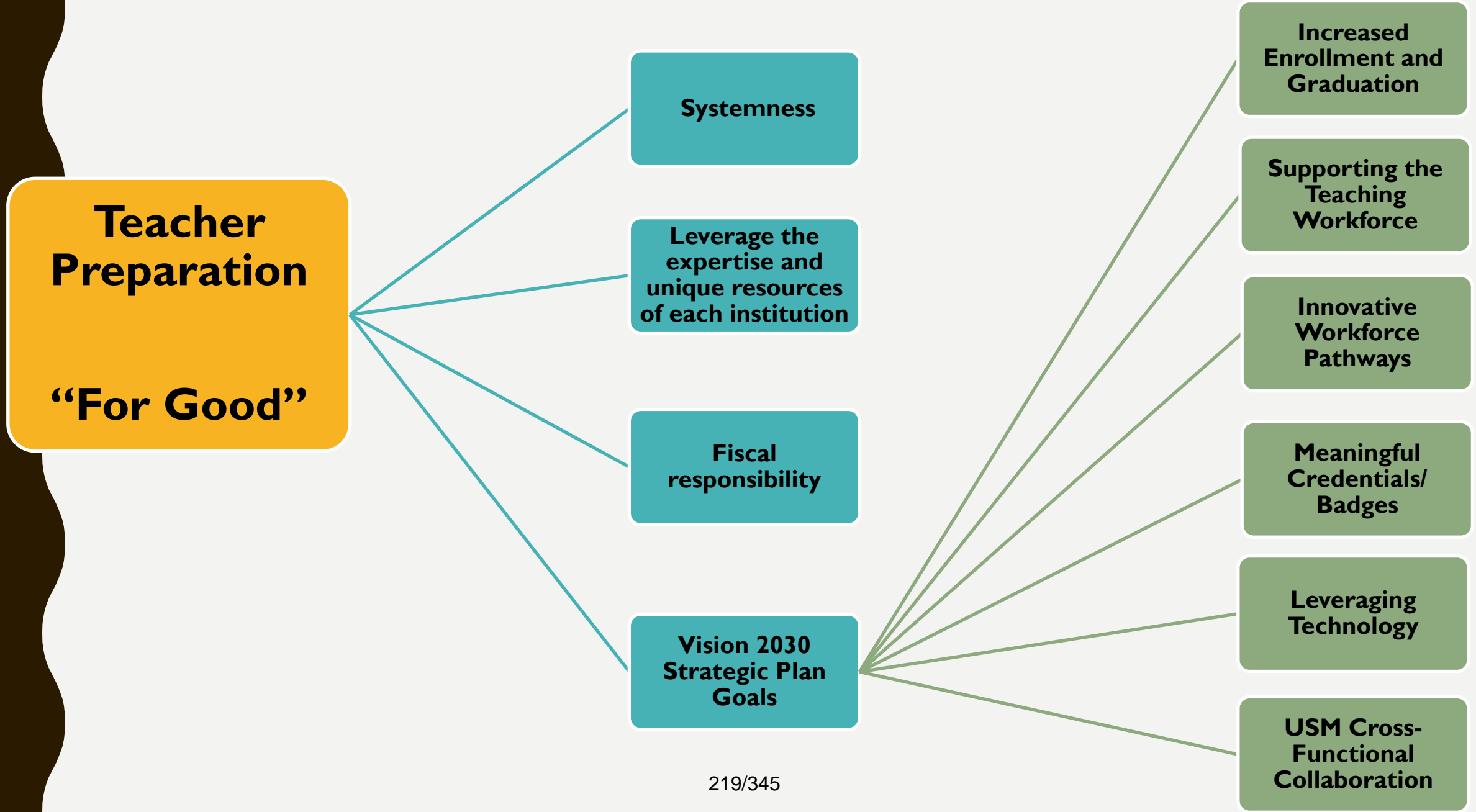
Civic Education and Community Engagement



Early College



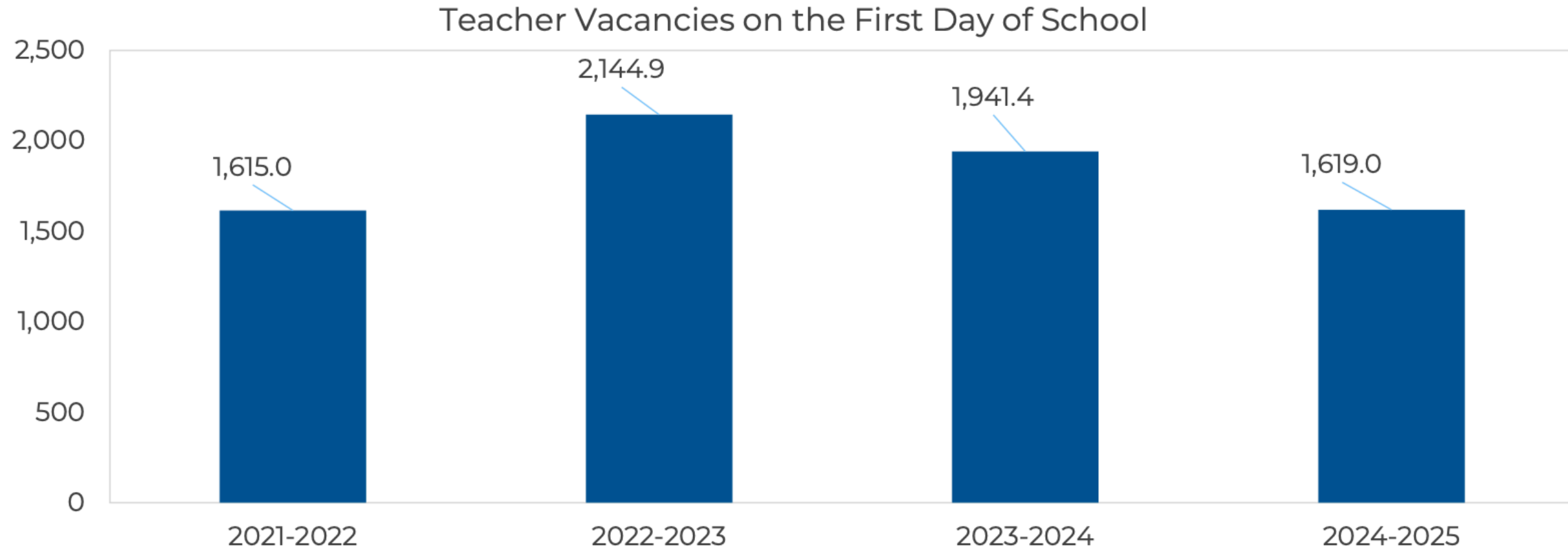
Teacher Preparation



MARYLAND TEACHING WORKFORCE

Teacher Vacancies

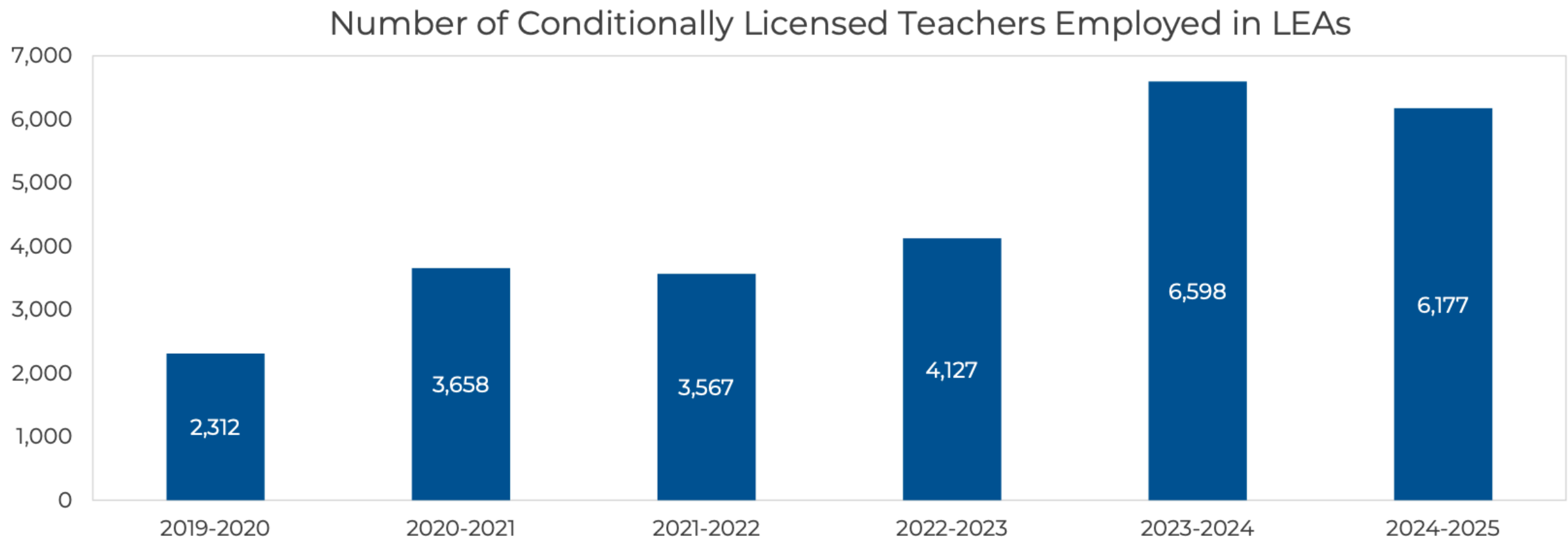
Teacher vacancies declined by 17% in SY 2024-2025.



Source: MSDE Annual Vacancy Data Collection

Maryland Conditional Licensure Trends

The number of teachers with a conditional license decreased by 6% in SY 2024-2025 and make up 10% of Maryland's teacher workforce.



Source: MSDE Staff Data Collection and MSDE Educator Licensure System.

TRENDS AND OPPORTUNITIES

Interest

- Only 1.8% of 9th graders in Maryland's K-12 Schools become teachers, even lower for students of color

Education Pathways

- In 2024, USM Enrolled 5,778 undergraduate students and 4,122 graduate students
- In 2024, USM Graduated 1,384 undergraduate students and 1,007 graduate students
- For those students of color who do become teachers, over 50% enter through an alternative instead of a traditional pathway

Geography

- 80% of novice teachers attended a Maryland K-12 public school
- 52% of novice teachers work in the same county where they went to school

PATHWAYS TO TEACHING

TAM

AAT

Teaching
Apprenticeships

Traditional 4-
year programs

Residency
Programs

Alternate
Certifications

In-District
Pathways

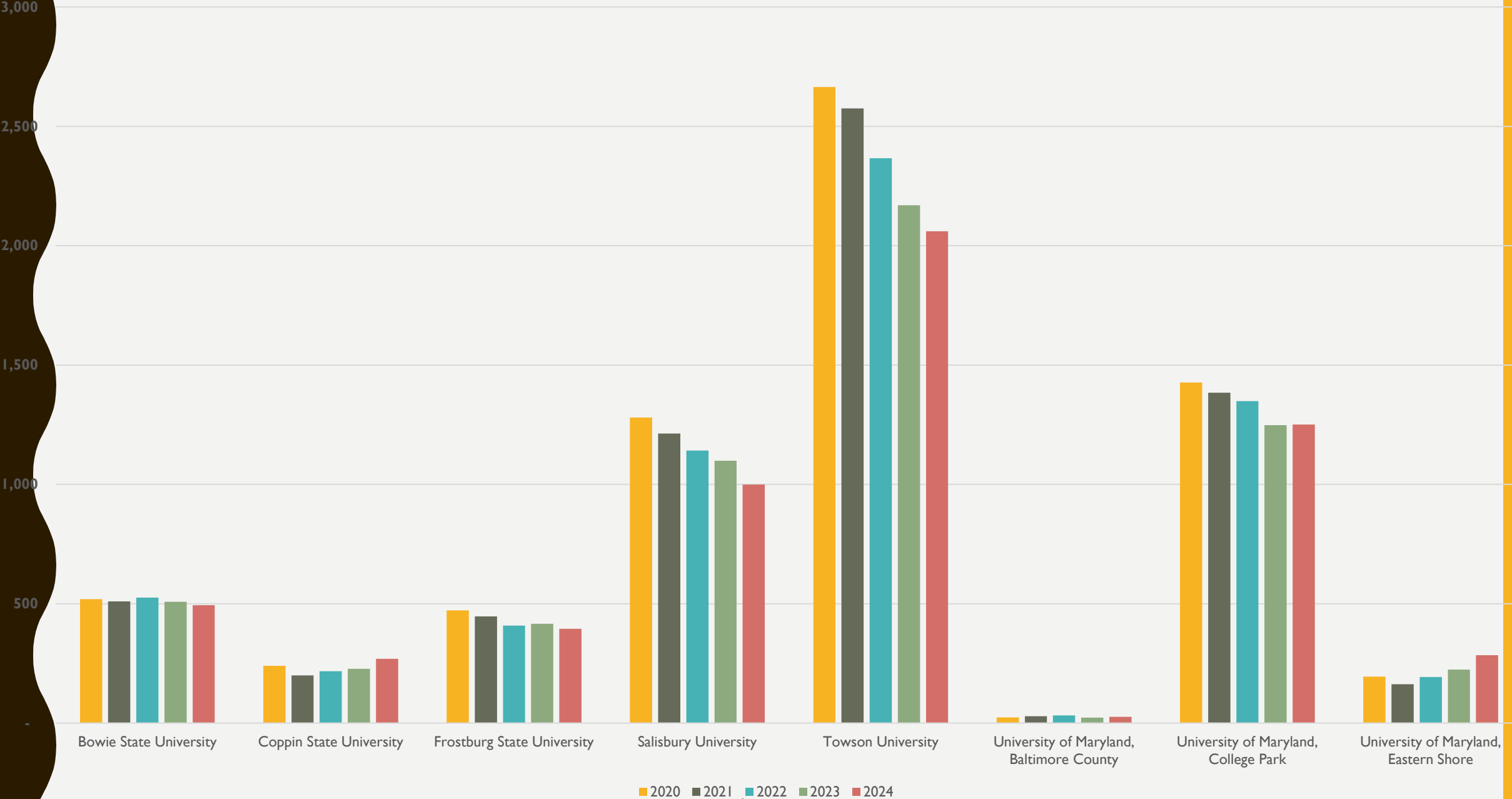
USM PROGRAMS

- 9 Universities
 - Bowie, Coppin, UMBC, UMD, UMES, UMGC, Frostburg, Towson, Salisbury
- 135+ Bachelor Programs
- 140+ Masters Programs
- 19 Post Masters/PhD Programs
- Programs
 - Teaching (early elementary, elementary, secondary, content, special education)
 - Reading Specialist
 - Library Media Specialist
 - Counseling
 - School Psychology
 - Audiology
 - Administration



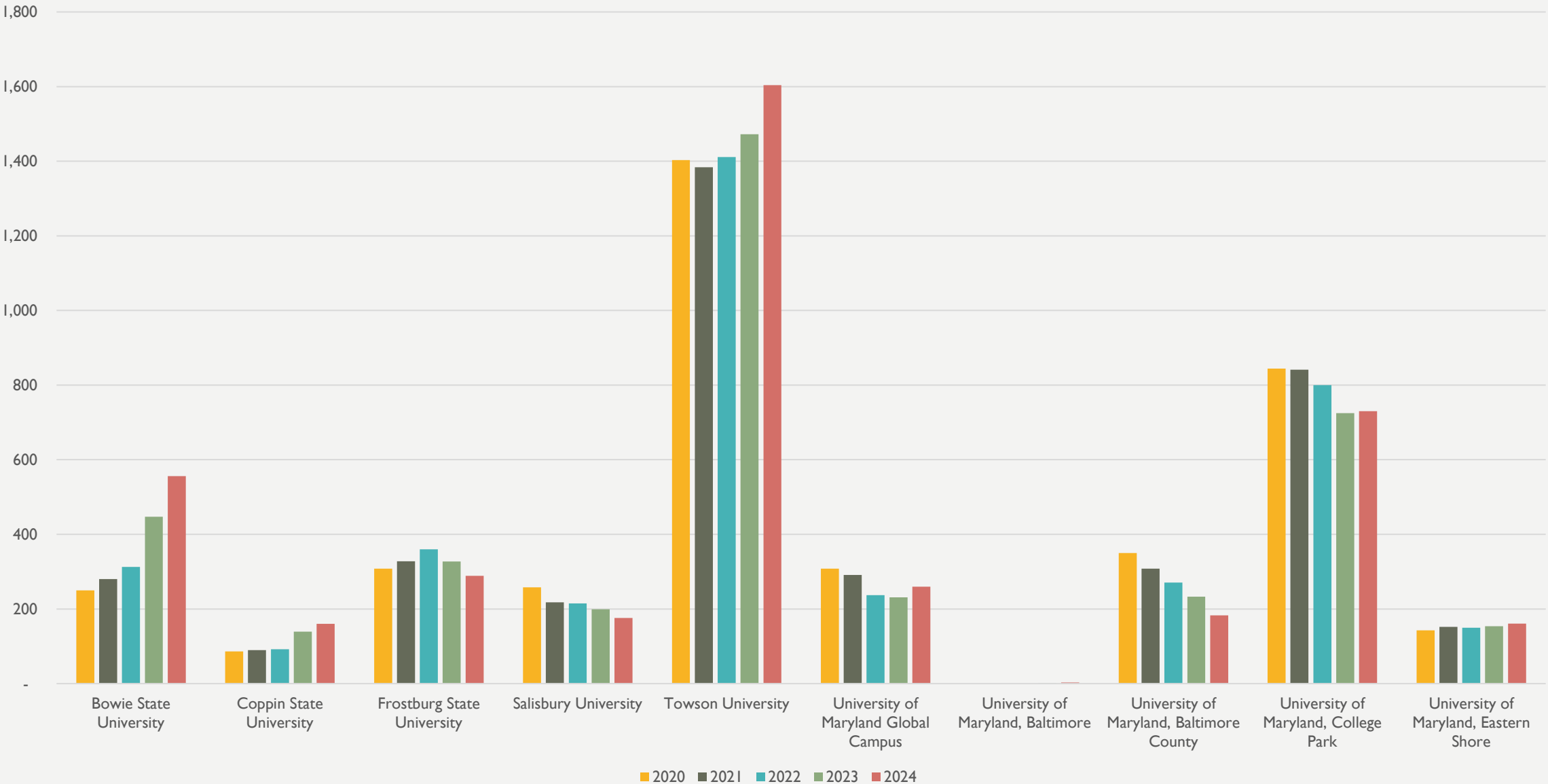
USM ENROLLMENT TRENDS

Undergraduate Education Program Enrollment



2020 2021 2022 2023 2024

Graduate Education Programs Enrollment





**OUR WORK:
FOR GOOD**

USM TEACHER CERTIFICATION CONSORTIUM

THE PROBLEM

of Conditionally
licensed teachers
across MD continues
to rise

Enrollment in
traditional teacher
preparation
programs is declining

USM is not
graduating enough
students to meet the
workforce needs

Traditional programs
are not improving
teacher diversity

LEAs are partnering
with out of state
online licensure
programs

THE SOLUTION:

USM CONSORTIUM

INNOVATIVE TEACHER LICENSURE PATHWAYS

Key Audience

- Conditionally Certified Teachers

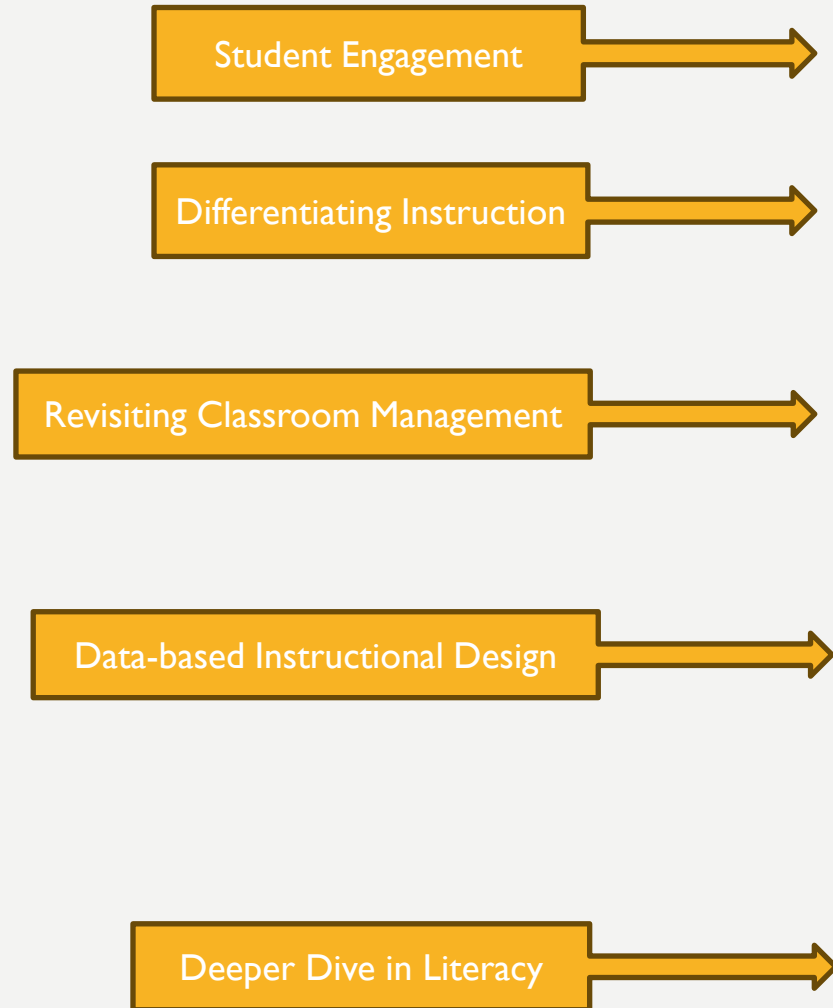
Program Structure

- Non-credit
- Licensure only
- Online
- Asynchronous
- Module Based
- 10 Month Program

Unique Elements

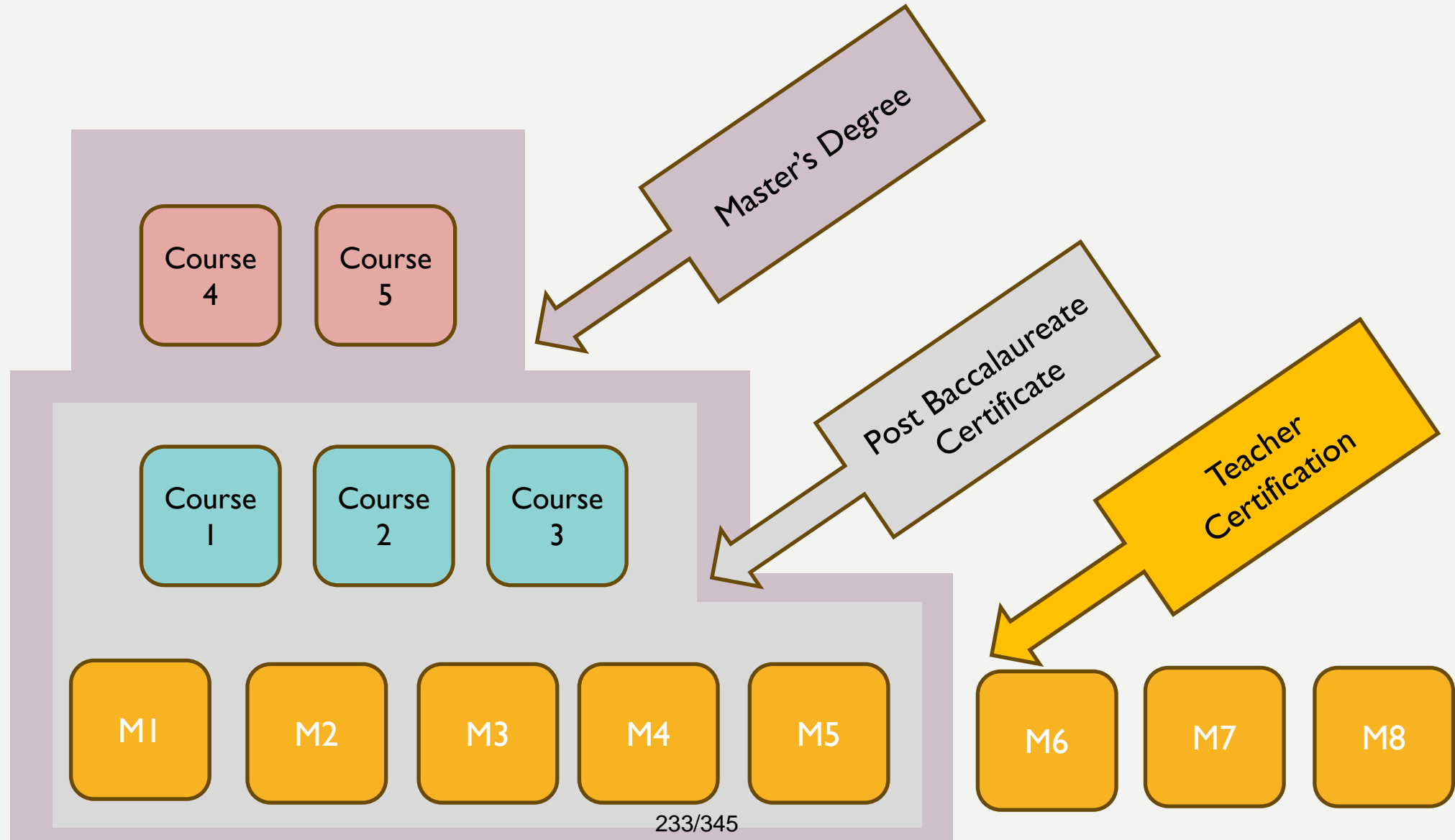
- Consortia of USM Ed Deans provide content
- 1:1 Mentors
- Specially designed modules that center on-the-job professional development
- Modules will result in a competency badge that will be accepted for transfer in USM institutions
- The USM will confer the candidate for certification and will be identified by MSDE as a "consortium of higher education programs"

Aligning Teacher Certification to Workforce Professional Development



September	<input checked="" type="checkbox"/> Introduction to building supportive and inclusive classroom structures and effective classroom management <input checked="" type="checkbox"/> Building engagement on day one: Engaging every learner
October November	<input checked="" type="checkbox"/> Introduction to the Science of Reading <input checked="" type="checkbox"/> Differentiating Today's Curriculum for Every Learner
December	<input checked="" type="checkbox"/> Ethics and Professional Responsibility <input checked="" type="checkbox"/> Differentiating Today's Curriculum for Every Learner
January	<input checked="" type="checkbox"/> Deeper Dive into Classroom Management and Designing Inclusive Classrooms <input checked="" type="checkbox"/> Evidence-Based Instructional Strategies for Effective STEM Teaching
February	<input checked="" type="checkbox"/> Evidence-Based Instructional Strategies for Effective STEM Teaching <input checked="" type="checkbox"/> Data in Instructional Design
March	<input checked="" type="checkbox"/> Data in Instructional Design <input checked="" type="checkbox"/> Learning, Cognitive, Social, and Behavioral Development
April	<input checked="" type="checkbox"/> Learning, Cognitive, Social, and Behavioral Development <input checked="" type="checkbox"/> Enhancing Literacy, Reading, and Writing Development through the Science of Reading
May	<input checked="" type="checkbox"/> Enhancing Literacy, Reading, and Writing Development through the Science of Reading <input checked="" type="checkbox"/> Collegial, Family, and Community Engagement
June	<input checked="" type="checkbox"/> Developing Mathematical Thinking and Instruction through Evidence-Based Practices <input checked="" type="checkbox"/> Digital Literacy

STACKABLE CREDENTIALS



QUESTIONS

JENNIFER LYNCH

ASSOCIATE VICE CHANCELLOR FOR EDUCATION AND ENGAGEMENT

JLYNCH@JHMD.EDU



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

February 13, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 3:02 p.m., at UMBC, welcoming participants joining via video and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. Mirani, Mr. Pope, Mr. Sibel, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Wrynn, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Dr. Fowler, Ms. Aughenbaugh, Mr. Bitner, Mr. Danik, Mr. Donoway, Mr. Lockett, Mr. Palmer, Ms. Michels, Mr. Oler, Mr. Reuning, Dr. Rhodes, Mr. Sergi, Mr. Olen, Ms. Latimer, Ms. Pomietto, Ms. Bishop, Mr. McCall, Ms. Hansen, Mr. Maginnis, Ms. Heppen, Mr. Mowbray, Mr. Gagnon, Mr. Eshleman, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Muntz, Ms. Norris, Mr. Acton, Ms. Sule, Ms. Johnson, Ms. Petronka, Ms. Munn, Ms. McMann, and other members of the USM community and the public.

1. University of Maryland, College Park: Authorize Electric Infrastructure Project for New Electric Bus Fleet (action)

Regent Fish introduced the item, which concerned a request from the University of Maryland, College Park for approval of a \$9.3 million project to install 13 charging stations and complete associated infrastructure upgrades to support 35 recently purchased electric buses. The committee was reminded that, during its September 2024 meeting, it discussed the University's \$39.9 million federal grant to procure the electric buses, install charging stations, and implement related infrastructure improvements and workforce development initiatives. The buses are expected to arrive in fall 2025, with plans to integrate them into the UM Shuttle fleet by 2026.

The current request sought approval to move forward with the infrastructure component of the project, using \$5,075,206 in federal grant funding, along with \$4,224,794 in institutional funds. The University must advance design and installation of electrical equipment to ensure that the buses become operational as planned. The project is anticipated to be completed by January 2026. University representatives were available to respond to questions from the committee.

Regent Wood inquired whether the grant funding might be at risk in light of potential federal research cuts. Mr. Reuning, interim vice president and chief administrative officer, responded that the buses are already under construction and the University is closely monitoring the situation. While there is uncertainty at the federal level, the University anticipates needing some level of infrastructure regardless and is exploring all available options. Senior Vice Chancellor Herbst stated that should the

situation change, the University would return to the Board to propose alternative funding options. At present, all known and confirmed details are included in the item as presented. In a follow-up question, Regent Hasan asked about the University's confidence in the cost estimates. Mr. Reuning confirmed that the University is confident in the figures provided.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park's \$9.3 million project request to provide and install 13 charging stations and construct the necessary infrastructure renovations to support its new electric bus fleet, as described.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

2. FY 2024 Audited Financial Statements and USM Financial Planning (information and presentation)

Regent Fish introduced the agenda item regarding the University System of Maryland's annual audit of its financial statements for the fiscal year ending June 30, 2024. She noted that the external auditors had issued an unmodified, or clean, opinion. Before turning the presentation over to the finance team, she invited Senior Vice Chancellor Herbst to offer introductory remarks.

Senior Vice Chancellor Herbst acknowledged Regent Pope, who chaired the Audit Committee where the audit materials were initially presented. She explained that the System does not intend to issue new bonds this year, as a substantial portion of proceeds from the most recent bond issuance remains unspent. The System is currently undergoing its annual surveillance reviews with the three major rating agencies and expects reaffirmation of its AA+/Aa1 ratings. She emphasized the importance of the System's audited financial statements both externally—for investors, the financial community, and potential partners—and internally—for regents and management, in supporting effective and responsible financial oversight. She also noted that the System's statements are included in the state's audited financial statements.

Turning to fiscal year 2024 results, she reported that the System's unrestricted reserves increased by \$105 million. The result from operations was \$202 million, following an adjustment for \$97 million in cash-funded capital expenditures. She then introduced the team presenting the item: Ms. Denson, associate vice chancellor for finance and controller; Mr. Acton, director of financial reporting and comptroller; and Ms. Norris, director of financial planning and analysis.

Mr. Acton began with a walkthrough of the audited financial statements and the financial charts included in the meeting materials. He and Ms. Norris delivered a detailed presentation supported by slides, covering an overview of the System's financial statements and planning processes; financial health inputs and trends; Board of Regents financial planning metrics; rating agency evaluation methods and bond ratings; and bond issuance practices. The full presentation is available online: <https://www.usmd.edu/regents/agendas/20250213-FC-PublicSession.pdf>

The item was received for information purposes.

3. University System of Maryland: FY 2026 Operating Budget Update (information)

Regent Fish introduced the informational update on the operating budget and turned to Senior Vice Chancellor Herbst to provide an overview. Senior Vice Chancellor Herbst reported that the Governor issued the fiscal year 2026 budget last month, and it is now under consideration by the Maryland General Assembly.

She reviewed key elements of the Governor's Allowance, noting that the University System of Maryland's total budget is \$7.9 billion in current unrestricted and restricted funds. State support totals \$2.2 billion, reflecting a \$151.3 million decrease in funding compared to the prior year. After accounting for salary increase funds, the year-over-year reduction is \$129.1 million, or approximately 5.5 percent. She noted that the state budget includes funding to cover negotiated increases in state-supported personnel costs under labor agreements.

In response to a question from Regent Hasan regarding whether the budget reflects potential federal funding reductions, Senior Vice Chancellor Herbst stated that the USM budget was submitted last fall and does not incorporate that possibility. She added that the leadership team is monitoring the situation and working on modeling, though it remains too early in the process for definitive analysis. The team is assessing potential revenue shortfalls and their implications.

Senior Vice Chancellor Herbst emphasized that only the Board of Regents has the authority to set tuition. The leadership team will return later in the spring with tuition and fee proposals. In response to a question from Regent Mirani, she confirmed that any institution seeking a larger tuition increase will be asked to explain the potential impact on student enrollment. She concluded by underscoring that USM funding remains under legislative review, and System leadership continues to engage actively with elected officials throughout the session.

The item was received for information purposes.

4. University System of Maryland: FY 2026 Capital Budget Update (information)

Senior Vice Chancellor Herbst provided a brief update on the capital budget. She referred the committee to the summary chart in the meeting materials, which compares the Board's capital budget request submitted to the state last June with the Governor's recommended five-year Capital Improvement Program (CIP).

She reported a strong outcome for the System. The new state CIP totals \$1.23 billion, reflecting an increase of more than \$200 million compared to the allocations from the previous two budget cycles. This marks the second-largest five-year total in the past decade and demonstrates continued confidence in the University System of Maryland and in higher education, particularly in light of the State's current fiscal constraints.

In response to a question from Regent Mirani about the level of commitment to the capital budget compared to the operating budget, Senior Vice Chancellor Herbst explained that capital funding typically involves one-time investments, whereas the operating budget entails ongoing costs. There were no further questions or discussion.

The item was received for information purposes.

5. University System of Maryland: Review of Capital Improvement Projects (information)

Regent Fish introduced the item, noting that it was an informational update on major capital projects across the University System of Maryland. Mr. Beck, associate vice chancellor for capital planning, was joined by representatives from the design and construction service centers: Mr. Olen, executive director of planning and construction at the University of Maryland, College Park, and Ms. Latimer, executive director of design and construction at the University of Maryland, Baltimore.

The status report provides an overview of major projects underway throughout the System, covering the twelve-month period from December 1, 2023, through November 30, 2024. The report includes information on contract awards, project completions, and schedules. As of November 30, a total of 117 major projects were either pending design, in design, or under construction. These projects are managed by the service centers or have been delegated to institutions, and they encompass new capital facilities, renovations, and deferred maintenance, including both state-supported and auxiliary facilities.

The meeting materials include a snapshot of this activity, featuring schedules and project data, a list of new projects, and a list of projects that have been completed or canceled. A summary page highlights key metrics for System facilities, including sustainability achievements. Over the past decade, more than 80 USM projects have received LEED Silver, Gold, or higher certification from the U.S. Green Building Council. Major project highlights from the past calendar year include the new School of Pharmacy and Allied Health at the University of Maryland Eastern Shore, the completion of the Wing 1 replacement of the Chemistry Building at the University of Maryland, College Park, and the new College of Health Professions at Towson University.

As of November 30, the total value of projects in design or construction across the System was approximately \$2.7 billion. According to national estimating standards, this level of capital investment by the State supports more than 3,600 full-time jobs in the Maryland economy, underscoring the importance of these projects to the region.

The item was received for information purposes.

6. University of Maryland Global Campus: Planned Use of Largo Sale Proceeds (information)

Regent Fish introduced the final item, an informational update regarding the planned use of proceeds from the University of Maryland Global Campus (UMGC) property sale. She welcomed Dr. Fowler, president of UMGC, who was present along with members of his leadership team to provide an overview to the committee.

In December 2022, UMGC sold three properties for \$72 million, net of brokerage fees. Under House Bill 735, enacted during the 2023 Maryland legislative session, non-residential campuses within the University System of Maryland may now allocate proceeds from property sales toward operating expenses, subject to approval by the Board of Regents. UMGC has developed a plan for the full \$72 million and has outlined its intended use of \$62 million for operating purposes.

Regent Fish then turned the presentation over to President Fowler to describe UMGC's plans for the proceeds and respond to any questions from committee members. President Fowler noted that UMGC is not a traditional brick-and-mortar institution; instead, its digital infrastructure is central to its mission and must evolve to support a hybrid educational model. He emphasized that the proposed investments are not routine maintenance but rather represent a significant shift—comparable to moving from combustion engines to electric power.

The proposed uses of the proceeds include initiatives such as core product development, technology upgrades to student-facing systems, skills-based workforce development, renovation of the administration building, artificial intelligence investments, persistence and retention technologies and training, and broader student success efforts. These areas represent the infrastructure and tools UMGC considers critical for its long-term direction and continued advancement.

In response to a question from Regent Hasan about whether scholarship funding was included in the proposed use of proceeds, President Fowler clarified that it was not. He noted that UMGC is using other institutional resources to support financial aid. Chancellor Perman added that the University System has a separate initiative focused on financial aid, which leverages earnings from an endowment.

The item was received for information purposes.

7. Convening Closed Session

Regent Fish 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 Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 4:17 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

February 13, 2025
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 4:22 p.m., via video conference and at UMBC.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. Mirani, Mr. Pope, Mr. Sibel, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Hickey, and Ms. McMann. Dr. Fowler, Mr. Sergi, Mr. Lockett, Ms. Pomietto, Ms. Bishop, Mr. Oler, Mr. Reuning, Mr. Maginnis, Ms. Heppen, Dr. Rhodes, Mr. Mowbray, Ms. Petronka, Ms. Munn, Mr. Gagnon, Mr. Eshleman, Ms. Johnson, and Mr. Eismeier also participated in part of the session.

1. The committee discussed the awarding of a new contract for instructional design support services (§3-305(b)(14)).
(Regent Pope moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0
2. The committee discussed the acquisition of real property in Riverdale Park (§3-305(b)(3)).
(Regent Pope moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0
3. The committee discussed the lease of property in the City of Baltimore (§3-305(b)(3)).
(Regent Pope moved recommendation, seconded by Regent Gonella; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0
4. The committee discussed the lease of property in the City of Baltimore (§3-305(b)(3)).
(Regent Gooden moved recommendation, seconded by Regent Pope; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0
5. The committee discussed the awarding of a new contract for IT professional consulting and technical services (§3-305(b)(14)).
(Regent Pope moved recommendation, seconded by Regent Gonella; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 1 – Regent Fish

6. The committee discussed the awarding of a new contract for audio-visual hardware and services (§3-305(b)(14)).

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

Vote Count = Yeas: 6 Nays: 0 Abstentions: 1 – Regent Fish

The session was adjourned at 5:09 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

March 24, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 10:31 a.m., welcoming participants joining via video and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. Mirani, Mr. Pope, Mr. Sibel, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Wrynn, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Dr. Miralles-Wilhelm, Ms. Aughenbaugh, Mr. Bitner, Mr. Danik, Mr. Donoway, Ms. Edenhart-Pepe, Mr. Kumar, Ms. Lowe, Mr. Lowenthal, Ms. Michels, Mr. Oler, Mr. Reuning, Dr. Rhodes, Mr. Sergi, Mr. Keeney, Mr. Mowbray, Mr. Berkheimer, Mr. Olen, Mr. Atkins, Mr. Harris, Ms. Watson, Mr. Hollingsworth, Mr. Nemazie, Mr. Eshleman, Mr. Bak, Mr. Sheetz, Mr. Graham, Ms. Murphy, Dr. Caraco, Ms. Auburger, Mr. Beck, Mr. Chanen, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Ms. Petronka, Ms. Bucko, Mr. Brown, Ms. Kasden, Ms. Ettinger, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. University System of Maryland: Self-Support Charges and Fees for FY 2026 (action)

Regent Fish summarized the agenda item, which presented the proposed schedule of self-support charges for fiscal year 2026. These charges contribute to the funding of expenses associated with student housing, dining, and parking operations on the campuses. She noted that these operations are not supported by state funding. In general, increases in self-support fees are explained by rising costs in employee wages, fringe benefits, food, maintenance, and other operating expenses, many of which are tied to inflation.

Turning to the proposed schedule, Regent Fish noted that increases in typical dormitory room rates range from 2 percent at Towson University and Salisbury University to 10 percent at Bowie State University. For typical board rates, the proposed increases range from 2.2 percent at Salisbury to 10.5 percent at the University of Maryland, College Park. Two institutions proposed parking rate increases for FY 2026: College Park's annual fee would increase from \$362 to \$380, a 5 percent change, while Bowie's would increase from \$105 to \$109, or 3.8 percent. Each institution submitted a summary describing its student engagement process, in accordance with Board policy.

Regent Fish invited questions and reminded the committee that each institution was represented at the meeting by its vice president for administration and finance.

Regent Pope asked about the higher increases proposed by Bowie and the University of Maryland, College Park, noting that those two institutions stood out. Mr. Oler, vice president at the University of Maryland, College Park, responded that the increases incorporate cost-of-living adjustments and merit-based wage increases for both the current and upcoming fiscal years. He explained that the campus self-operates its dining and housing services, which makes it subject to approved labor agreements—unlike some institutions that contract out these services. Mr. Kumar, vice president at Bowie State, added that the institution is experiencing increased costs for supplies and materials, service contracts, and maintenance. He explained that both fixed and variable expenses, as well as deferred maintenance, must be addressed to maintain safe and efficient operations.

Regent Mirani asked about the comparatively modest increases proposed by Towson and Salisbury. Mr. Lowenthal, vice president at Towson, said there was no targeted measures, but rather a focus on remaining competitive with local housing options in the immediate area. He emphasized the campus's ongoing engagement with students about services and feedback. Regent Mirani also asked about the proposed parking rate at University of Maryland, College Park, noting that the vote by the Committee for Review of Student Fees was split. Mr. Oler explained that student representatives favored a more differentiated rate structure, but the labor agreement in place limits how parking rates may be increased to employees. In response to an additional question about differential room rates based on air conditioning, Mr. Oler stated that the campus is pursuing a five-year plan to install air conditioning in all remaining residence halls.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2026 as set forth in the attachment.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

2. University of Maryland, Baltimore: 737 West Lombard Mechanical and Window Replacement (action)

Regent Fish recused herself from the discussion and the vote on this item. Regent Sibel, vice chair of the committee, introduced the item on behalf of the University of Maryland, Baltimore, which seeks Board approval to replace the HVAC system and repair the exterior windows at 737 West Lombard Street. The project also includes substantial upgrades to the fire protection and sprinkler systems to bring the building into compliance with current code requirements. The total project cost is \$10.24 million, funded by \$5.52 million from the fiscal year 2023 PAYGO allocation under the Capital Facilities Renewal program and \$4.72 million in institutional deferred maintenance funds. The building houses administrative offices for the School of Medicine. The existing boilers, heat exchangers, and pumps have exceeded their useful life. Recent upgrades to campus electrical infrastructure enable the conversion to a fully electric HVAC system, which is expected to improve energy efficiency by approximately 30 percent. Replacing the building's deteriorating windows will further enhance efficiency. To maintain ongoing building operations, the work will be completed in three phases. The resulting contract will require approval by the Board of Public Works.

Regent Sibel invited Dr. Rhodes, senior vice president at UMB, to offer any additional comments. Dr. Rhodes indicated that Regent Sibel had covered the item thoroughly and had nothing further to add. In response to a question from Regent Wood regarding the bidding process, Mr. Mowbray, director, stated that the work is being conducted under an existing on-call contract. UMB received three bids and selected the one that represented the best value.

The Finance Committee recommended that the Board of Regents approve the 737 West Lombard mechanical infrastructure upgrades and window replacement, as described, at a total project cost of \$10,240,000.

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

Vote Count = Yeas: 6 Nays: 0 Abstentions: 1 – Regent Fish

3. University of Maryland, Baltimore: School of Dentistry Ambulatory Surgery Center and Building Renovations (action)

The Finance Committee considered a request from the University of Maryland, Baltimore for a second Board approval related to renovations at the School of Dentistry Building. The committee approved the initial request in September, and the full Board granted its approval later that month. The original project budget was \$29.5 million, including \$2.7 million in legislative support and the remainder from the School of Dentistry. The revised budget incorporates a 50 percent contingency on unordered equipment and remaining construction costs to account for continued volatility in federal tariff policy. All other elements of the project remain unchanged. The work will be completed in phases to limit disruption in the occupied building. The resulting contract will require approval by the Board of Public Works.

Dr. Rhodes was invited to comment. She explained that some vendors will only guarantee pricing for a short period—sometimes as little as one week—making the added contingency a prudent measure. She emphasized that the School of Dentistry maintains a strong financial position and is committed to absorbing the additional cost, viewing the renovation as a sound investment that enhances the clinical training environment for students. There were no questions or further discussion.

The Finance Committee recommended that the Board of Regents approve the \$44.245 million renovations to the School of Dentistry Building and the creation of an Ambulatory Surgery Suite as described.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

4. Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)

Regent Fish introduced a request from Salisbury University for an increase in funding authorization for the Commons Building Kitchen HVAC Replacement project. The University is seeking an additional \$3.5 million, raising the total project cost from \$6 million to \$9.5 million. The project involves replacement of aging mechanical systems critical to food preparation in the University's sole dining facility.

The scope includes upgrades to air handling units, fire suppression systems, and kitchen equipment. Originally approved in the fiscal year 2025 System-Funded Construction Program, the project budget was based on an engineer's estimate. However, significant cost escalations in specialized equipment and local mechanical labor have necessitated the revised funding request. The increased project cost will be fully supported by institutional funds. The new systems are expected to improve energy efficiency and yield annual utility savings of more than \$75,000.

Regent Hasan shared his ongoing concern about the accuracy of cost estimates and the overall estimating process, particularly in cases where institutions return with sizable requests for additional project authorization and funding. While his comment was prompted by the current item, he emphasized the importance of strengthening cost estimates across all projects. In response, Senior Vice Chancellor Herbst acknowledged the increasing volatility of the construction market and the challenges that presents for accurate forecasting. She stated that the System Office team will continue working with institutions to improve estimating practices. She also reminded the committee that state-funded projects are subject to limitations on contingency levels, and the System Office will continue to engage with the State on those requirements.

The Finance Committee recommended that the Board of Regents approve Salisbury University's request to increase the budget authorization for the Commons Building Kitchen HVAC Replacement project to \$9.5 million.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

5. Bowie State University: New Greenhouse Building (action)

Regent Fish introduced a request from Bowie State University for approval to construct a stand-alone greenhouse facility totaling approximately 7,300 gross square feet. The total project cost is \$6.156 million, which will be funded entirely through institutional resources. The facility will support the expansion of biological science research, particularly work supported by a NASA grant awarded to the Department of Natural Sciences. The greenhouse will include multiple research chambers designed to accommodate the University's growing research portfolio.

In response to a question from Regent Hasan regarding the NASA grant, Mr. Kumar, vice president at Bowie, clarified that the grant has been fully received and will support the associated research activity. He noted that the greenhouse construction and the estimated \$88,000 in annual operating expenses will be funded by the University. There were no further questions from the committee.

The Finance Committee recommended that the Board of Regents approve the \$6.156 million New Greenhouse project for Bowie State University, as outlined.

(Regent Gonella moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

6. University of Maryland, College Park: Enterprise Resource Planning Implementation Partner Contract Modification (action)

Regent Fish introduced a request to modify the implementation partner contract with Huron in connection with the Workday project. The Board of Regents approved an early renewal and modification of the Workday software contract in December 2024. The current request seeks to amend the Huron contract by adding \$31.2 million and extending its term by two years. Due to delays in the "go live" dates for the human capital management and finance components, the University incurred an additional \$12.1 million in implementation costs. These funds, originally designated for the student systems implementation, were reallocated to support the successful launch of the Workday platform in November 2024. The proposed contract modification will require approval by the Board of Public Works. There were no questions or comments from the committee.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park to modify the ERP implementation partner contract, increasing the total contract value to \$74,442,900, which includes a \$29,264,693 cost increase and a \$2,500,000 contingency, and extending the contract by two years.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

7. USM Enrollment Projections: FY 2026-2037 (action)

Regent Fish initiated the discussion on the item, emphasizing the importance of the annual presentation of enrollment projections to the Finance Committee as a means of maintaining transparency and ensuring alignment with the strategic planning efforts of the University System of Maryland. She acknowledged the challenges currently facing higher education institutions, particularly those stemming from workforce disruptions, and noted that these challenges may also present opportunities. Regent Fish underscored the importance of USM adapting its offerings to support individuals recently displaced from employment, helping to equip them with the education and skills needed to compete in a rapidly evolving economy.

She then invited Mr. Muntz, head of the Decision Support and Institutional Research Office, to present the enrollment projections. Mr. Muntz explained that the projections, required by Board policy, span fiscal years 2026 through 2035 and serve as a core component of the Board's financial management cycle. The projections support planning and decision-making related to tuition and fees, operating and capital budgets, and long-term debt. For fall 2025, USM expects to enroll more than 172,000 students, reflecting a modest systemwide increase primarily driven by growth at UMGC. Most institutions are projected to experience slight enrollment gains, while Bowie State and UMBC are expected to see short-term declines as they implement adjustments to their enrollment strategies. Looking ahead, the outlook remains strong, with projected enrollment reaching approximately 195,000 students by 2034—an estimate that aligns with historical trends and reflects a stable, incremental growth trajectory.

Mr. Muntz also noted that USM's enrollment forecasts have consistently fallen within 3 percent of actual enrollment, which reinforces the credibility of the USM's planning processes and the strength of its enrollment management strategies. At the conclusion, Regent Gooden expressed her appreciation for the team responsible for providing the data, noting the accuracy of the projections, and describing the information as highly usable and reliable. She offered her compliments to the staff for their work.

The Finance Committee recommended that the Board of Regents approve the enrollment projections as submitted.

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

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

8. Convening Closed Session

Regent Fish 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 Fish moved recommendation, seconded by Regent Wood; approved)

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

Regent Fish thanked everyone for joining. The public meeting was adjourned at 11:36 a.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

March 24, 2025
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 11:40 a.m. via video conference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Mirani, Mr. Pope, Mr. Sibel, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Eismeier, Mr. Hickey, and Ms. McMann. Dr. Miralles-Wilhelm, Ms. Lowe, Mr. Nemazie, Dr. Rhodes, Mr. Eshleman, Mr. Bak, Mr. Donoway, Mr. Sheetz, Mr. Graham, Ms. Murphy, Ms. Petronka, and Ms. Watson also participated in part of the session.

1. The committee discussed the acquisition of property in the City of Annapolis (§3-305(b)(3)).
(Regent Sibel moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
2. The committee discussed the awarding of a new contract for advertising and marketing services (§3-305(b)(14)).
(Regent Wood moved recommendation, seconded by Regent Sibel; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
3. The committee discussed the awarding of a new contract for counseling services (§3-305(b)(14)).
(Regent Pope moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
4. The committee discussed the awarding of a new contract for dining services (§3-305(b)(14)).
(Regent Pope moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
5. The committee discussed the awarding of a new contract for software volume licensing, products, and services (§3-305(b)(14)).
(Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The session was adjourned at 12:03 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

TOPIC: University of Maryland, Baltimore: 737 West Lombard Mechanical and Window Replacement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 24, 2025

SUMMARY: The University seeks Board approval for a \$10,240,000 project to complete the lifecycle replacement of the HVAC system and exterior window repairs at 737 West Lombard Street. The project also includes substantial upgrades to the fire protection and sprinkler systems to achieve compliance with current codes. To ensure continuous building operations, the project will be completed in three phases.

Constructed in 1906, 737 West Lombard is a five-story, 75,500-square-foot building with a full basement that houses the School of Medicine's administrative offices. The building's boilers, heat exchangers, and pumps have exceeded their useful life. The existing boiler system, along with the district steam supply, is fossil fuel-powered, primarily by natural gas. Recent upgrades to the campus electrical infrastructure allow for a full conversion to an electric variable refrigerant flow HVAC system and electric water heating, which is projected to improve energy efficiency by approximately 30%.

The building's 210 dual-pane exterior windows contribute to energy inefficiencies. Many can be opened by occupants and are frequently left open, allowing excessive air infiltration and exacerbating humidity control challenges. Additionally, the glazing has deteriorated, further increasing energy consumption. The project includes sealing operable windows, reglazing, and replacing select windows with failing frames and sashes.

A design review identified code compliance issues with the existing fire protection and sprinkler systems. Addressing these deficiencies requires removing portions of the drop ceiling on each floor to modify and expand sprinkler piping and heads as needed. Following this work, new drop ceilings will be installed, and existing fluorescent ceiling light fixtures will be replaced with energy-efficient LED lighting.

ALTERNATIVE(S): The alternative to this project is to reduce the scope and address its components separately over time. However, this approach would extend the timeline for correcting failing and non-code-compliant conditions, resulting in prolonged disruptions to building occupants.

FISCAL IMPACT: The total project budget is \$10,240,000. Funding includes \$5,518,836 from the FY 2023 PAYGO allocation from the Capital Facilities Renewal program, with the remaining costs covered by planned institutional deferred maintenance funds.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the 737 West Lombard mechanical infrastructure upgrades and window replacement, as described above, at a total project cost of \$10,240,000.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/24/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

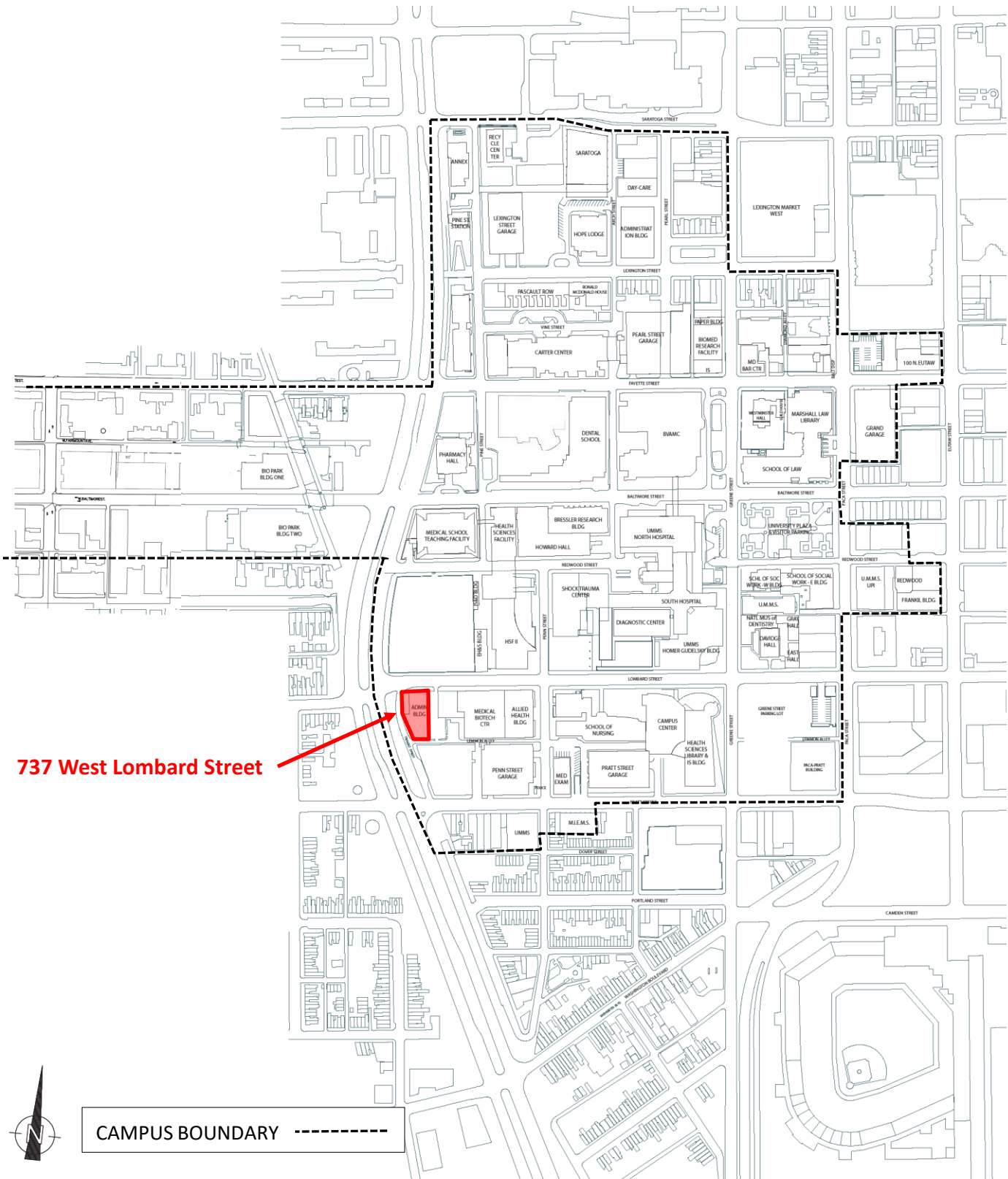
Project Cost Summary

UMB, 737 West Lombard Mechanical and
Window Replacement

Date	2/20/2025
Stage of Estimate	100% Construction Documents
Design Cost	\$774,000
Construction Cost	\$7,930,000
Contingency	\$1,536,000
Project Total	\$10,240,000
Source of Estimate	Pending Construction Bid per the project contractor, Oak Contracting.



University of Maryland, Baltimore



TOPIC: University of Maryland, Baltimore: School of Dentistry Ambulatory Surgery Center and Building Renovations

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 24, 2025

SUMMARY: The University seeks a second Board approval to complete selective renovations to the School of Dentistry (SOD) Building at 650 West Baltimore Street. The Finance Committee initially approved this project on September 7, 2023, followed by Full Board approval on September 22, 2023.

The need for this second approval is the result of feedback received by an operations consultant engaged during the design process. The original design and program submissions assumed that certain preexisting spaces would be shared between the Dental Ambulatory Surgery Suite and an adjacent existing clinical operation, optimizing capital costs and space utilization. However, the consultant determined that current Medicare and Medicaid eligibility standards for this type of clinic require the suite to be physically distinct from other clinics. Without this complete separation, the Dental Ambulatory Surgery Center would be ineligible to bill for Medicare and Medicaid patients, for whom the suite is primarily intended.

To meet these regulatory requirements, the revised scope includes the addition of three procedure rooms, a waiting and reception area, an elevator, dedicated generator and equipment rooms, and two bathrooms, expanding the renovated clinic space by approximately 3,900 square feet.

The remainder of the project remains unchanged from 2023 and includes renovations to simulation suites and building circulation enhancements, such as new flooring, painting, cabinetry, and the lifecycle replacement of 320 clinical stations. The dental chairs and attached equipment—totaling approximately \$13 million—require frequent repairs, reducing station availability. Selective modifications will also improve building circulation and address ongoing security concerns. To minimize disruption, construction will be phased in this continuously occupied facility.

ALTERNATIVE(S): If additional funds are not approved, the University will need to reduce the scope of clinical station renovations, affecting the 320 stations used by dental students to provide community dental care. This would create inconsistencies in station quality and extend the timeline for completing the lifecycle replacement of failing equipment. Moreover, it would eliminate economies of scale, as completing all 320 stations simultaneously achieves cost efficiency.

FISCAL IMPACT: The original project budget was \$29.516 million, with \$2.7 million from the legislature and the remainder from the School of Dentistry. This second approval request increases the budget to \$44.245 million, with \$3.2 million from the legislature and the remainder from the School of Dentistry. This figure includes a 50% contingency on unordered equipment and remaining construction costs due to the volatility in federal tariff policy.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the \$44.245 million renovations to the School of Dentistry Building and the creation of an Ambulatory Surgery Suite as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/24/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

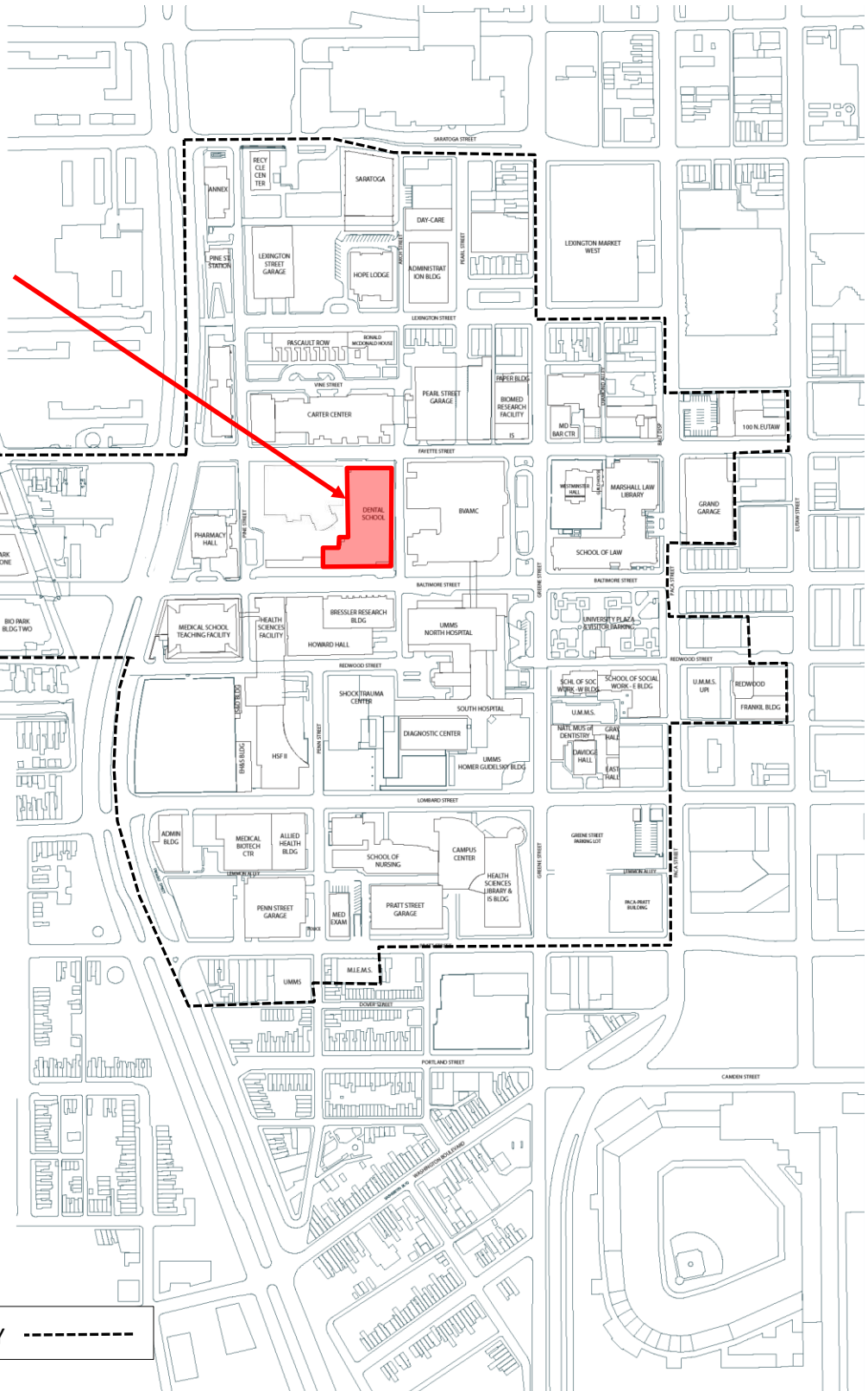
UMB, School of Dentistry Ambulatory Surgery Center

	Prior Budget Amount	Modification
Date	8/10/2023	2/20/2025
Stage of Estimate	Budget/ Planning	95% Construction Documents
Design Cost	\$2,654,000	\$1,763,000
Construction Cost	\$23,012,000	\$32,282,000
Contingency	\$3,850,000	\$10,200,000
Project Total	\$29,516,000	\$44,245,000
Source of Estimate	UMB A/E Staff	Construction manager for pre-construction services. 50% contingency on unordered equipment and remaining construction costs



University of Maryland, Baltimore

School of Dentistry



SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement

COMMITTEE: Finance

DATE OF MEETING: March 24, 2025

SUMMARY: The University seeks Board approval to increase the funding authorization for the Commons Building Kitchen HVAC Replacement project by \$3.5 million, raising the total project cost from the originally approved \$6.0 million to \$9.5 million. This project replaces end-of-life mechanical systems essential to food preparation in the University's sole dining hall.

The scope includes replacing 13 exhaust hood systems, two dishwasher exhaust hood systems, one conveyor dishwasher with ducted exhaust, multiple general exhaust fans, and seven make-up air units, along with the associated fire suppression systems and ductwork.

Originally authorized in the FY 2025 System-Funded Construction Program with \$6.0 million in institutional funding, the budget was based on a 2021 engineer's estimate with standard escalation. However, significant cost escalations in specialized equipment and the local mechanical contractor labor market are responsible for this significant budget increase.

Whiting-Turner, the Design/Build contractor, is under contract, has provided a cost estimate, and is prepared to bid the project. The resulting contracts will require the approval of the Board of Public Works.

CONTRACTOR: Whiting-Turner, 300 East Joppa Road, Baltimore, Maryland 21286
President and Chief Executive Officer: Timothy J. Regan

ALTERNATIVES: There are no viable alternatives at this time, as the Commons Building Kitchen is the only large-scale, licensed food preparation facility on campus. This project is essential to maintaining dining services operations. Closure of the facility would not only result in the loss of millions of dollars in student dining plan revenue but also disrupt meal access for students who rely on campus dining.

FISCAL IMPACT: The University will fund the project through institutional funds. While the replacement is a significant investment, the new, more efficient mechanical systems are expected to generate annual utility savings of over \$75,000.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Salisbury University's request to increase the budget authorization for the Commons Building Kitchen HVAC Replacement project to \$9.5 million.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/24/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

SU Commons Building Kitchen HVAC Replacement

	Prior Budget Amt	Modification
Date	Mar-24	Feb-25
Stage of Estimate	Planning	Design
Design/Fees*	\$500,000	included
Construction Cost	\$5,500,000	\$8,260,870
Gen Contingency (10%)	included	\$826,087
Additional Contingency (5%)	included	\$413,043
Project Total	\$6,000,000	\$9,500,000
Notes:	*The project is being done under a Design/Build contract.	Reasons for the Increase: The initial project estimate and SFCP request was pulled from a facilities assessment report from 2021. Since design has started and the first schematic design estimate was produced by the Design/Build team the cost of materials and escalation has pushed the cost of project past the initial estimate.
Rev 3/04/25		

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Bowie State University: New Greenhouse Building

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 24, 2025

SUMMARY: The University seeks Board approval to construct a stand-alone 7,300-GSF greenhouse facility to support biological science research. The estimated design and construction cost is \$6.156 million.

The facility will include three research chambers totaling 3,840 SF, two hydroponics rooms, a media/culture room, a transplant room, a cutting room, three small growth chambers, and additional support spaces, including lockers, three offices, and storage. The project will be executed in separate design and construction phases, and a site has been identified. The A&E team includes consultants specializing in similar projects.

The primary justification for this project is to expand biological science research at the University, particularly in support of a NASA-funded grant awarded to the Department of Natural Sciences. Additionally, the University has recruited prominent faculty in the areas of genetic engineering and plant tissue culture and currently has several post-doctoral candidates supporting these endeavors. The greenhouse will be a vital asset in supporting and retaining such scholarship.

Board approval is required as the total project cost exceeds the \$5 million threshold delegated for internal Senior Vice Chancellor for Administration and Finance approval. Board of Public Works approval is also anticipated.

ALTERNATIVE(S): There is no alternative facility on campus to support this area of research. The existing small greenhouse on the roof of the Center for Natural Sciences cannot be adapted for the proposed research, as it was not designed with these capabilities in mind at the time of its construction.

FISCAL IMPACT: The total project cost is \$6.156 million and will be funded through the University's Institutional Funds as part of its strategic academic investments.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the \$6.156 million New Greenhouse project for Bowie State University as outlined above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/24/25

BOARD ACTION:

DATE:

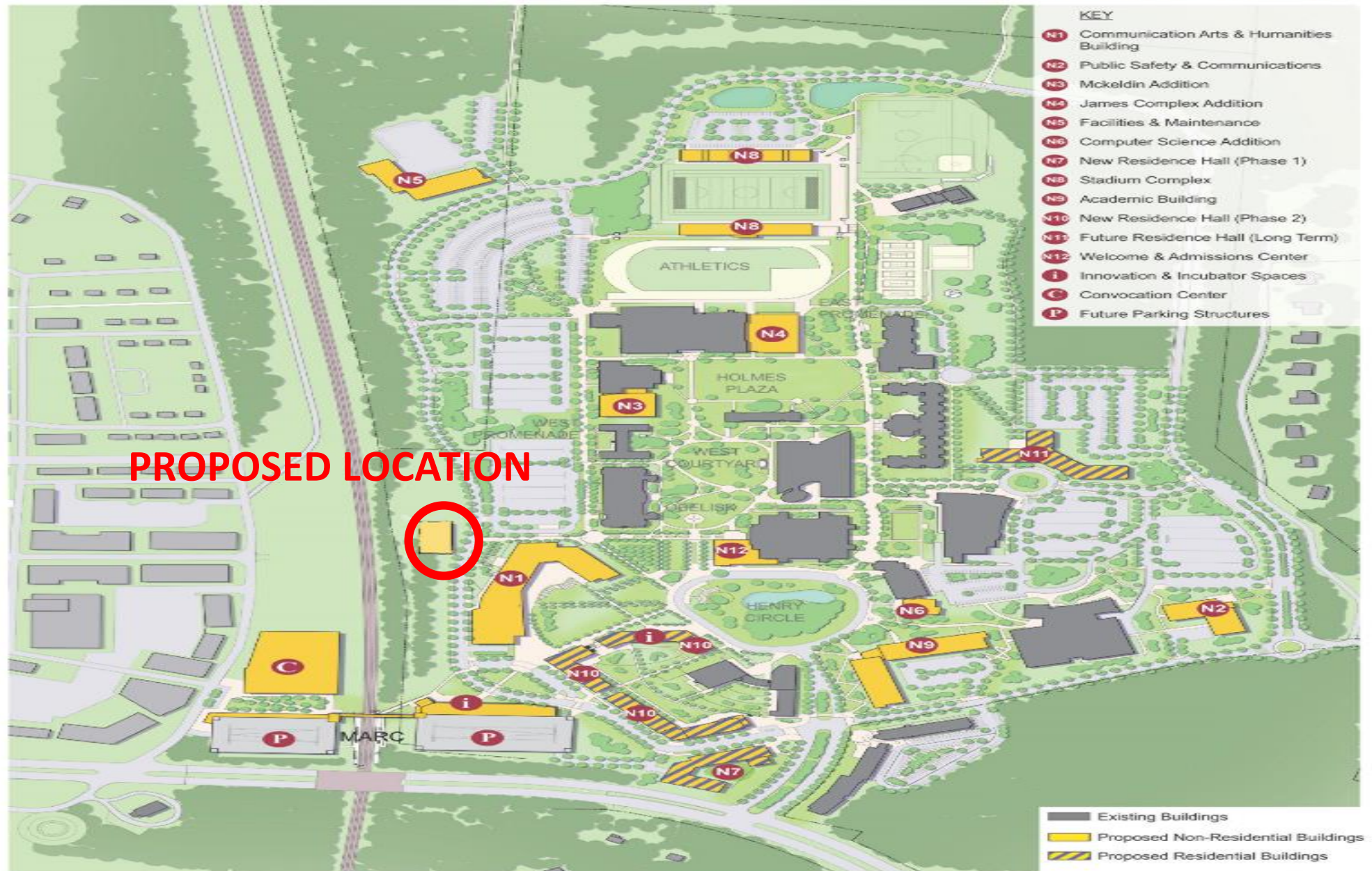
SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

BSU Greenhouse Building

Date	2/14/2025
Stage of Estimate	Planning
Design and PM Fees	\$865,000
Geotech Study	\$25,000
Construction Cost	\$4,366,000
Construction Contingency	\$500,000
Owner's Contingency	\$400,000
Project Total	\$6,156,000
Source of Estimate	The budget estimate for the Greenhouse Project is based on figures provided by Ayers Saint Gross, the architecture firm responsible for the conceptual plan.

PROPOSED CAMPUS DEVELOPMENT PLAN



PROPOSED LOCATION

TOPIC: University of Maryland, College Park: Enterprise Resource Planning Implementation Partner Contract Modification

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 24, 2025

SUMMARY: The University of Maryland, College Park (UMCP) requests approval to modify the Enterprise Resource Planning (ERP) implementation partner contract with Huron Consulting Services, increasing the contract total from \$42,678,208 to \$74,442,900 and extending the contract through December 31, 2028. This request reflects adjustments to the project timeline, including the extended implementation of the HCM and Finance modules and the additional support needed for the successful deployment of Workday Student in Fall 2028.

BACKGROUND: The original award resulted from a competitive solicitation for an implementation partner to support UMCP in replacing aging systems across its technology ecosystem, including products encompassing Human Capital Management (HCM), Finance, and Student Systems (ERP tools), with Workday.

On November 13, 2020, the Board of Regents approved:

1. The Workday contract, totaling \$53,206,601 through 2031, if the three two-year renewal options are exercised.
2. The six-year Huron implementation contract (2021–2026), totaling \$42,678,208. The original contract anticipated completing the implementation of Workday Human Capital Management, Finance, and Student Systems by December 2026.

On December 20, 2024, the Board of Regents approved an early renewal and modification of the Workday contract, achieving a reduction in fees for the remaining years of the contract by securing an additional three years through 2035. This adjustment will result in an overall reduction of fees by \$7.2 million and generate a net present value (NPV) savings of \$5.5 million. Additionally, the modification ensures pricing certainty through 2041 if all renewal options are exercised.

In 2023 UMCP delayed the HCM and Finance modules implementation go-live dates from July 2023 to November 2024. The delay was due to payroll integrations, Workday configurations in process, and organizational readiness. The delay has resulted in an additional \$12,119,590 in Huron implementation costs.

The delay in the launch of HCM and Finance coupled with the complexity of the UMCP academic enterprise has resulted in a delay of the implementation of the Student phase of the ERP project to Fall 2028. 54,412 implementation partner hours totaling \$12,119,590, originally intended for the Student implementation, were repurposed to HCM and Finance as well as additional support for UMCES/UMES support during the 15-month delay. A portion of hours were used as originally intended for the planning of the Student System. The redirection of consulting hours allowed UMCP to ensure integrations and configurations were working properly and the impacted campuses were ready for the transition.

The original contract did not contemplate the 15-month delay in HCM and Finance systems implementation resulting in a further delay of the Student System, and the redirection of 54,412 implementation partner hours.

HCM and Finance are required for, and tightly integrated with, the Workday Student System. The Student System is the most complex of the three systems to implement. It is replacing 10 interwoven legacy systems that have been highly customized over decades and will have a number of integrations with related cloud-based solutions and accounted for 48% of the originally anticipated implementation costs.

Because of the delays, the complexity of the Student System, and the earlier redirection of implementation partner hours, an additional 190,356 implementation partner hours, at a price of \$29,264,693 and a contingency of \$2,500,000, are needed to complete the launch of the Student System in Fall 2028. This significant addition is due to a combination of the highly complex academic environment at UMCP and adding a year to the planned project duration based on increased understanding of the Workday Student Module in the academic research space gained from peer institutions that have gone live with the Student Module. The additional hours are required for architecture, design, and deployment activities.

This request for approval is made pursuant to the USM Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding \$5 million. This item will require the approval of the Board of Public Works.

VENDOR: Huron Consulting Services, LLC, Chicago, IL, CEO: Mark Hussey

ALTERNATIVE(S): Alternatives include (a) not extending the contract, which would prevent the University from completing the Student System implementation and require continued reliance on outdated, unsupported mainframe solutions, or (b) competitively soliciting a new implementation partner, which would disrupt system continuity, introduce further delays, and potentially increase costs.

FISCAL IMPACT: The contract modification will increase project costs by \$29,264,693, plus a \$2,500,000 contingency, bringing the total contract value to \$71,942,900—a 74% increase. The contingency will be reserved and only utilized if required, within the University’s authority, but will not be added to the contract as part of this modification.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park to modify the ERP implementation partner contract, increasing the total contract value to \$74,442,900, which includes a \$29,264,693 cost increase and a \$2,500,000 contingency, and extending the contract by two years.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/24/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes from January 29, 2025 Public and Closed Sessions

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: March 24, 2025

SUMMARY: The Committee on Governance and Compensation will review and approve meeting minutes from January 29, 2025 Public and Closed sessions.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: March 24, 2025

BOARD ACTION: DATE:

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



USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
January 29, 2025
Zoom

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:31 a.m. on Wednesday, January 29, 2025 via Zoom.

Those in attendance included Regents Gooden, Leggett, Lewis, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Mr. Chanen, Ms. Roxas, Mr. Samuel.

1. **Approval of the Meeting Minutes from December 4, 2024.** The Regents reviewed and approved the meeting minutes. (Moved by Regent Leggett, seconded by Regent McMillen; unanimously approved).
2. **Convene to Closed Session.** Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent McMillen, seconded by Regent Wood; unanimously approved).

The public session meeting adjourned at 8:32 a.m.



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
January 29, 2025
Zoom

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:32 a.m. on Wednesday, January 29, 2025 via Zoom.

Those in attendance included Regents Gooden, Leggett, Lewis, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Mr. Chanen, Ms. Roxas, and Mr. Samuel from USMO, Mr. Jones and Mr. Herring from TU, Ms. Rhodes, Ms. Monger and Ms. Jones from UMB, and Mr. Reuning, Ms. Richmond, and Ms. Williams from UMCP.

- 1. Collective Bargaining Update.** The Regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
- 2. Towson University Pre-Negotiation Briefing Re MOU with FOP.** The Regents heard an information item related to an MOU with FOP at Towson University. (§3-305(b)(9)).
- 3. University of Maryland, Baltimore Pre-Negotiation Briefing re MOU with FOP.** The Regents heard an information item related to an MOU with FOP at University of Maryland, Baltimore. (§3-305(b)(9)).
- 4. University of Maryland, College Park Pre-Negotiation Briefing re MOU with FOP.** The Regents heard an information item related to an MOU with FOP at University of Maryland, College Park. (§3-305(b)(9)).
- 5. Review of Certain Contracts and Employment Agreements.** The Regents reviewed a personnel contract from UMB, subject to review under Policy VII-10.0 (§3-305(b)(1)).

The meeting adjourned at 9:19 a.m.

TOPIC: Approval of CUSS Constitutional Changes

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: March 24, 2025

SUMMARY: The Council of University System Staff (CUSS) proposes two changes to its constitution for the Board to review and approve.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This Chancellor recommends that the BOR approve the proposed CUSS constitutional amendments.

COMMITTEE ACTION: DATE: March 24, 2025

BOARD ACTION: DATE:

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

Old Language	Proposed Language	Justification
<p>Membership:</p> <p>consist of representatives of those USM are not in a collective bargaining unit representative, or who are in such unit but not participating in collective bargaining. be elected from among such institution shall determine the qualifications representatives, as well as the procedures for</p>	<p>Article II. Section 1. Membership:</p> <p>The Council shall consist of representatives of those USM Staff employees who are not in a collective bargaining unit having an exclusive representative, or who are in such a unit but are excluded by law from participating in collective bargaining. Representatives shall be elected from among all such employees at their institution and at least one elected member should serve as an ex-officio member on the primary staff-related shared governing body on their campus. Each institution shall determine the qualifications required for their representatives, as well as the procedures for their election.</p>	<p>Require that CUSS representative the general population of non-ba non-exempt staff. Also requires some form of CUSS representative shared governance to ensure co collaboration.</p>
<p>Constituencies:</p> <p>representation on the Council, institutions of the State University (BSU), Coppin State University (FSU), Salisbury University (TU), University of Maryland, Baltimore (UMB), Baltimore County (UMBC), University Park (UMCP), University of Maryland), University System of Maryland Office Maryland University College (UMUC), Center for Environmental Science University of Maryland Biotechnology Institute</p>	<p>Article II. Section 2. Constituencies:</p> <p>For purposes of representation on the Council, institutions of the System are: Bowie State University (BSU), Coppin State University (CSU), Frostburg State University (FSU), Salisbury University (SU), Towson University (TU), University of Baltimore (UBalt), University of Maryland, Baltimore (UMB), University of Maryland, Baltimore County (UMBC), University of Maryland, College Park (UMCP), University of Maryland Eastern Shore (UMES), University System of Maryland Office (USMO), University of Maryland Global Campus (UMGC), and University of Maryland Center for Environmental Science (UMCES), and University of Maryland Biotechnology Institute (UMBI).</p>	<p>Institution name updates.</p>

1 USM Bylaws, Policies and Procedures of the Board of Regents

2
3 I - 3.50 -CONSTITUTION FOR THE COUNCIL OF UNIVERSITY SYSTEM STAFF

4
5 (Approved by the Chancellor, November 18, 1993; Amended by the Board of
6 Regents, December 5, 1997; Amended by the Board of Regents, June 27,
7 2003; Technical Changes approved by the Chancellor August 19, 2003;
8 Amended by the Board of Regents, February 18, 2005)
9

10 Basic to the effective operation of any system of higher
11 education is the acceptance of the concept of shared governance. The
12 Staff employees in both teaching and non-teaching institutions provide
13 a wide range of services and expertise that is critical to the
14 fulfillment of the System's many missions. In recognition of this
15 essential role, Staff employees shall have a voice in basic decisions
16 that affect the welfare of the System, its institutions, and its
17 employees, including an informed advisory role in administrative areas
18 and in the functional support aspects of academic matters.
19

20 Article I

21
22 Section 1. Purpose:

23
24 The Council of University System Staff (CUSS) advises the
25 Chancellor and the Board of Regents. Its responsibility will be to
26 consider and make recommendations on System wide issues affecting Staff
27 employees who are not in a collective bargaining unit having an
28 exclusive representative or who are in such a unit but are excluded by
29 law from participating in collective bargaining, to communicate such
30 Staff employee concerns to the Chancellor and the Board, and to inform
31 such Staff employees at each constituent institution of the Council's
32 activities and the System's related actions.
33

34 Article II

35
36 Section 1. Membership:

37
38 The Council shall consist of representatives of those USM Staff
39 employees who are not in a collective bargaining unit having an
40 exclusive representative, or who are in such unit but are excluded by
41 law from participating in collective bargaining. Representatives shall
42 be elected from among such employees. Each institution shall determine
43 the qualifications required for their representatives, as well as the
44 procedures for their election.
45

46 Section 2. Constituencies:

47
48 For purposes of representation on the Council, institutions of
49 the System are: Bowie State University (BSU), Coppin State University
50 (CSU), Frostburg State University (FSU), Salisbury University (SU),
51 Towson University (TU), University of Baltimore (UB)), University of
52 Maryland, Baltimore (UMB), University of Maryland, Baltimore County
53 (UMBC), University of Maryland, College Park (UMCP), University of
54 Maryland Eastern Shore (UMES), University System of Maryland Office
55 (USMO), University of Maryland University College (UMUC), and University
56 of Maryland Center for Environmental Science (UMCES).
57

58 Section 3. Apportionment of Membership:

59
60 a. Membership on the Council of University System Staff shall be
61 apportioned according to the Bylaws and subject to the requirements of
62 Section 3.b., below.

63
64 b. Membership on the Council shall be apportioned among
65 institutions according to the number of full-time equivalent (FTE)
66 Regular and Contingent II Status Staff employees in its work force.
67 Each institution shall have a minimum of two members (one Exempt and
68 one Nonexempt). In the event that no person is nominated or elected
69 from either one of these groups, an institution may elect all members
70 from the same group (all Exempt or all Nonexempt not represented by
71 collective bargaining). This method for selecting Council members
72 applies solely to institutions where the Shared Governance structure
73 includes members from both groups. Employees in collective bargaining
74 units having an exclusive representative and are not excluded by law
75 from participating in collective bargaining; Contingent I Staff
76 employees; work-study and other part-time student workers; graduate
77 teaching assistants; and graduate research assistants may not be
78 counted toward an institution's FTE Staff employee work force.

79
80 c. An institution newly incorporated into the System will receive
81 representation on the Council according to Article II, Section 3.b.

82
83 Section 4. Terms of Members:

84
85 Members of the Council shall serve two-year terms. Institutions
86 are encouraged to stagger the election process.

87
88 Article III

89
90 Section 1. Officers:

91
92 The Council shall elect annually a Chair, Vice Chair, Secretary,
93 and two At-Large members to form an Executive Committee. The Executive
94 Committee sets the agenda for meetings of the Council. No two members
95 of the Executive Committee shall be from the same institution.

96
97 Section 2. Meetings:

98
99 The Council shall meet as specified in its bylaws, but no less
100 than once each traditional semester. Additional meetings may be
101 convened according to procedures specified in the bylaws.

102
103 Section 3. Bylaws:

104
105 The Council shall develop bylaws consistent with this
106 Constitution to define further its structure, rules, and procedures.

107
108 Article IV

109
110 Section 1. Amendment:

111
112 Any member of the Council may propose amendments to this
113 Constitution. The procedures for adoption of an amendment are: (1)
114 initial agreement by an absolute majority vote of the Council to refer

115 the proposed amendment, for some specified time, to the Staff employees
116 of institutions for consideration and comment; (2) referral to Staff
117 employees; (3) final approval by a two-thirds vote of the Council; and
118 (4) acceptance by the Chancellor and Board of Regents.

119

120 Updated: 3/2016



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

April 7, 2025

Meeting via Video and Conference Call

DRAFT

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 1:03 p.m.

Regents participating in the session included: Mr. Gonella (Chair), Ms. Gooden, Mr. McMillen, Mr. Breslin, Mr. Parker, and Mr. Wood. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; AAG Langrill; Director of Financial Planning and Analysis Norris; Associate Vice Chancellor Denson; Vice Chancellor Mosca; and Chief of Staff Wilkerson. In attendance were Athletic Directors Eigenbrot, Carter, Polizzi, Doughty, Dell, and Tucker; Interim AD Sorem; Asst. AD for Business Khadijah Haaris; TU Athletics Licensed Therapist Blake Costalupes; Assoc. Dean of Student Success Sean Coleman, VPs Henley, Donoway, Oler, Lowenthal, Edenhart-Pepe, and Kumar; Asst. VP Brace, and other members of the USM community and the public.

The following agenda items were discussed:

1. Mid-Year Athletic Directors' Updates – Rotating – CSU, BSU (Information)

Regent Gonella informed the Committee members they would hear from two athletic directors about their perspectives on current issues. The presentations are intended to be informative and keep the committee abreast of current challenges and impacts felt on the ground at the institutions including but not limited to student health and safety, academic performance and progress, and financial affairs of their programs. AD Carter presented from CSU and AD Doughty from BSU.

Regent Breslin asked AD Carter to weigh in on the effects of transfer portal on campuses. Regent Wood asked both ADs Carter and Doughty what they think is the principal cause of mental distress in student-athletes. Regent McMillen also asked both ADs about the impact of the commercialization of the student-athlete world on the campuses and whether they are being discussed internally.

2. Internal Audit Summary of Intercollegiate Athletics (Information)

Regent Gonella introduced Mr. Mosca, who provided a general overview of what Internal Audit examines when auditing ICA, highlighting key areas of focus such as high-level trends, summarizing what institutions are doing well and identifying areas of high risk.

Regent Wood asked about the risk of public safety at athletic events on campus. Regent McMillen would like for Internal Audit to consider two more risks in their assessment, 1) risk of Title IX compliance with regards to male vs female student-athletes distributions in light of the revenue sharing settlement 2) potential of gambling scandal.

Mr. Mosca acknowledged that their department has audited gambling and hazing at two of our largest institutions and there is education available to student-athletes.

3. Presentation on Student-Athlete Mental Healthcare by Towson Athletics Licensed Therapist (Information)

Regent Gonella introduced Dr. Costalupes, Behavioral Health Coordinator for Clinical and Mental Health for TU University Athletics who presented on the nature of mental health care in collegiate athletics. He referenced best practices and work being done to support our students.

Regent Wood asked what Dr. Costalupes thinks is the principal cause of mental health issues with student-athletes and whether unintended consequences of the NIL/revenue sharing agreements have been considered. Regent McMillen asked Interim AD Sorem about the challenges posed by the demanding travel schedule for the Maryland men's basketball team during their recent conference competition.

4. Financial Condition and Results of Intercollegiate Athletic Programs (Information)

Regent Gonella introduced Ms. Herbst, who reviewed for the committee the System Office's analysis of financial condition of each of the institution's athletic departments.

Regent McMillen asked Mr. Herbst what is included in indirect costs. Regent Wood asked for clarification on the approved adjustments shown on the Summary of Athletic Program Results of Operations and Fund Balances table, specifically referencing the UMCP adjustment, and whether this indicated additional external debt.

The public meeting was adjourned at 3:05 p.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – CSU, BSU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: April 7, 2025

SUMMARY: Each committee meeting, institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their athletic program and discuss nationwide trends, developments, and future potential actions with an impact on their athletic programs.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- Student health and safety
- Academic performance and progress
- Financial affairs of the program

Athletic directors presenting at this meeting include:

1. Derek Carter, Coppin State University
2. Clyde Doughty, Bowie State 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: APRIL 7, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Internal Audit Summary of Intercollegiate Athletics (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: April 7, 2025

SUMMARY: Dave Mosca, Vice Chancellor for Accountability, will provide a general overview of what Internal Audit examines when auditing ICA. Highlighting key areas of focus such as high-level trends, summarizing what institutions are doing well and identifying areas of high risk.

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: APRIL 7, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Presentation on Student-Athlete Mental Healthcare by Towson Athletics Licensed Therapist (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: April 7, 2025

SUMMARY: Dr. Blake Costalupes, Behavioral Health Coordinator for Clinical and Mental Health for Towson University Athletics will present on the nature of mental health care in collegiate athletics. He will reference best practices and work being done to support our students.

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: APRIL 7, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

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: April 7, 2025

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 or values articulated is:

Intercollegiate athletics programs shall be operated in a fiscally responsible manner and should be managed on a self-supporting basis, as set forth in guidelines provided by the Chancellor.

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 and the results of operations; to ensure that athletic programs are being managed in a fiscally responsible manner; and confirm that any institutional programmatic support is approved. Institutions with athletics programs 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.

Board Policy allows institutions to use other resources to support Intercollegiate Athletics. Amounts less than \$1 million require the President's approval, amounts \$1 million or more require the Chancellor's approval and for amounts of \$5 million or more, the Chancellor will notify the full Board of Regents. Certifications regarding the use of other resources to support Intercollegiate Athletics have been received and approved as appropriate from all institutions.

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: APRIL 7, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923 and Celeste Denson (301) 445-1965



**UNIVERSITY SYSTEM
of MARYLAND**

**Board of Regents Committee on Intercollegiate Athletics
and Student-Athlete Health and Welfare
Summary of Athletic Program Results of Operations and Fund Balances
Fiscal Year 2024**

Institution	Fund balance June 30, 2023	FY 2024 Net change in fund balances	Approved Adjustments*	Adjusted Fund balance June 30, 2024
<u>Division I:</u>				
UMCP	\$(3,336,039)	\$(4,996,471)	\$8,332,510	\$0
TU	(2,020,418)	(1,132,526)	3,534,135	381,191
UMES	(2,761,581)	(2,725,991)	2,637,923	(2,849,649)
CSU	(2,629,192)	(2,607,896)	5,237,088	0
UMBC	(2,033,847)	(901,454)	2,940,659	5,358
<u>Division II:</u>				
FSU	112,006	(4,214,578)	4,214,578	112,006
BSU	(2,332,738)	(671,352)	3,004,090	0
<u>Division III:</u>				
SU	10,706,305	(801,264)		9,965,041

* Approved adjustments include FY23 and FY24 support for UMCP, TU, CSU, UMBC, TU and BSU. The adjustment for UMCP was increased from \$4.9M to \$8.3M to include the FY23 adjustment.



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, 2024

Institution	University cash and endowments of athletic program June 30, 2024	Foundation cash and endowments for athletics June 30, 2024	Owed to institution for facilities June 30, 2024	External debt June 30, 2024
<u>Division I:</u>				
UMCP	\$4,941,832	\$52,873,901	\$(96,531,016)	\$(17,608,393)
TU		5,318,279		
UMES				
CSU				
UMBC	(2,555,320)	1,427,058		(18,255,401)
<u>Division II:</u>				
FSU	(10,958,390)	2,039,121	(261,947)	
BSU	(2,832,211)	680,620	(584,343)	
<u>Division III:</u>				
SU	9,965,041	4,025,908		



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I UMCP Affiliated		
	Institution ICA	Foundation	Total
Operating Revenue	\$ 127,768,033	\$ 4,727,966	\$ 132,495,999
Direct Expenses	110,510,544	1,159,636	111,670,180
Direct Margin	17,257,489	3,568,330	20,825,819
Indirect Expenses	22,253,960		22,253,960
Operating Results	\$ (4,996,471)	\$ 3,568,330	\$ (1,428,141)
Beginning fund balance	\$ (3,336,039)	\$ 30,759,089	\$ 27,423,050 ^a
Operating Results	(4,996,471)	3,568,330	(1,428,141)
Ending fund balance	(8,332,510)	34,327,419	25,994,909
Institutional support			
President approved			
Chancellor approved	8,332,510		8,332,510
Board informed			
Ending Fund Balance, Adjusted	\$ -	\$ 34,327,419	\$ 34,327,419

^a Beginning fund balance for the foundation has been adjusted to reflect operating endowments only.



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I		
	TU		
	Affiliated		
	Institution ICA	Foundation	Total
Operating Revenue	\$ 29,083,843	\$ 728,585	\$ 29,812,428
Direct Expenses	19,676,315		19,676,315
Direct Margin	9,407,528	728,585	10,136,113
Indirect Expenses	10,540,054		10,540,054
Operating Results	\$ (1,132,526)	\$ 728,585	\$ (403,941)
Beginning fund balance	\$ (2,020,418)	\$ 4,963,490	\$ 2,943,072 ^a
Operating Results	(1,132,526)	728,585	(403,941)
Ending fund balance	(3,152,944)	5,692,075	2,539,131
Institutional support			
President approved			
Chancellor approved	3,534,135		3,534,135
Board informed			
Ending Fund Balance, Adjusted	\$ 381,191	\$ 5,692,075	\$ 6,073,266

^a Beginning fund balance for the foundation has been adjusted to reflect the correct amount.



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I UMES Institution ICA	Division I CSU Institution ICA
Operating Revenue	\$ 8,250,917	\$ 3,517,090
Direct Expenses	6,619,786	3,933,010
Direct Margin	1,631,131	(415,920)
Indirect Expenses	4,357,122	2,191,976
Operating Results	<u>\$ (2,725,991)</u>	<u>\$ (2,607,896)</u>
Beginning fund balance	\$ (2,761,581)	\$ (2,629,192)
Operating Results	<u>(2,725,991)</u>	<u>(2,607,896)</u>
Ending fund balance	(5,487,572)	(5,237,088)
Institutional support		
President approved		
Chancellor approved	2,637,923	
Board informed		5,237,088
Ending Fund Balance, Adjusted	<u>\$ (2,849,649)</u>	<u>-</u>



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division I UMBC Affiliated		
	Institution ICA	Foundation	Total
Operating Revenue	\$ 19,161,427	\$ 342,378	\$ 19,503,805
Direct Expenses	14,153,116		14,153,116
Direct Margin	5,008,311	342,378	5,350,689
Indirect Expenses	5,909,765	345,098	6,254,863
Operating Results	\$ (901,454)	\$ (2,720)	\$ (904,174)
Beginning fund balance	\$ (2,033,847)	\$ 819,011	\$ (1,214,836)
Operating Results	(901,454)	(2,720)	(904,174)
Ending fund balance	(2,935,301)	816,291	(2,119,010)
Institutional support			
President approved			-
Chancellor approved	2,940,659		2,940,659
Board informed			-
Ending Fund Balance, Adjusted	\$ 5,358	\$ 816,291	\$ 821,649

1,513,717
2,020,418



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division II			
	FSU			BSU
	Institution ICA	Affiliated Foundation	Total	Institution ICA
Operating Revenue	\$ 7,328,995	\$ 653,173	\$ 7,982,168	\$ 4,830,074
Direct Expenses	5,840,822		5,840,822	4,417,199
Direct Margin	1,488,173	653,173	2,141,346	412,875
Indirect Expenses	5,702,751	653,173	6,355,924	1,084,227
Operating Results	\$ (4,214,578)	\$ -	\$ (4,214,578)	\$ (671,352)
Beginning fund balance	\$ 112,006		\$ 112,006	\$ (2,332,738)
Operating Results	(4,214,578)		(4,214,578)	(671,352)
Ending fund balance	(4,102,572)	-	(4,102,572)	(3,004,090)
Institutional support				
President approved				
Chancellor approved	4,214,578		4,214,578	3,004,090
Board informed				
Ending Fund Balance, Adjusted	\$ 112,006	-	\$ 112,006	\$ -



Board of Regents Committee on Intercollegiate Athletics and Student -Athlete Health and Welfare
Summary of Athletic Program Operating Net Margins and Fund Balances
For the Year Ended June 30, 2024

	Division III		
	SU		
	Affiliated		
	Institution ICA	Foundation	Total
Operating Revenue	\$ 5,420,535	\$ 718,602	\$ 6,139,137
Direct Expenses	5,174,063	531,250	5,705,313
Direct Margin	246,472	187,352	433,824
Indirect Expenses	1,047,736		1,047,736
Operating Results	\$ (801,264)	\$ 187,352	\$ (613,912)
Beginning fund balance	\$ 10,766,305	\$ 1,625,834	\$ 12,392,139
Operating Results	(801,264)	187,352	(613,912)
Ending fund balance	9,965,041	1,813,186	11,778,227
Institutional support			
President approved			
Chancellor approved			
Board informed			
Ending Fund Balance, Adjusted	\$ 9,965,041	\$ 1,813,186	\$ 11,778,227

USM Board of Regents Research and Economic Development Committee Minutes for January
31st, 2025

Call to Order: Regent Wood called the meeting to order of the University System of Maryland Board of Regents Committee on Research and Economic Development to order in public session at 10:31am on Tuesday January 31st, 2024, via Zoom.

In attendance:

Panelists: Michele Masucci, Bill Wood, Denise Wilkerson, Julia Chadwick, Michael Ravenscroft, Lindsay Ryan, Jay Perman, Anwer Hasan, Yehuda Neuberger, Ellen Fish, Elena Langrill, Phil Robilotto, Karl Steiner, Ellen Fish, Josiah Parker, Michael Ravenscroft, Kevin Anderson, Alison Wrynn

Audience: 31 attendees in the audience.

Agenda:

- 1. Approval of Minutes.** Regent Wood called a vote to approve the minutes from the December 10th meeting of the Board of Regents committee on Research and Economic Development. Regent Wood motioned to approve the minutes, and Regent Parker seconded. The motion carried unanimously.
- 2. USM Research Award Discussion.** Regent Wood opened the floor to discussion on the potential for a USM Research Award ceremony meant to highlight and promote exceptional research throughout the system. The committee endorsed the idea of having a USM Regents-level research excellence awards program.

3. University of Maryland, Baltimore County Enterprise Research. Karl Steiner, Vice President for Research and Creative Achievement at UMBC, presented an overview of the university's research efforts. He highlighted key areas of excellence, including environmental and space sciences, data science, health and life sciences, community studies, history, and the arts. Notable initiatives included partnerships with NASA Goddard for lunar instruments in the ARTEMIS III mission, NSF-funded nuclear fusion reactor projects, the new DOE Frontier in Energy Research Center, and cybersecurity, IT, and quantum computing programs supported by the Department of Defense. He also discussed the UMB/UMBC Institute for Clinical and Translational Research, the Center for Innovation, Research, and Creativity in the Arts, and the Dresher Center for the Humanities. Vice President Steiner celebrated UMBC's recent designation as an R1 research institution under Carnegie's classification system and reviewed HERD expenditure data over five years. Meeting materials are publicly available on the USM website.

4. Economic Development. Lindsay Ryan, Executive Director of Economic Development at USM, presented the USM External Engagement strategy. She highlighted the work of the five-member External Engagement Task Force, which met over six months to support the goals of the USM strategic plan and strengthen partnerships both within USM and with private industry. Following a landscape analysis, the task force recommended building capacity, enhancing existing engagement, streamlining collaboration between institutions and industry, and launching initiatives to advance fields where Maryland excels. Meeting materials are publicly available on the USM website.

Action items:

5. Minutes from the 12/10/2024 RED Committee meeting were approved to move forward to the next full board meeting.

6. The committee endorsed the idea of having a USM Regents-level research excellence awards program.
7. The UMB Technology Commercialization presentation by Phil Robilotto, the Momentum Fund Update by Michael Ravenscroft, and the Venture Development presentation by Lindsay Ryan were postponed until the next RED committee meeting due to time constraints.

Adjourned: Regent Wood gave his closing remarks and adjourned the meeting at 12:10 p.m.

TOPIC: USM Enrollment Projections: FY 2026-2035

COMMITTEE: Finance

DATE OF COMMITTEE MEETING March 24, 2024

SUMMARY: The USM 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 +1,437 students in Fall 2025.
- USM is projecting a corresponding increase in FTE (+486) for FY 2026.
- Over the next ten years, headcount enrollment is projected to increase to +24,286 students to 195,117 students in Fall 2034.

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 statuses, and full/part-time attendance. Complimentarily, the projected enrollment and enrollment plan supports 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: 3/24/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**USM Enrollment Projections
FY 2026 (Fall 2025) through FY 2035 (Fall 2034)**



**UNIVERSITY SYSTEM
of MARYLAND**

**Submitted to the Board of Regents'
Committee on Finance
March 24, 2024**

Office of the Senior Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2026 (Fall 2025) – FY 2035 (Fall 2034)

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 and long-term operational realities. The enrollment management function considers 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's long-term enrollment goal.

The Board of Regents' Enrollment Workgroup continues to monitor key external trends and the institutional levers affecting enrollment. Institutions update enrollment management plans to address new student opportunities based on external prospects and improve retention by refining student success initiatives. The enrollment projections reflect both the enrollment management plans and the Strategic Plan goals adopted by the Board of Regents. Compared to national reports concerning public higher education changes in enrollment, the University System of Maryland is in a favorable position compared to many other states and systems.

High Education Environment

Higher Education continues to face disruption. Most recently, at the time of this report, the Department of Government Efficiency (DOGE) terminated nearly \$900 million in contracts under the Institute of Education Sciences (IES) within the Department of Education; proposed reductions in federal research funding, such as the National Institutes of Health (NIH) capping indirect cost reimbursements at 15%; and widespread concern about federal financial aid changes that might impact need-based aid or student loans. Last year, changes to federal financial aid, including alterations to the Free Application for Federal Student Aid (FAFSA) process introduced complexities and changes to the Maryland Guaranteed Access and Early Access need-based grant programs affected student access to financial support. All these disruptions follow the global pandemic when higher education temporarily enrolled fewer new students and enrollment decreased.

Despite these challenges, institutions within the University System of Maryland (USM) have demonstrated resilience. Collectively, USM institutions increased new student enrollment and implemented strategies to retain students facing financial hardships and ensure student success. These successful strategies contributed to enrollment growth over the past three years. For example, inclusive of part-time and full-time attendance; first-time and transfer entry type, 67% of over 45,000 new FY2024 students returned this year. This includes the 79% retention rate for Maryland community college new transfers and the 84% retention rate for new first-time, full-time cohort. Both retention rates exceed the Department of Education National Center for Education Statistics (NCES) published averages of 72% for full-time transfers and 82% for first-time, full-time students. The student mix continues to evolve with improvements in both undergraduate and graduate students and positive gains for both fulltime and part-time students.

USM Enrollment Projection Summary

Institutional projections align with the current realities of the higher education landscape. This year's enrollment projections plan similar new student and returning student goals for FY 2025 that we achieved this year. The aggregate enrollment increase projected for next year is 1,437 more students for a total enrollment of 172,268 in fall 2025. The corresponding one-year FTE estimated increase is 486 for a total FTE of 132,655 in FY 2026. The aggregate USM FTE growth reflects the projected credit hour registration by student level and by the mix of full-time and part-time students at each institution. Most of the near-term growth is projected for UMGC. Without UMGC, the aggregate projected enrollment is stable with a total of 177 more students and -345 FTE decrease as these institutions project fewer full-time students and more part-time students.

Over the next ten years, USM projects that enrollment will continue to increase by one percent per year through fall 2034. USM's enrollment growth over the next ten years is projected to be 24,286 (+14.2%) students and increase total enrollment to 195,117 by fall 2034. Over the long-term, the FTE projection of 148,911 in FY 2035 is 16,743 (+12.7%) more than the FTE in FY 2025. Again, the aggregate USM FTE growth reflects the projected credit hour registration by student level and by the mix of full-time and part-time students at each institution over the next 10 years. In the long term, the projected UMGC enrollment accounts for more than half of the projected enrollment for the System. However, the combined long-term enrollment and FTE projections for the other campuses follow the same trajectory reaching the same long-term enrollment goal as last year.

In the next sections, general themes were highlighted, and enrollment changes for each institution were briefly summarized. The data found in Tables 1 through 12 numerically summarize the ten-year projections for USM and for each institution.

General Themes

As part of the enrollment projection submissions, institutions sent a detailed narrative about the enrollment plan. These narratives provided the context for the enrollment numbers provided in the projections. Several systemwide trends were evident:

1. Strategic Enrollment Planning & Growth Projections All institutions developed long-term strategic enrollment management plans aligned with the USM Vision 2030. Enrollment strategies emphasized:

- Expansion of undergraduate and graduate programs
- Growth in online instruction and regional center instruction
- Strengthened transfer pathways
- Enhanced recruitment of diverse and underrepresented students

2. Recruitment & Retention Strategies

- **Dual Enrollment Expansion:** Several institutions (e.g., Bowie, Coppin, Frostburg, University of Maryland Global Campus) were increasing dual enrollment to attract high school student enrollment.
- **Diversity & Inclusion:** USM institutional student populations reflected Maryland demographic changes. For example, Coppin (CSU), Towson (TU), and University of Maryland, Baltimore County (UMBC) prioritized the recruitment of Latino/a students, first-generation students, and underrepresented groups.

- **Transfer Pathways:** Towson, Coppin, University of Baltimore (UBalt), and UMBC focused on improving articulation agreements with community colleges to increase transfer enrollment.
- **Out-of-State and International Recruitment:** Coppin, University of Maryland Eastern Shore (UMES), and UMBC were expanding out-of-state enrollment. In addition, UMES was focused on diversifying its population with international student recruitment from Ghana, Nigeria, Ethiopia, China, Vietnam, Nepal, Mexico, and the UK.

3. Online & Regional Center Growth

- Many universities (BSU, FSU, UBalt, UMGC) invested in online education to increase access and graduate enrollment.
- Leveraging regional center locations at Shady Grove, Hagerstown, and Southern Maryland to support workforce needs and market demand were included in enrollment plans.

4. Financial Aid & Affordability

- Institutions prepared for and successfully navigated the 2024-2025 FAFSA changes in ways that minimized new enrollment disruptions and retention efforts.
 - One of the most significant concerns for many institutions was the cessation of the state Educational Assistance Grant (EA), which increased financial needs among students.
 - Salisbury and Towson cited challenges and noted the greatest negative impact with returning students.
 - To address gaps created by challenges in state and federal aid, institutions relied on stretching institutional aid dollars by prioritizing need-based support over merit-based awards.

5. Academic Program Development & Workforce Alignment

- Many universities were aligning academic programs with workforce demands in STEM, healthcare, and cybersecurity (e.g., CSU's Cybersecurity Engineering, UMBC's STEM Ready Pathway, UMCP's initiatives in experiential learning).
- Frostburg and Coppin restructured programs, discontinued underperforming academic programs, and launched new degree programs to meet economic needs.
- Partnerships with industry and other academic institutions were pursued to enhance career readiness (e.g., Frostburg's collaboration with the West Virginia School of Osteopathic Medicine).

6. Institutional Resilience & Future Outlook

- Despite demographic challenges like the often cited "high school enrollment cliff" and realities of increased regional competition, universities remain committed to enrollment growth through strategic initiatives.
- Infrastructure and capital planning aligned with projected enrollment growth to accommodate student needs (e.g., CSU's capital planning, UMCP's regional center investments).
- Institutions leveraged data-driven strategies for enrollment forecasting, retention improvement, and student success.

Enrollment Projection Summary by University

- **Bowie State University's** enrollment projections include adding new academic programs, expansion of regional center instruction, and recruitment of new students from diverse backgrounds for online offerings and graduate programs. Bowie's projections continue along the same trajectory with small incremental increases (+1-2% per year) over the next 10 years. The fall 2025 enrollment projection is 6,107 (-4% or -246 students) and fall 2034 is 7,072 (+719 students).
- **Coppin State University** focuses on undergraduate and graduate recruitment, expanding dual enrollment, and improving retention, particularly among Latino/a and out-of-state students. It is enhancing transfer pathways and student support, including financial aid. The enrollment projections follow a similar trajectory with annual enrollment increases of 2-5% over the next ten years. The fall 2025 enrollment projection is 2,263 (+53) and the fall 2034 projection is 3,068 (+858).
- **Frostburg State University** plans steady growth, focusing on dual enrollment, international recruitment, and expanding online programs. It is also improving retention through re-engagement efforts and enhanced marketing. Actual enrollment for fall 2024 did not achieve projected growth (-11) but was stable. Their enrollment projections are more conservative, moving ahead with less than one percent annual growth over the next 10 years. The fall 2025 enrollment projection is 4,198 (+94) and the fall 2034 projection is 4,327 (+223).
- **Salisbury University** projects enrollment growth with optimized recruitment and enhanced yield strategies for first-time and transfer undergraduate enrollment. More enrollment strategies include financial aid disbursement, supporting student initiatives, and marketing the value of a Salisbury degree. In addition, SU is expanding graduate programs and regional center offerings. SU's fall 2024 enrollment stayed steady compared to fall 2023 and the institution is projecting 2-5% growth over the next 10 years. The fall 2025 enrollment projections are 7,148 (+123) and the fall 2034 projection is 9,164 (+2,139).
- **Towson University** plans enrollment growth, focusing on undergraduate and transfer student recruitment, and enhancing graduate programs to support R2 status. Towson is committed to disbursing financial aid effectively, increasing student diversity as Maryland demographics shift, and expanding transfer pathways and advising. The fall 2025 enrollment projections are 19,500 (+99) and the fall 2034 projection is 22,790 (+3,389).
- **The University of Baltimore** targets graduate and transfer student growth, emphasizing affordability and financial aid in response to FAFSA delays. To ensure marketplace competitiveness, UBalt used financial aid strategically to keep net-price the same or lower than competitors. UBalt surpassed its enrollment projections for fall 2024 by 130 students. The enrollment projection for fall 2025 remains flat (3,266), with one-to-two percent growth by 2034. The fall 2025 enrollment projections are 3,266 (+34) and the fall 2034 projection is 3,695 (+463).

- The **University of Maryland, Baltimore** also projected stable enrollment in fall 2024 but was one of the USM universities with an enrollment decline in fall 2024. UMB's enrollment projection is to maintain the current enrollment in the near-term and follows a similar growth trajectory of annual enrollment increases in the long-term. The fall 2025 enrollment projection is 6,690 and 7,044 (+6.1%) in fall 2034.
- **The University of Maryland College Park** enrollment projection is for steady undergraduate enrollment levels for the next ten years, and an increase in graduate full-time enrollment. As supported by a relatively stable FTE projection, the enrollment changes will be proportionately balanced with more part-time students but fewer full-time undergraduates. UMCP maintains strong support for Maryland residents with initiatives in urban centers as well as rural areas (e.g., STARS), increased financial aid disbursement (e.g., Maryland Promise Program), and increased regional center opportunities.
- **University of Maryland, Baltimore County** focuses on enrollment through enhanced recruitment, financial aid, and program innovation, especially in STEM and cyber fields. UMBC is addressing challenges with regional enrollment and diversity. UMBC projects lower enrollment for Fall 2025 (13,698) attributed to planned international graduate student decreases (particularly in computer science). Undergraduate enrollment is projected to increase. The fall 2034 enrollment projection is 14,768.
- **The University of Maryland Eastern Shore** focuses on enhanced flexibility for non-traditional students, increased access with online programs, more financial support, and community college partnerships, with an emphasis on diversity and alignment with Maryland's workforce needs. UMES surpassed their fall 2024 enrollment projections by 258 students and are projecting three-to-four percent growth over the next 10 years. The fall 2025 enrollment projection is 3,275 (+112) students and the fall 2034 projection is 4,253 (+1,090) students.
- **The University of Maryland Global Campus** focuses on targeted growth, especially in military and online populations. It is committed to financial aid and aligning with workforce needs through specialized programs. UMGC experienced the largest growth in enrollment over the last two years – the institution exceeded its projected Fall 2024 enrollment and enrolled +2,928 more students in fall 2024 compared to fall 2023. The long-term enrollment projections are a two percent average increase over the next ten years. The long-term projected growth of 13,799 students, which accounts for 57% of the total USM growth during this time, will grow the university to 76,811 students by fall 2034.

Table 1A
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SYSTEM SUMMARY

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	170,831	172,268	174,733	177,273	179,823	182,367	184,861	187,425	189,989	192,497	195,117	24,286	14.2%
Undergraduate Total	132,030	133,142	135,118	137,163	139,250	141,277	143,279	145,357	147,439	149,466	151,599	19,569	14.8%
Full-time	83,648	83,785	84,887	85,993	87,125	88,189	89,212	90,288	91,348	92,344	93,351	9,703	11.6%
Part-time	48,382	49,357	50,232	51,170	52,125	53,088	54,068	55,069	56,092	57,122	58,248	9,866	20.4%
Grad./First Prof. Total	38,801	39,126	39,614	40,110	40,574	41,089	41,582	42,067	42,550	43,032	43,518	4,717	12.2%
Full-time	18,317	18,379	18,544	18,724	18,860	19,012	19,153	19,285	19,411	19,539	19,663	1,346	7.3%
Part-time	20,484	20,746	21,071	21,386	21,714	22,077	22,430	22,783	23,139	23,493	23,855	3,371	16.5%
FTDE or FTNE Students	31,530	31,695	32,423	33,146	33,795	34,459	34,924	35,396	35,933	36,339	36,780	5,250	16.7%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	132,169	132,655	134,454	136,285	138,112	139,985	141,773	143,554	145,377	147,091	148,911	16,743	12.7%

Table 1B
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
SYSTEM SUMMARY w/o UMGC

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	107,819	107,996	109,175	110,405	111,617	112,797	113,899	115,043	116,161	117,192	118,306	10,487	9.7%
Undergraduate Total	79,843	79,911	80,823	81,782	82,761	83,659	84,508	85,410	86,294	87,098	87,984	8,141	10.2%
Full-time	71,012	70,896	71,741	72,584	73,447	74,238	74,982	75,773	76,543	77,243	77,948	6,936	9.8%
Part-time	8,831	9,015	9,083	9,198	9,314	9,421	9,527	9,637	9,752	9,855	10,036	1,205	13.6%
Grad./First Prof. Total	27,976	28,085	28,351	28,623	28,857	29,137	29,391	29,632	29,867	30,095	30,322	2,346	8.4%
Full-time	17,856	17,909	18,064	18,235	18,361	18,503	18,634	18,755	18,871	18,988	19,101	1,245	7.0%
Part-time	10,120	10,175	10,288	10,388	10,496	10,634	10,758	10,878	10,996	11,107	11,221	1,101	10.9%
FTDE or FTNE Students	31,530	31,695	32,423	33,146	33,795	34,459	34,924	35,396	35,933	36,339	36,780	5,250	16.7%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	90,609	90,264	91,215	92,181	93,126	94,099	94,970	95,815	96,683	97,423	98,250	7,642	8.4%

Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Bowie State University

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	6,353	6,107	6,208	6,326	6,442	6,533	6,624	6,717	6,826	6,923	7,072	719	11.3%
Undergraduate Total	5,136	4,937	5,004	5,093	5,177	5,236	5,290	5,343	5,416	5,478	5,597	461	9.0%
Full-time	4,309	4,142	4,205	4,280	4,350	4,400	4,445	4,490	4,551	4,603	4,647	338	7.8%
Part-time	827	795	799	813	827	836	845	853	865	875	950	123	14.9%
Grad./First Prof. Total	1,217	1,170	1,204	1,233	1,265	1,297	1,334	1,374	1,410	1,445	1,475	258	21.2%
Full-time	495	527	540	555	570	585	600	615	630	650	664	169	34.1%
Part-time	722	644	664	678	695	712	734	759	780	795	811	89	12.4%
FTDE or FTNE Students	4,692	4,645	4,720	4,809	4,900	4,966	5,031	5,099	5,179	5,249	5,363	671	14.3%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	5,020	4,867	4,946	5,039	5,135	5,205	5,274	5,346	5,430	5,505	5,623	603	12.0%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Coppin State University

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	2,210	2,263	2,376	2,495	2,570	2,647	2,726	2,808	2,892	2,979	3,068	858	38.8%
Undergraduate Total	1,907	1,953	2,050	2,153	2,217	2,284	2,353	2,423	2,496	2,571	2,648	741	38.8%
Full-time	1,548	1,585	1,664	1,748	1,800	1,854	1,910	1,967	2,026	2,087	2,149	601	38.8%
Part-time	359	368	386	405	417	430	443	456	470	484	498	139	38.8%
Grad./First Prof. Total	303	310	326	342	352	363	374	385	397	408	421	118	38.8%
Full-time	121	124	130	137	141	145	149	154	158	163	168	47	38.8%
Part-time	182	186	196	205	212	218	225	231	238	245	253	71	38.8%
FTDE or FTNE Students	1,578	1,616	1,697	1,781	1,835	1,890	1,947	2,005	2,065	2,127	2,191	613	38.8%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	1,856	1,901	1,996	2,095	2,158	2,223	2,290	2,358	2,429	2,502	2,577	721	38.8%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Frostburg State University

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	4,104	4,198	4,285	4,289	4,294	4,298	4,302	4,306	4,311	4,315	4,327	223	5.4%
Undergraduate Total	3,422	3,443	3,460	3,463	3,467	3,470	3,474	3,477	3,481	3,484	3,495	73	2.1%
Full-time	2,548	2,570	2,600	2,603	2,605	2,608	2,610	2,613	2,616	2,618	2,620	72	2.8%
Part-time	874	873	860	861	862	863	863	864	865	866	875	1	0.1%
Grad./First Prof. Total	682	755	825	826	827	827	828	829	830	831	832	150	21.9%
Full-time	269	280	300	300	301	301	301	302	302	302	302	33	12.4%
Part-time	413	475	525	526	526	527	527	528	528	529	529	116	28.1%
FTDE or FTNE Students												0	
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	3,103	3,149	3,214	3,217	3,220	3,223	3,227	3,230	3,233	3,236	3,245	142	4.6%

Table 5
ENROLLMENT PROJECTIONS
Salisbury University

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	7,025	7,148	7,400	7,725	8,076	8,378	8,595	8,790	8,931	9,068	9,164	2,139	30.4%
Undergraduate Total	6,288	6,402	6,596	6,840	7,136	7,369	7,547	7,721	7,850	7,981	8,073	1,785	28.4%
Full-time	5,830	5,899	6,078	6,302	6,575	6,790	6,954	7,114	7,233	7,354	7,439	1,609	27.6%
Part-time	458	503	518	538	561	579	593	607	617	627	634	176	38.5%
Grad./First Prof. Total	737	746	804	885	940	1,010	1,048	1,069	1,081	1,087	1,090	353	48.0%
Full-time	465	457	492	541	575	618	641	654	661	665	667	202	43.5%
Part-time	272	290	312	343	365	392	407	415	419	422	423	151	55.6%
FTDE or FTNE Students	5,750	5,795	5,999	6,263	6,547	6,793	6,968	7,126	7,240	7,351	7,429	1,679	29.2%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	6,340	6,352	6,576	6,865	7,176	7,445	7,638	7,811	7,936	8,058	8,143	1,803	28.4%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Towson University

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	19,401	19,500	19,965	20,340	20,715	21,065	21,385	21,730	22,100	22,420	22,790	3,389	17.5%
Undergraduate Total	16,264	16,310	16,750	17,100	17,450	17,775	18,075	18,400	18,750	19,050	19,400	3,136	19.3%
Full-time	14,415	14,480	14,891	15,202	15,513	15,802	16,069	16,358	16,669	16,935	17,247	2,832	19.6%
Part-time	1,849	1,830	1,859	1,898	1,937	1,973	2,006	2,042	2,081	2,115	2,153	304	16.5%
Grad./First Prof. Total	3,137	3,190	3,215	3,240	3,265	3,290	3,310	3,330	3,350	3,370	3,390	253	8.1%
Full-time	1,047	1,077	1,090	1,102	1,113	1,116	1,120	1,130	1,137	1,144	1,151	104	9.9%
Part-time	2,090	2,113	2,125	2,138	2,152	2,174	2,190	2,200	2,213	2,226	2,239	149	7.1%
FTDE or FTNE Students	11,954	12,015	12,282	12,457	12,629	12,873	13,019	13,179	13,438	13,587	13,758	1,803	15.1%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	16,087	16,095	16,376	16,609	16,839	17,050	17,243	17,456	17,682	17,877	18,102	2,015	12.5%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Baltimore

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	3,232	3,266	3,268	3,290	3,334	3,386	3,447	3,510	3,575	3,636	3,695	463	14.3%
Undergraduate Total	1,477	1,456	1,457	1,466	1,484	1,504	1,529	1,554	1,580	1,604	1,628	151	10.2%
Full-time	663	654	654	658	666	675	686	698	709	720	731	68	10.3%
Part-time	814	802	803	808	818	829	843	856	871	884	897	83	10.2%
Grad./First Prof. Total	1,755	1,810	1,811	1,824	1,850	1,882	1,918	1,956	1,995	2,032	2,067	312	17.8%
Full-time	988	1,016	1,013	1,016	1,018	1,023	1,036	1,049	1,063	1,076	1,088	100	10.1%
Part-time	767	794	798	808	832	859	882	907	932	956	979	212	27.6%
FTDE or FTNE Students	647	657	656	660	667	676	689	700	712	724	734	87	13.4%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	2,178	2,043	2,043	2,055	2,076	2,103	2,139	2,176	2,215	2,251	2,286	108	5.0%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, College Park

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	41,725	41,850	41,875	41,925	41,950	41,975	42,050	42,100	42,125	42,125	42,125	400	1.0%
Undergraduate Total	31,133	31,050	31,000	31,000	31,000	31,025	31,075	31,125	31,150	31,150	31,150	17	0.1%
Full-time	29,225	28,970	28,923	28,923	28,923	28,946	28,993	29,040	29,063	29,063	29,063	-162	-0.6%
Part-time	1,908	2,080	2,077	2,077	2,077	2,079	2,082	2,085	2,087	2,087	2,087	179	9.4%
Grad./First Prof. Total	10,592	10,800	10,875	10,925	10,950	10,950	10,975	10,975	10,975	10,975	10,975	383	3.6%
Full-time	8,115	8,305	8,363	8,401	8,421	8,421	8,440	8,440	8,440	8,440	8,440	325	4.0%
Part-time	2,477	2,495	2,512	2,524	2,529	2,529	2,535	2,535	2,535	2,535	2,535	58	2.4%
FTDE or FTNE Students												0	
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	34,955	34,900	34,900	34,900	34,900	35,000	35,075	35,100	35,150	35,125	35,125	170	0.5%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	6,636	6,690	6,825	6,925	6,967	7,021	7,026	7,039	7,045	7,044	7,044	408	6.1%
Undergraduate Total	960	948	948	948	948	948	948	948	948	948	948	-12	-1.3%
Full-time	797	787	787	787	787	787	787	787	787	787	787	-10	-1.3%
Part-time	163	161	161	161	161	161	161	161	161	161	161	-2	-1.2%
Grad./First Prof. Total	5,676	5,742	5,877	5,977	6,019	6,073	6,078	6,091	6,097	6,096	6,096	420	7.4%
Full-time	4,003	4,050	4,145	4,215	4,245	4,283	4,287	4,296	4,300	4,299	4,299	296	7.4%
Part-time	1,673	1,692	1,732	1,762	1,774	1,790	1,791	1,795	1,797	1,797	1,797	124	7.4%
FTDE or FTNE Students	6,783	6,838	6,937	7,040	7,077	7,118	7,122	7,134	7,140	7,138	7,138	355	5.2%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	6,873	6,909	7,021	7,124	7,161	7,202	7,206	7,218	7,224	7,222	7,222	349	5.1%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore County

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	13,970	13,698	13,615	13,632	13,709	13,825	13,965	14,150	14,347	14,554	14,768	798	5.7%
Undergraduate Total	10,789	10,862	10,944	11,026	11,108	11,192	11,276	11,388	11,502	11,617	11,734	945	8.8%
Full-time	9,421	9,480	9,551	9,623	9,695	9,768	9,841	9,940	10,039	10,139	10,241	820	8.7%
Part-time	1,368	1,382	1,392	1,403	1,413	1,424	1,435	1,449	1,463	1,478	1,493	125	9.1%
Grad./First Prof. Total	3,181	2,836	2,672	2,606	2,601	2,633	2,689	2,762	2,845	2,936	3,035	-146	-4.6%
Full-time	1,926	1,636	1,542	1,505	1,502	1,521	1,554	1,596	1,644	1,697	1,753	-173	-9.0%
Part-time	1,255	1,200	1,130	1,101	1,099	1,112	1,136	1,166	1,201	1,240	1,281	26	2.1%
FTDE or FTNE Students	9,867	10,055	10,033	10,064	10,116	10,198	10,294	10,421	10,554	10,692	10,835	969	9.8%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	11,346	11,112	11,134	11,177	11,267	11,359	11,490	11,632	11,790	11,945	12,114	768	6.8%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Eastern Shore

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	3,163	3,275	3,357	3,458	3,562	3,669	3,779	3,892	4,009	4,129	4,253	1,090	34.5%
Undergraduate Total	2,467	2,550	2,614	2,692	2,773	2,856	2,942	3,030	3,121	3,215	3,311	844	34.2%
Full-time	2,256	2,329	2,387	2,459	2,532	2,608	2,687	2,767	2,850	2,936	3,024	768	34.0%
Part-time	211	221	227	234	241	248	255	263	271	279	288	77	36.3%
Grad./First Prof. Total	696	725	743	766	789	812	837	862	887	914	942	246	35.3%
Full-time	427	438	449	462	476	490	505	520	536	552	568	141	33.1%
Part-time	269	287	295	303	312	322	332	341	352	362	373	104	38.7%
FTDE or FTNE Students	125	129	132	136	140	144	149	153	158	162	167	42	33.7%
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	2,851	2,936	3,010	3,100	3,193	3,289	3,387	3,489	3,594	3,701	3,812	961	33.7%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Global Campus

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2024 - Fall 2034	
	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number	Percent
Headcount Total	63,012	64,272	65,558	66,868	68,206	69,570	70,962	72,382	73,828	75,305	76,811	13,799	21.9%
Undergraduate Total	52,187	53,231	54,295	55,381	56,489	57,618	58,771	59,947	61,145	62,368	63,615	11,428	21.9%
Full-time	12,636	12,889	13,146	13,409	13,678	13,951	14,230	14,515	14,805	15,101	15,403	2,767	21.9%
Part-time	39,551	40,342	41,149	41,972	42,811	43,667	44,541	45,432	46,340	47,267	48,212	8,661	21.9%
Grad./First Prof. Total	10,825	11,041	11,263	11,487	11,717	11,952	12,191	12,435	12,683	12,937	13,196	2,371	21.9%
Full-time	461	470	480	489	499	509	519	530	540	551	562	101	21.9%
Part-time	10,364	10,571	10,783	10,998	11,218	11,443	11,672	11,905	12,143	12,386	12,634	2,270	21.9%
FTDE or FTNE Students												0	
FISCAL YEAR Full-Time Equivalent (FTE)													
Total University FTE Students	Est.											Change From FY 2025 - FY 2035	
	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Number	Percent
	41,560	42,391	43,239	44,104	44,986	45,886	46,803	47,739	48,694	49,668	50,661	9,101	21.9%

2025 Enrollment Projections

Finance Committee
March 24, 2025



Role of Enrollment Projections

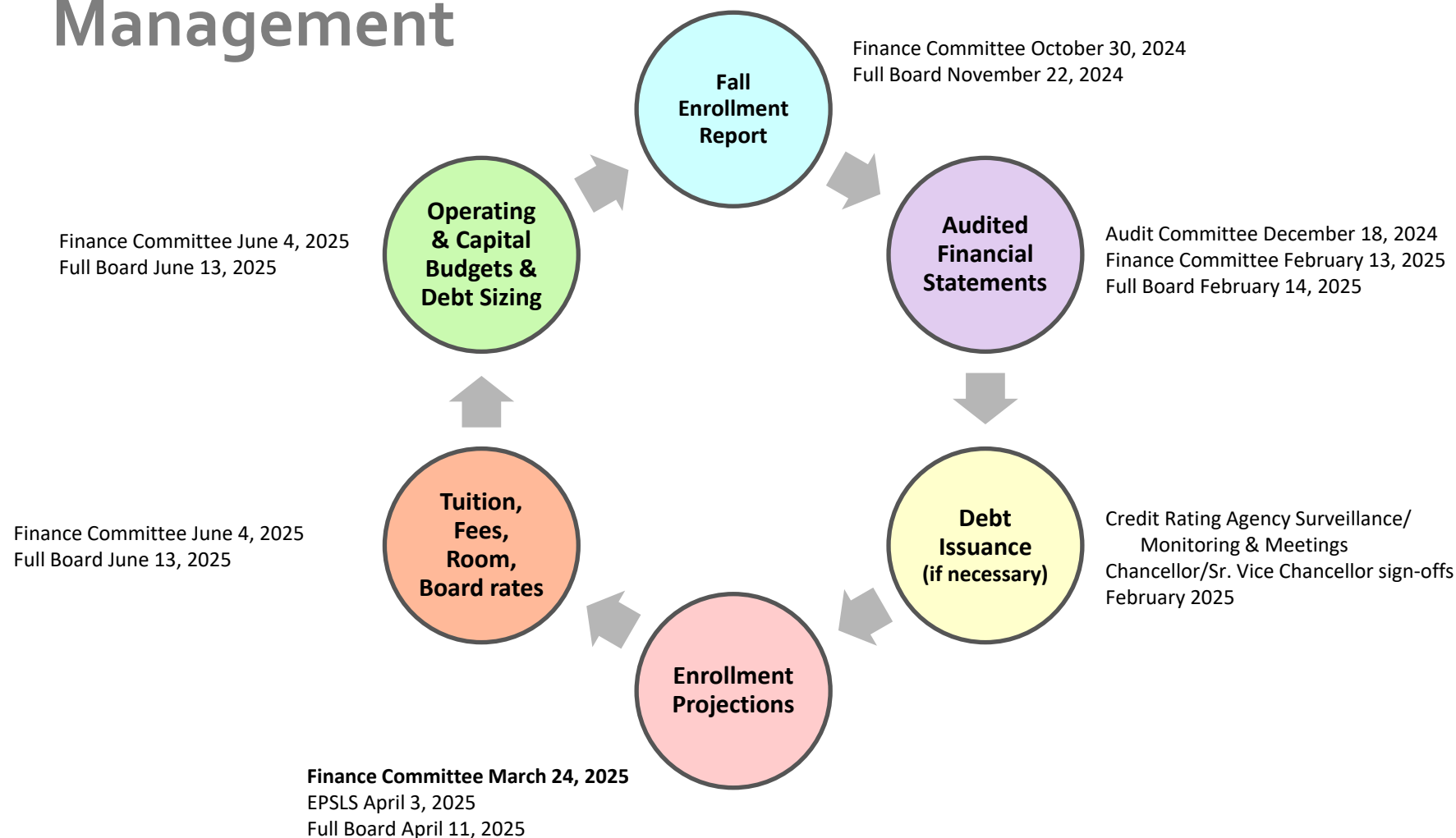
USM Enrollment Management

- Operating Budget Development (Short-Term)
- Program Development / Student Support (Middle-Term)
- Capital Planning (Long-Term)

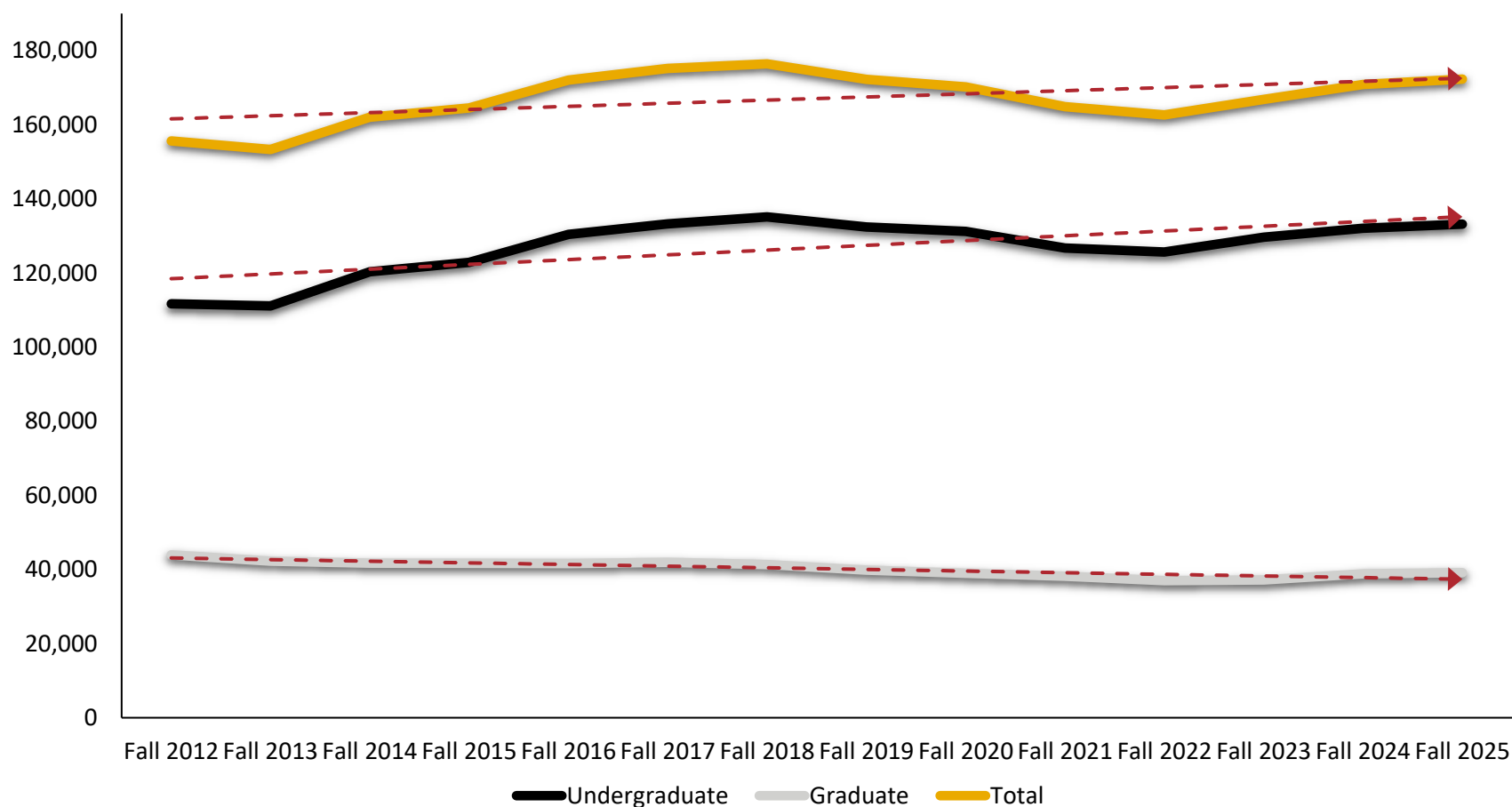
Informs MHEC Statewide Projection Process

Board of Regents Policy and **Action Item**

Annual Cycle for Inputs into Financial Management

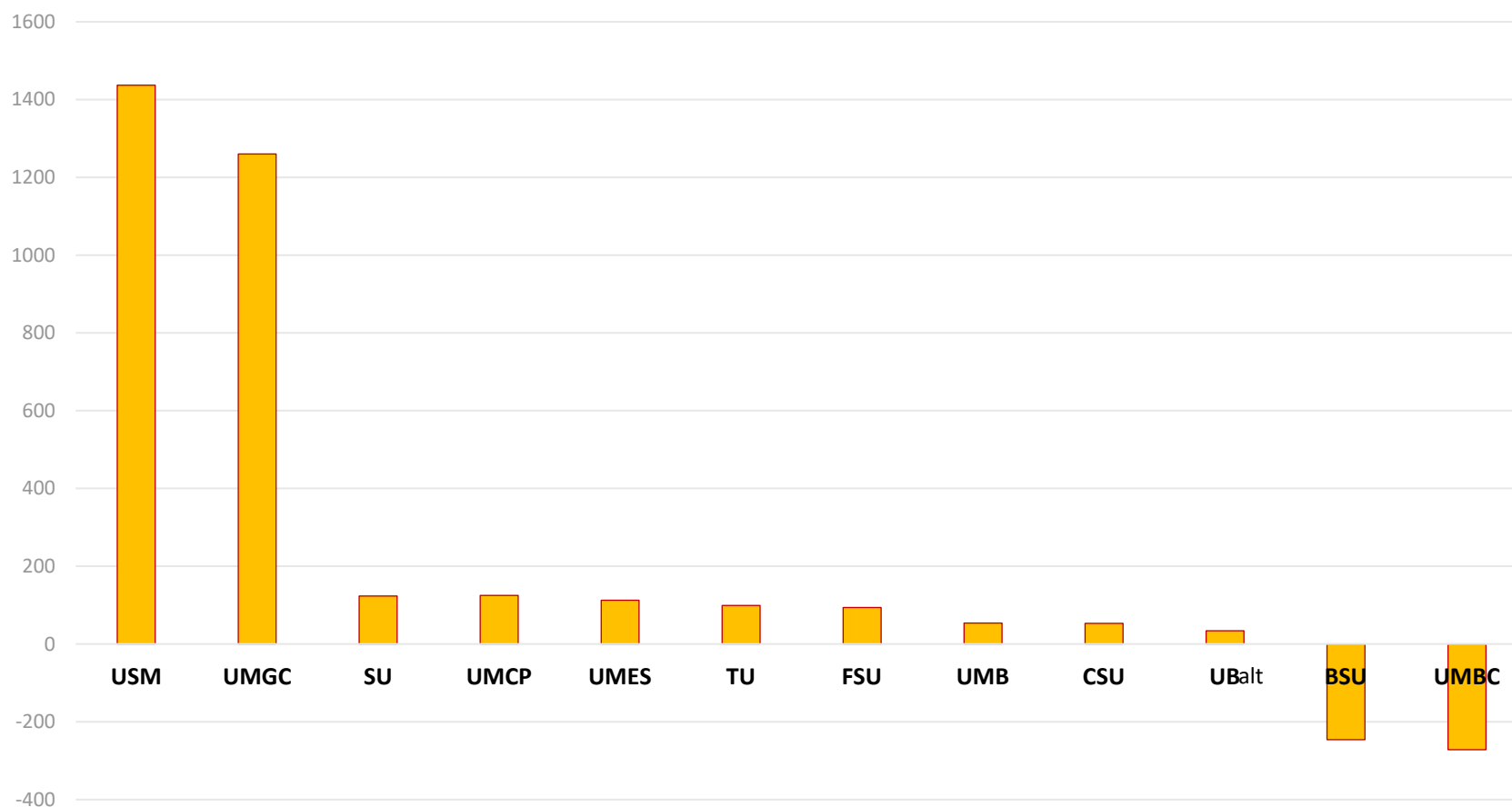


USM Enrollment Trajectory (Fall 2011-2024 Actual; Fall 2025 Projected)



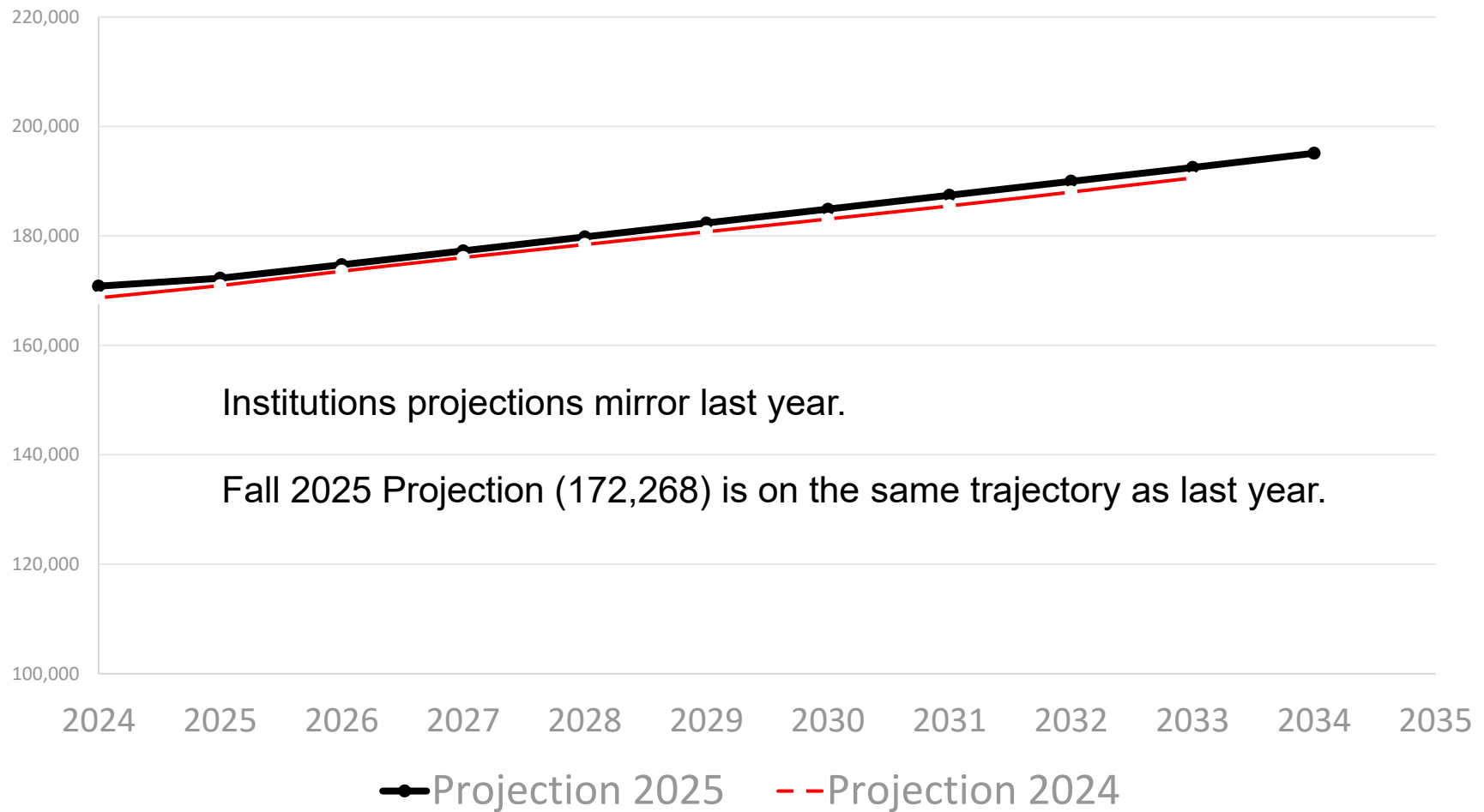
Enrollment Changes by Institution

Fall 2024 Actual - Fall 2025 Projected

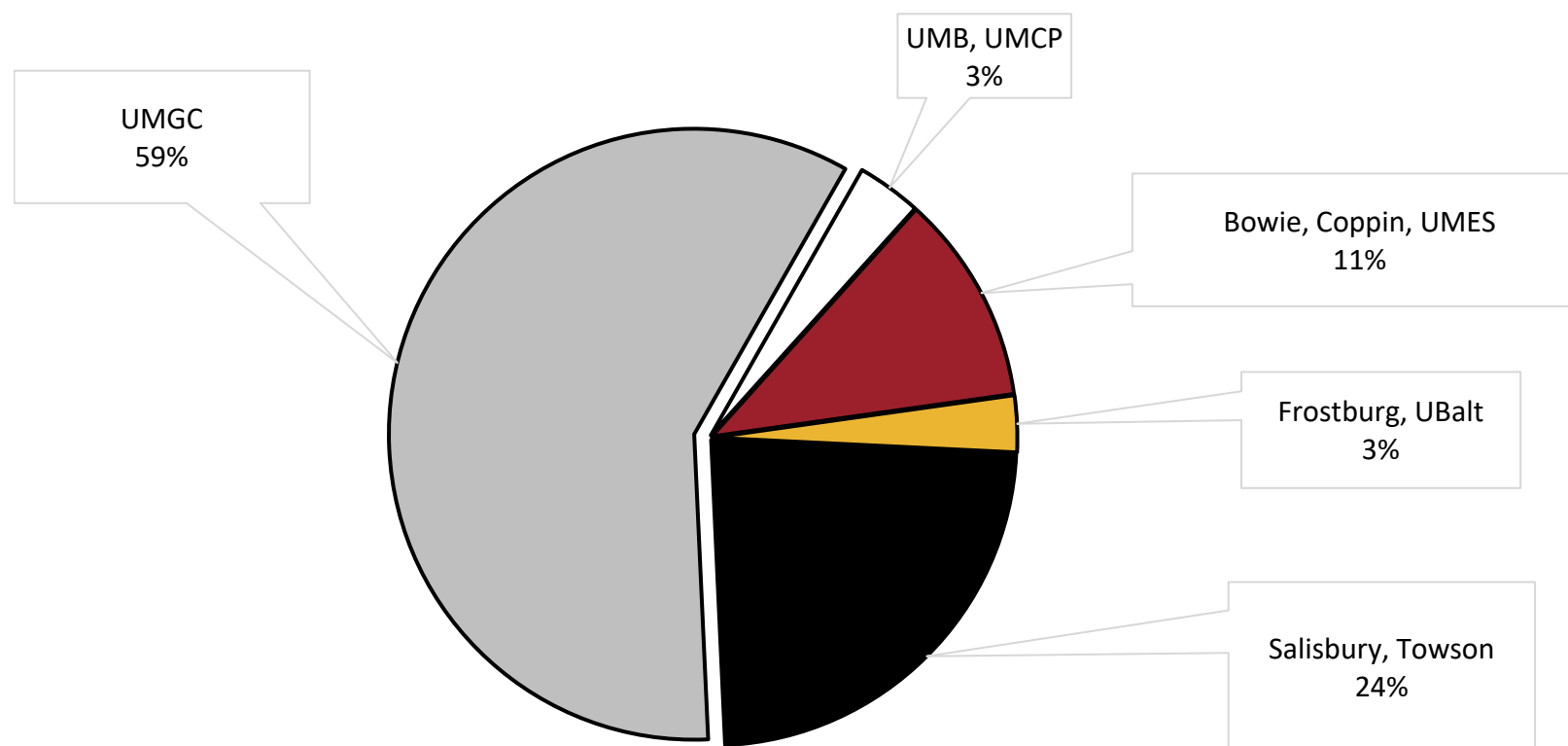


USM Enrollment Projections

Spring 2024 & Spring 2025 Projections



10-Year Growth Across USM



Historic Enrollment Projections Vs. Actuals



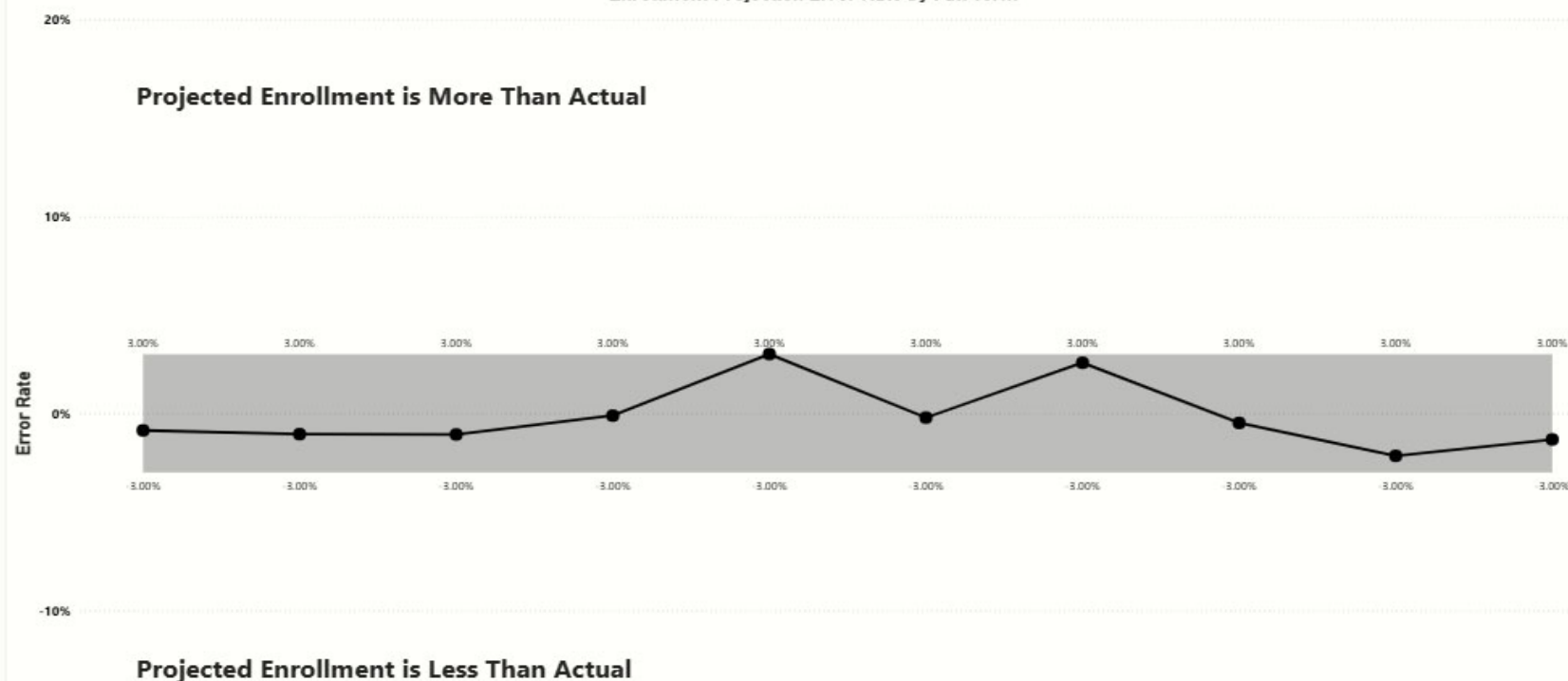
Enrollment Projections Accuracy Dashboard

This dashboard shows the Spring Enrollment Projection compared to the subsequent Fall Actual Enrollment. Use the above sliders to toggle between Institutions. Per Board of Regents Policy III-4.10 on Enrollment, Institutions are expected to maintain a three year average of \pm 3% accuracy. Note: The Fall 2020 Projections are the Revised September 2020 Projections approved by the Board of Regents.

Institution Name

University System of Maryland

Enrollment Projection Error Rate by Fall Term



Enrollment Projection Summary

USM increased enrollment 2 straight years. The projected one-year enrollment increase Fall 2025 is in line with the steady, achievable growth achieved to date.

USM 10-year enrollment projections follow the same trajectory submitted last year, which includes UMGC longer-term increase. The other campuses are following similar trajectories submitted in the last three years.

Institutions are better calibrated by setting achievable new student targets and adjusted for returning student expectations.

Questions?



TOPIC: Proposed Amendments to Policy VIII-15.00—Policy on High Impact Economic Development Activities

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: April 11, 2025

SUMMARY: Over the past six months, staff from the University System of Maryland Office conducted a comprehensive review of the Board's existing High Impact Economic Development Activities (HIEDA) Policy (VIII-15.00). This effort included evaluating the policy's alignment with current economic development priorities, regulatory considerations, and best practices.

The revised policy is designed to ensure clarity in defining HIEDA, strengthen financial oversight, and enhance transparency and accountability in the establishment and management of such activities. These updates also reflect the evolving environment and align with broader procurement and reporting standards.

Key updates to the revised policy include:

- **Clarification of Eligible Activities:** Cost savings resulting from reductions in university employees are explicitly excluded from being considered High Impact Economic Development Activities, ensuring that economic growth initiatives prioritize investment-driven benefits rather than operational downsizing.
- **Improved Transparency in Reporting:** The annual report to the BPW and legislative committees must now include detailed funding sources, net benefits, and the Board of Regents' assessment of whether each activity serves the state's best interests.
- **Audit Requirement Alignment:** Updates provide consistency with other BOR policies by specifying that financial statement audits must be conducted by a certified public accountant once an entity reaches \$1 million in assets or annual revenues, reinforcing fiscal oversight while allowing flexibility for smaller entities.
- **Technical and Structural Adjustments:** Minor wording refinements improve clarity without altering intent, and the vetting of consortia creation has been moved from the removed procurement section to a more appropriate section on entity creation and recognition.
- **Removal of Procurement Provisions:** Language related to procurement exemptions for HIEDA entities has been eliminated, aligning the policy with broader state procurement standards and ensuring consistency in contracting practices across institutions.

Supporting materials include a comparison grid outlining current and proposed policy changes; a red-lined version showing amendments; and a final clean version of the revised policy.

ALTERNATIVE(S): The Committee could suggest additional language or further policy changes.

FISCAL IMPACT: The revised policy enhances financial oversight and transparency without introducing significant new costs. By clarifying reporting requirements and aligning audit thresholds with other BOR policies, the amendments ensure responsible financial management while maintaining flexibility for smaller or early-stage entities. The removal of procurement-related exemptions may result in increased compliance with standard procurement processes but is not expected to create a material financial burden. Overall, these updates strengthen accountability while maintaining fiscal prudence.

CHANCELLOR’S RECOMMENDATION: That the Committee of the Whole of the Board of Regents approve the proposed amendments to the policy, effective July 1, 2025.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



VIII – 15.00 – Policy on High Impact Economic Development Activities

Approved by the Board of Regents September 18, 2015; Amended _____

I. Purpose

- A. Title 12-104.1 of the Education Article of the Laws of Maryland establish the term High Impact Economic Development Activities and requires the Board of Regents to adopt a policy that:
 - 1. establishes policies governing the establishment of High Impact Economic Development Activities (HIEDA) to ensure that the institution's participation in a HIEDA entity advances the interest of the institution, the University System of Maryland (USM) and the State;
 - 2. sets requirements for recognition of High Impact Economic Development Activities by the Board of Regents;
 - 3. requires an annual audit of High Impact Economic Development Activities involving a separate entity;
 - 4. articulates the expectation that institutions adopt safeguards and controls with respect to business and contracting practices, managing potential and actual conflicts of interest, and other fundamental ethical and business practice standards for oversight and interaction with High Impact Economic Development Activities; and
 - 5. acknowledges a fundamental obligation, whether or not explicitly covered by University System of Maryland (USM) by-laws, to avoid practices that deviate from those commonly accepted within the academic community for proposing, conducting, or reporting academic research.
- B. Nothing in this policy shall exempt an institution, entity, or individual from Federal law, including laws and regulations related to conflicts of interest in sponsored research, and nothing herein shall be interpreted in such a way that jeopardizes the primary mission of public educational institutions.
- C. The intent of this policy is to implement provisions of the legislation in such a way that enhances institutional ability to invest in, create, and participate in activities that result in an economic benefit to the institution, USM and State of Maryland in a manner that facilitates the commercialization of intellectual property and/or the use of other assets created or owned by the institution or System while establishing certain basic business controls relating to ethics law requirements, procurement practices, and review, approval and periodic reporting requirements as appropriate.

II. General

A. A High Impact Economic Development Activity is one that advances the economic interests of the state of Maryland through Job creation, technology transfer or commercialization, or increased sponsored research funding or other revenues. A High Impact Economic Development Activity means an initiative, transaction, or other undertaking by the University System of Maryland or one of its constituent institutions to create or facilitate one of the following:

- 1) 20 or more new jobs in the State of Maryland;
- 2) The award or completion of at least \$1,000,000 in externally funded research or other projects;
- 3) The establishment or relocation of one or more new companies to be registered or incorporated in the State and doing business in the State;
- 4) The production of at least \$1,000,000 of annual gross revenue;
- 5) The licensing and potential commercialization of a promising new technology or other product; or
- 6) An academic program to meet workforce demand in a documented labor shortage field.

High Impact Development Activity does not include cost savings related to the reduction in the number of university employees.

B. High Impact Economic Development Activities may involve disposition of real or personal property assets, or the creation or investment in new and distinct entities. This policy sets forth the requirements for any relationship between High Impact Economic Development Activities and the state and its institutions.

C. Present or former System officials and employees may participate in High Impact Economic Development Activities. The Maryland Public Ethics Law (specifically the General Provisions Article §5-525) applies to educational institutions engaged in research or development, which includes High Impact Economic Development Activities established under Education Article §12.104.1. In situations where participation by present or former System officials and employees give rise to conflicts of interest, the requirements and provisions of §5-525 are to be used to manage and mitigate the risks and exposures associated with those relationships and participation.

III. Creation and Recognition of High Impact Economic Development Activities

A. Presidents of institutions and the Chancellor, or their designees, may seek approval to have an activity certified as a High Impact Economic Development Activity by submitting a request for certification to the Chancellor. The request is to include:

1. The type of activity (disposition of real or personal property assets important to the activity, establishment of a new entity, or other)

2. A description of the economic implications of the proposed activity on the State or the System
 3. Identification of the specific criteria for which the High Impact Economic Development Activity will be certified and the expected time frame for which the criteria cited will be achieved
 4. If the High Impact Economic Development Activity calls for the creation or investment in a new and distinct entity, a detail of institutional or System resources required either through investment in return for an equity ownership position, use of institutional resources, and the expected benefit to the institution, the USM and the State.
 5. The creation of a consortium for the purposes of establishing, funding, and operating a High Impact Economic Development Activity shall be vetted through the certification process.
 6. If an entity is to be created, the legal form of the entity, proposed organizational documents such as articles of incorporation and by-laws, its initial and projected ownership, governance structure, the benefit or motivation for creating or requiring a new entity, and the expected business or contractual relationships, if any, between the System and its institutions, and the new entity to be formed.
 7. A business plan covering no less than the first five years of operation of a High Impact Economic Development Activity.
 8. If institution or System staff or faculty are to participate in a High Impact Economic Development Activity, a detail of the positions or staff members, their planned participation, identification of any personal or monetary benefit that the System staff or faculty could potentially realize from the activity, and whether or not potential conflicts of interest concerning state employees have been reviewed by institutional conflict of interest committees (with any resulting conflict of interest management plan proposed).
 9. The potential impact on current institution employees who may not participate as employees of the proposed entity; and
 10. Approval or conclusion of the Conflict-of-Interest Committee consideration.
- B. No activity or entity will be certified as a High Impact Economic Development Activity if the criteria above are not projected to be met within the first five years of operation as reflected in the business plan. An activity certified as a High Impact Economic Development Activity that does not meet any of the enumerated criteria within five years of certification will have that certification reviewed by the Chancellor concluding with a revised determination as to the appropriateness of continuing the certification.

- C. Within 45 days from submission of a request for certification, the Chancellor, or designee, will (1) certify the activity as a High Impact Economic Development Activity, (2) deny the request, or (3) defer certification pending resolution of outstanding and unresolved issues or review requirements. This action will be formalized in writing from the Chancellor to the institution President.
- D. The Chancellor will inform the Board of Regents of the recognition of new High Impact Economic Development Activities at its next scheduled and routine meeting of the Board of Regents. The Chancellor will provide prompt notice to the Board of Public Works of any High Impact Economic Development Activities certified under this policy.
- E. On or before October 1 of each year, a report will be sent to the Board of Public Works, the Senate Finance Committee, the House Economic Matters Committee, the Senate Budget and Taxation Committee, and the House Appropriations Committee on the High Impact Economic Development Activities undertaken during the preceding fiscal year. The report should include the following:
 - 1. The amount of State or University funds used on each High Impact Economic Development Activity;
 - 2. The net benefit of each High Impact Economic Development Activity; and
 - 3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.

IV. Requirements associated with High Impact Economic Development Activities

- A. High Impact Economic Development Activities involving disposition of real or personal property
 - 1. Board of Regents Authority. The Board has the authority to administer various statutorily-mandated processes related to the disposition of real and personal property as part of a HIEDA activity to facilitate the timely review and comment regarding those activities, consistent with §§5-310 and §§10-305 of the State Finance and Procurement Article, Chapter 450 of the Laws of 2012 vested authority in the Board of Regents to administer those review and comment processes.
 - a. Under this authority, the USM will establish a protocol for any HIEDA certified by the Chancellor for review and comment regarding the disposition of real and personal property by the following legislative committees and State agencies:
 - i. Budget committees of the General Assembly;
 - ii. The Maryland Historic Trust;
 - iii. The Department of Planning;
 - iv. The Department of the Environment and
 - v. The Department of Natural Resources.

- b. In addition, any declaration of real property as surplus and its disposition shall be submitted to the Board of Public Works.
 - c. Individual agency and committee reviews may occur concurrently to the extent determined appropriate by the USM.
 - d. Each review agency and legislative committee shall have a review and comment period of no less than 30 days.
- 2. USM Review Process. In consultation with institution representatives, the USM will develop procedures to administer the protocol for securing the statutorily mandated review and comments of the relevant legislative committees and State agencies.
 - a. When an institution submits documentation to the Chancellor for a HIEDA certification, it shall include a description of any institution's real or personal property that would be declared surplus and disposed of as part of the HIEDA transaction and an explanation as to why the disposition is significant to the HIEDA.
 - b. In light of the unique characteristics of HIEDA, the USM will evaluate each transaction individually on its merits and shall develop a specific timeline and sequence for the necessary review process.
 - c. The process shall ensure compliance with Board of Regents policies VIII - 4.00 through VIII – 4.02 on the acquisition and disposition of real property shall apply to all institution real property transactions.
- B. High Impact Economic Development Activities involving the creation or investment in a new entity
 - 1. Audit Requirements of High Impact Economic Development Activity entity financial statements

Any High Impact Economic Development Activity that involves the creation of a new entity or an investment in an already established entity will be required to prepare financial statements for the entity. During the initial or development stage, the entity may have financial statements compiled or reviewed by an independent accountant, until the year the entity achieves a size of having assets or annual revenues of more than \$1,000,000 at year-end at which point the entity is to have the financial statements audited by an independent certified public accountant in accordance with generally accepted auditing standards. The entity is to provide annual financial statements, compiled, reviewed or audited, as required annually to the chancellor's office no later than October 1.

2. Conflicts of Interest

- a. A present or former official or employee of a constituent institution of the System may have a relationship (as defined herein) with a High Impact Economic Development Activity entity, which relationship would otherwise be prohibited by the conflict of interest provisions of the Ethics Law, if such relationship is disclosed, managed, and approved by the President of the educational institution in accordance with the institution's conflict of interest procedures developed pursuant to this Policy so as to protect the integrity and objectivity of the educational institution's academic and research enterprise and comply with any applicable federal law, regulation, or policy.
- b. "Relationship" means any interest, service, employment, gift, or other benefit or relationship with an entity that would be prohibited by Title 5, Subtitle 5 of the State's Public Ethics Law in the General Provisions Article if not disclosed and approved pursuant to this Policy and procedures adopted pursuant to it. "Relationship" includes any relationship of the spouse or other relative of an officer or employee if such relationship creates restrictions on the officer or employee under the conflict-of-interest provisions of the Ethics Law.
- c. The Chancellor, a Vice Chancellor, a President, or a Vice President or one holding a similar such position may have such a relationship only if the Board of Regents makes the following findings:
 - i. that participation by, and the financial interest or employment of, the official is necessary to the success of the High Impact Economic Development Activity; and
 - ii. that any conflict of interest can be managed consistent with the purposes of relevant provisions of the Public Ethics Law.

The Board shall promptly notify the State Ethics Commission in writing of any approval given under this paragraph. In the event that the Commission disagrees with any approval and provides notice to the Board within 30 days of the Commission's receipt of notice of the approval, the Board shall reexamine the matter. The Board shall adopt procedures for handling requests for approval under this paragraph.

- d. If the above conditions are not met, this Policy does not exempt a former or present official or employee from any of the provisions of the State Ethics Law.
- e. Nothing in this Policy allows an exemption on the part of any official or employee of the System from the provisions of §5-505 ("Solicitation or acceptance of gifts of honoraria") of the General Provisions Article. Further, an official or employee of the System may not (1) represent a party for contingent compensation in any matter before the Board of Regents or before the State's Board of Public Works, or (2) intentionally misuse his or her position with the System for personal gain or for the gain of another person.

- f. The approval of a relationship under this policy does not relieve the official or employee from the obligation to comply with other System and institution policies, including the System Policy on Professional Commitment of Faculty.
 - g. The Chancellor is encouraged to consult periodically with the Maryland Department of Business & Economic Development and with Federal agencies that regulate federally funded research concerning the implementation of this policy.
- 3. Conflict of Interest Procedures
 - a. Each institution shall develop procedures based on the above policy and the purposes of the Maryland Public Ethics Law as stated in Title 5 of the General Provisions Article of the Maryland Annotated Code. The procedures shall be approved by the Office of the Attorney General and approved as to conformity with Maryland Public Ethics Law by the State Ethics Commission. The approved procedures shall be filed with the Office of the Chancellor. An institution may simply extend the procedures in place for research and development conflicts of interest to also manage conflicts of interest in proposed High Impact Economic Development Activities.
 - b. Procedures shall:
 - i. Require timely disclosure of any relationship. The disclosure shall be filed with the State Ethics Commission and maintained as a public record at the institution.
 - ii. Subject to paragraph (v.), require review of all disclosed relationships by a designated official who shall determine what further information must be disclosed and what restrictions shall be imposed in order to manage, reduce, or eliminate any actual potential conflict of interest. The designated official shall also determine whether or not the disclosed relationship represents a harmful interest. If so, approval shall not be granted. A harmful interest means an interest which is found to be so influential as to impair impartiality in the conduct of the research, the interpretation of the results of the research, and/or the determination of research or other professional and employment priorities.
 - iii. Include guidelines to ensure that relationships do not improperly give an advantage to entities with which the relationships exist, lead to misuse of institution students or employees for the benefit of such entities or otherwise interfere with the duties and responsibilities of the official or employee maintaining the relationship.
 - iv. Subject to paragraph (v.), require that each relationship be approved or disapproved by the president of the institution, with such determination to be the final decision prior to submission for certification as a HIEDA to the Chancellor.

- v. Require that any relationship maintained by the President or a Vice President, by the Chancellor or a Vice Chancellor, and by one holding any other position designated by the Board of Regents be approved by the Board of Regents.

4. Conflict of Interest Reporting Requirements

Institutions are to submit to the Chancellor in a format determined by the Chancellor a quarterly report which shall include all approvals granted under this Policy. The Board of Regents shall report to the Governor, the Legislative Policy Committee of the General Assembly, and the State Ethics Commission, the number of approvals granted under this Policy and how this Policy and the procedures adopted pursuant to it have been implemented in the preceding quarter.



VIII – 15.00 – Policy on High Impact Economic Development Activities

Approved by the Board of Regents September 18, 2015; Amended _____

I. Purpose

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 - 5. acknowledges a fundamental obligation, whether or not explicitly covered by University System of Maryland (USM) by-laws, to avoid practices that deviate from those commonly accepted within the academic community for proposing, conducting, or reporting academic research.
- B. Nothing in this policy shall exempt an institution, entity, or individual from Federal law, including laws and regulations related to conflicts of interest in sponsored research, and nothing herein shall be interpreted in such a way that jeopardizes the primary mission of public educational institutions.
- C. The intent of this policy is to implement provisions of the legislation in such a way that enhances institutional ability to invest in, create, and participate in activities that result in an economic benefit to the institution, USM and State of Maryland in a manner that facilitates the commercialization of intellectual property and/or the use of other assets created or owned by the institution or System while establishing certain basic business controls relating to ethics law requirements, procurement practices, and review, approval and periodic reporting requirements as appropriate.

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- 3) The establishment or relocation of one or more new companies to be registered or incorporated in the State and doing business in the State;
- 4) The production of at least \$1,000,000 of annual gross revenue;
- 5) The licensing and potential commercialization of a promising new technology or other product; or
- 6) An academic program to meet workforce demand in a documented labor shortage field.

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2. A description of the economic implications of the proposed activity on the State or the System
3. Identification of the specific criteria for which the High Impact Economic Development Activity will be certified and the expected time frame for which the criteria cited will be achieved
4. If the High Impact Economic Development Activity calls for the creation or investment in a new and distinct entity, a detail of institutional or System resources required either through investment in return for an equity ownership position, use of institutional resources, and the expected benefit to the institution, the USM and the State.

4.5. The creation of a consortium for the purposes of establishing, funding, and operating a High Impact Economic Development Activity shall be vetted through the certification process.

5.6. If an entity is to be created, the legal form of the entity, proposed organizational documents such as articles of incorporation and by-laws, its initial and projected ownership, governance structure, the benefit or motivation for creating or requiring a new entity, and the expected business or contractual relationships, if any, between the System and its institutions, and the new entity to be formed.

6.7. A business plan covering no less than the first five years of operation of a High Impact Economic Development Activity.

7.8. If institution or System staff or faculty are to participate in a High Impact Economic Development Activity, a detail of the positions or staff members, their planned participation, identification of any personal or monetary benefit that the System staff or faculty could potentially realize from the activity, and whether or not potential conflicts of interest concerning state employees have been reviewed by institutional conflict of interest committees (with any resulting conflict of interest management plan proposed).

8.9. The potential impact on current institution employees who may not participate as employees of the proposed entity; and

10. Approval or conclusion of the Conflict-of-Interest Committee consideration.

- B. No activity or entity will be certified as a High Impact Economic Development Activity if the criteria above are not projected to be met within the first five years of operation as reflected in the business plan. An activity certified as a High Impact Economic Development Activity that does not meet any of the enumerated criteria within five years of certification will have that certification reviewed by the Chancellor concluding with a revised determination as to the appropriateness of continuing the certification.
- C. Within 45 days from submission of a request for certification, the Chancellor, or designee, will (1) certify the activity as a High Impact Economic Development Activity, (2) deny the request, or (3) defer certification pending resolution of outstanding and unresolved issues or review

requirements. This action will be formalized in writing from the Chancellor to the institution President.

- D. The Chancellor will inform the Board of Regents of the recognition of new High Impact Economic Development Activities at its next scheduled and routine meeting of the Board of Regents. The Chancellor will provide prompt notice to the Board of Public Works of any High Impact Economic Development Activities certified under this policy.
- E. On or before October 1 of each year, a report will be sent to the Board of Public Works, the Senate Finance Committee, the House Economic Matters Committee, the Senate Budget and Taxation Committee, and the House Appropriations Committee on the High Impact Economic Development Activities undertaken during the preceding fiscal year. The report should include the following:
 - 1. The amount of State or University funds used on each High Impact Economic Development Activity;
 - 2. The net benefit of each High Impact Economic Development Activity; and
 - 3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.

IV. Requirements associated with High Impact Economic Development Activities

- A. High Impact Economic Development Activities involving disposition of real or personal property
 - 1. Board of Regents Authority. The Board has the authority to administer various statutorily-mandated processes related to the disposition of real and personal property as part of a HIEDA activity to facilitate the timely review and comment regarding those activities, consistent with §§5-310 and §§10-305 of the State Finance and Procurement Article, Chapter 450 of the Laws of 2012 vested authority in the Board of Regents to administer those review and comment processes.
 - a. Under this authority, the USM will establish a protocol for any HIEDA certified by the Chancellor for review and comment regarding the disposition of real and personal property by the following legislative committees and State agencies:
 - i. Budget committees of the General Assembly;
 - ii. The Maryland Historic Trust;
 - iii. The Department of Planning;
 - iv. The Department of the Environment and
 - v. The Department of Natural Resources.
 - b. In addition, any declaration of real property as surplus and its disposition shall be submitted to the Board of Public Works.

- c. Individual agency and committee reviews may occur concurrently to the extent determined appropriate by the USM.
 - d. Each review agency and legislative committee shall have a review and comment period of no less than 30 days.
- 2. USM Review Process. In consultation with institution representatives, the USM will develop procedures to administer the protocol for securing the statutorily-mandated review and comments of the relevant legislative committees and State agencies.
 - a. When an institution submits documentation to the Chancellor for a HIEDA certification, it shall include a description of any institution real or personal property that would be declared surplus and disposed of as part of the HIEDA transaction and an explanation as to why the disposition is significant to the HIEDA.
 - b. In light of the unique characteristics of HIEDA, the USM will evaluate each transaction individually on its merits and shall develop a specific timeline and sequence for the necessary review process.
 - c. The process shall ensure compliance with Board of Regents policies VIII - 4.00 through VIII – 4.02 on the acquisition and disposition of real property shall apply to all institution real property transactions.
- B. High Impact Economic Development Activities involving the creation or investment in a new entity

- 1. Audits Requirements of High Impact Economic Development Activity entity financial statements

Any High Impact Economic Development Activity that involves the creation of a new entity or an investment in an already established entity will be required to prepare financial statements for the entity. During the initial or development stage, the entity may have financial statements compiled or reviewed by an independent accountant, until the year the entity achieves a size of having assets or annual revenues of more than \$~~1,000,000~~ ~~500,000~~ at year-end, ~~or revenues of at least \$500,000~~, at which point the entity is to have the financial statements audited by an independent certified public accountant in accordance with generally accepted auditing standards. The entity is to provide annual financial statements, compiled, reviewed or audited, as required annually to the chancellor's office no later than October 1.

- 2. Conflicts of Interest
 - a. A present or former official or employee of a constituent institution of the System may have a relationship (as defined herein) with a High Impact Economic Development Activity entity, which relationship would otherwise be prohibited by the conflict of interest provisions of the Ethics Law, if such relationship is disclosed, managed, and

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approved by the President of the educational institution in accordance with the institution's conflict of interest procedures developed pursuant to this Policy so as to protect the integrity and objectivity of the educational institution's academic and research enterprise and comply with any applicable federal law, regulation, or policy.

- b. "Relationship" means any interest, service, employment, gift, or other benefit or relationship with an entity that would be prohibited by Title 5, Subtitle 5 of the State's Public Ethics Law in the General Provisions Article if not disclosed and approved pursuant to this Policy and procedures adopted pursuant to it. "Relationship" includes any relationship of the spouse or other relative of an officer or employee if such relationship creates restrictions on the officer or employee under the conflict-of-interest provisions of the Ethics Law.
- c. The Chancellor, a Vice Chancellor, a President, or a Vice President or one holding a similar such position may have such a relationship only if the Board of Regents makes the following findings:
 - i. that participation by, and the financial interest or employment of, the official is necessary to the success of the High Impact Economic Development Activity; and
 - ii. that any conflict of interest can be managed consistent with the purposes of relevant provisions of the Public Ethics Law.

The Board shall promptly notify the State Ethics Commission in writing of any approval given under this paragraph. In the event that the Commission disagrees with any approval and provides notice to the Board within 30 days of the Commission's receipt of notice of the approval, the Board shall reexamine the matter. The Board shall adopt procedures for handling requests for approvals under this paragraph.

- d. If the above conditions are not met, this Policy does not exempt a former or present official or employee from any of the provisions of the State Ethics Law.
- e. Nothing in this Policy allows an exemption on the part of any official or employee of the System from the provisions of §5-505 ("Solicitation or acceptance of gifts of honoraria") of the General Provisions Article. Further, an official or employee of the System may not (1) represent a party for contingent compensation in any matter before the Board of Regents or before the State's Board of Public Works, or (2) intentionally misuse his or her position with the System for personal gain or for the gain of another person.
- f. The approval of a relationship under this policy does not relieve the official or employee from the obligation to comply with other System and institution policies, including the System Policy on Professional Commitment of Faculty.
- g. The Chancellor is encouraged to consult periodically with the Maryland Department of Business & Economic Development and with Federal agencies that regulate federally-funded research concerning the implementation of this policy.

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3. Conflict of Interest Procedures

- a. Each institution shall develop procedures based on the above policy and the purposes of the Maryland Public Ethics Law as stated ~~in~~ Title 5 of the General Provisions Article of the Maryland Annotated Code. The procedures shall be approved by the Office of the Attorney General and approved as to conformity with Maryland Public Ethics Law by the State Ethics Commission. The approved procedures shall be filed with the Office of the Chancellor. An institution may simply extend the procedures in place for research and development conflicts of interest to also manage conflicts of interest in proposed High Impact Economic Development Activities.
- b. Procedures shall:
 - i. Require timely disclosure of any relationship. The disclosure shall be filed with the State Ethics Commission, and maintained as a public record at the institution.
 - ii. Subject to paragraph (v.), require review of all disclosed relationships by a designated official who shall determine what further information must be disclosed and what restrictions shall be imposed in order to manage, reduce, or eliminate any actual potential conflict of interest. The designated official shall also determine whether or not the disclosed relationship represents a harmful interest. If so, approval shall not be granted. A harmful interest means an interest which is found to be so influential as to impair impartiality in the conduct of the research, the interpretation of the results of the research, and/or the determination of research or other professional and employment priorities.
 - iii. Include guidelines to ensure that relationships do not improperly give an advantage to entities with which the relationships exist, lead to misuse of institution students or employees for the benefit of such entities, or otherwise interfere with the duties and responsibilities of the official or employee maintaining the relationship.
 - iv. Subject to paragraph (v.), require that each relationship be approved or disapproved by the president of the institution, with such determination to be the final decision prior to submission for certification as a HIEDA to the Chancellor.
 - v. Require that any relationship maintained by the President or a Vice President, by the Chancellor or a Vice Chancellor, and by one holding any other position designated by the Board of Regents be approved by the Board of Regents.

4. Conflict of Interest Reporting Requirements

Institutions are to submit to the Chancellor in a format determined by the Chancellor a quarterly report which shall include all approvals granted under this Policy. The Board of

Regents shall report to the Governor, the Legislative Policy Committee of the General Assembly, and the State Ethics Commission, the number of approvals granted under this Policy and how this Policy and the procedures adopted pursuant to it have been implemented in the preceding quarter.

~~C. High Impact Economic Development Activities and USM Procurement Policies and Procedures~~

- ~~1. Title 12-104 of the Education Article as it relates to the creation of High Impact Economic Development Activity entities states in part:~~
 - ~~a. "Division II of the State Finance and Procurement Article does not apply to transactions between an entity established, financed, or operated under this subsection and the institution or consortium of institutions that established, financed or operated the entity."~~
 - ~~b. It further states that the Board of Regents shall adopt policies and procedures that include requirements for "Adequate safeguards with regard to conflicts of interest, proper contracting practices and other fundamental ethical and business practice standards."~~
- ~~2. A HIEDA entity shall not be used for the acquisition of goods and services in place of a procurement process that would have otherwise been competitive.~~
- ~~3. The suspension of provisions of Division II of the State Finance and Procurement Article is limited to the acquisition of goods and services the entity would make available through its normal operation for its approved and intended purpose consistent with this policy.~~
- ~~4. The acquisition of goods and services from the HIEDA entity under (a)(i) above is limited to the institution establishing the entity.~~
- ~~5. The creation of a consortium for the purpose of establishing, funding and operating a HIEDA entity shall be vetted and approved through the certification process consistent with Section III above.~~

PROPOSED REVISIONS TO VIII – 15.00 – Policy on High Impact Economic Development Activities

Section	Amendment	Comment
II.A.7	New language: High Impact Development Activity does not include cost savings related to the reduction in the number of university employees.	This amendment clarifies that cost savings resulting from reductions in university employees are not considered High Impact Development Activity. By explicitly excluding personnel-related cost reductions, the policy reinforces its focus on economic growth and development rather than workforce contraction. This change ensures that institutions prioritize investment-driven initiatives that generate measurable economic benefits, rather than operational downsizing. The amendment maintains alignment with the policy's intended purpose of fostering economic development without incentivizing employment reductions.
III.A.5	Moved the following language from IV.C.5 to III.A.5: "The creation of a consortium for the purpose of establishing, funding and operating a HIEDA entity shall be vetted and approved through the certification process consistent with Section III above."	This amendment relocates the vetting process for creating a consortium to establish, fund, and operate a HIEDA entity from the now-removed procurement section to the more appropriate creation and recognition section.
III.E.1.-3.	New language: The report should include the following: 1. The amount of State or University funds used on each High Impact Economic Development Activity; 2. The net benefit of each High Impact Economic Development Activity; and 3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.	This amendment increases transparency by requiring the annual report to detail funding sources, net benefits, and the Board of Regents' assessment of each High Impact Economic Development Activity. These additions enhance accountability, support informed legislative oversight, and ensure alignment with the state's best interests.
IV.B.1.	Added word: Audit <u>REQUIREMENTS</u> of High Impact Economic Development Activity entity financial statements	The addition of "requirements" clarifies the policy language without changing its intent, reinforcing the expectation that High Impact Economic Development Activity entities adhere to audit standards.

	<p>Changed audit requirement ...having assets or annual revenues of more than \$<u>1</u>,000,000 (was \$500,000) at year end....</p> <p>Added language requiring ...an independent <u>CERTIFIED PUBLIC</u> accountant....</p>	<p>This amendment provides consistency in audit requirements with other BOR policies. Requiring audits by a certified public accountant enhances accountability, while maintaining flexibility for smaller or early-stage entities through compiled or reviewed financial statements. These changes improve fiscal transparency and align reporting requirements with prudent financial management.</p>
IV.B.3.a.	<p>Minor wording adjustment.</p> <p>Each institution shall...of the Maryland Public Ethics Law as stated <u>IN</u> at Title 5 of the General Provisions Article of the Maryland Annotated Code.</p>	<p>A technical correction that improves grammatical accuracy without altering the policy's intent. No substantive impact on implementation or compliance.</p>
IV.C.	<p>Deleted section on High Impact Economic Development Activities and USM Procurement Policies and Procedures</p>	<p>The removal of this section eliminates specific procurement-related provisions governing HIEDA entities. This change removes exemptions from standard state procurement laws and eliminates language restricting the competitive acquisition of goods and services. By doing so, the amendment aligns the policy with broader procurement standards, ensuring greater consistency in contracting practices across institutions.</p>

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Preparing for Financial Challenges

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 11, 2025

SUMMARY: The Board will hear from administration and finance on future financial challenges facing the USM.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Legislative Update

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 11, 2025

SUMMARY: The Board will hear from legislative affairs on matters that specifically relate to the USM.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 11, 2025

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 11, 2025
Time: Approximately 11:00 a.m.
Location: Towson University

STATUTORY AUTHORITY TO CLOSE A SESSION

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

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

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

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

☒ Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with three presidents as part of their performance reviews;
2. The awarding of contracts for services for advertising and marketing, student counseling, dining, cloud and software;

3. Update on status of collective bargaining at USM institutions;
4. Ratification briefings regarding three institution labor MOUs;
5. Pre-negotiation briefing regarding an institution labor MOU;
6. 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;
7. Administrative matter regarding an internal board self-assessment;
8. Discussion with legal counsel about the implications of recent federal actions;
9. Student scholarship award nominations and faculty award nominations; and
10. A real property acquisition request by an institution.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality of discussions regarding specific employment agreements and compensation (§3-305(b)(1));
5. To maintain confidentiality of discussions regarding individual personnel matters (§3-305(b)(1));
6. To maintain confidentiality and attorney client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8));
7. To maintain confidentiality regarding real property acquisitions (§3-305(b)(3)); and
8. To maintain confidentiality of personal and professional information regarding individuals selected for honors and awards by institutions (§3-305(b)(1) and (2)).