



# UNIVERSITY SYSTEM *of* MARYLAND

Wednesday, February 5, 2020  
University System of Maryland FY 2021 Budget Testimony  
Maryland House Appropriations  
Subcommittee on Education and Economic Development  
USM Chancellor Jay Perman

Chairman Barnes and members of the House Education and Economic Development Subcommittee, let me begin by thanking you for this opportunity to testify on Governor Hogan's FY 2021 budget recommendations for the University System of Maryland (USM). I want to thank you all as well for the tremendous support you have shown to higher education and the USM over the years.

As you know, I testified in front of this committee many times as President of the University of Maryland, Baltimore. And the funding you provided in support of our educational, research, and community service missions served that institution, the City of Baltimore, and the State of Maryland extremely well. I thank you.

Today, in my current capacity as USM Chancellor, I reach out to you excited and optimistic about what we will be able to accomplish together as this new, expanded partnership develops. As I take on this responsibility, I look to build on the progress made under Chancellor Caret and position the System for even greater achievements to come.

As I move forward in leadership, I will be accessible, transparent, and collaborative. As we work **together** to improve the lives of Maryland's people and strengthen its communities, I pledge that every USM institution—each with its own unique qualities and needs—will have a voice and will be heard. I plan to build on USM's reputation for educational innovation, particularly in research, economic development, and community engagement. Above all, I will work to fulfill what I consider one of my life's obligations: ensuring that every person who wants a college education is able to access it.

I will speak more about these priorities throughout my testimony, but I want to once again reiterate my appreciation for what **YOU** do to help the USM succeed. The key priorities of the USM—access and affordability, economic growth and workforce development, civic engagement and community service, diversity and inclusion, an elevated quality of life, and others—ALL flow directly from the vision and commitment of Maryland's leadership here in Annapolis.

Today I will keep my testimony brief, touching on just a few key points before turning to the questions and issues raised by Sara Baker and her excellent team. My remarks will touch on two broad areas: The Governor's budget recommendations and USM's broader impact statewide.

First—and most importantly—on behalf of the USM, I express my support for Governor Hogan's FY 2021 USM budget proposal.

## USM: FY 2021 Budget Overview

- Governor's Proposal:
  - \$1.59 billion / General Fund and Higher Education Investment Fund
    - An increase of \$83 million—or 5.5 percent—over the adjusted FY 2020 appropriation
  
- Will again enable the USM to limit our tuition increase:
  - 2 percent for in-state, undergraduate students
  - State funded tuition buy down of \$12.5 million
  
- Highlights of USM's Budget Increase:
  - \$57 million—**68 percent**—to statewide salary and fringe benefit increases
  - \$10 million to support year three of the USM's Workforce Development Initiative
    - 3-year plan to generate over 3,000 degrees/certificates per year
    - Targeting Maryland's key workforce needs (Cyber, Healthcare, etc.)
  - \$6 million to fund operating expenses for new USM facilities
  - \$4 million to support UMBC Funding Guideline as stipulated in SB 1052
  - \$2.4 million to honor commitment to SB897 for MPower Steering Council
  - \$2.4 million to support priority educational programs and community engagement at UB
  - \$500,000 supporting Physician Assistant Program accreditation at UMES
  - \$175,000 supporting Entrepreneurial Center at SU

In brief, the Governor has proposed state support for the USM of \$1.59 billion, coming from the General Fund and the Higher Education Investment Fund. This represents an increase of \$83 million—or 5.5%—over the adjusted FY 2020 appropriation.

It should be noted, however, that the vast majority of this increase—\$57 million or 68 percent—is targeted to the statewide salary and fringe benefit increases going to every state employee in every state agency. The portion of the budget increase available to the USM for enhancements is significantly smaller.

Overall, the USM is very much in support of the Governor's budget for the USM and encourages its adoption.

I am pleased to point out that the largest portion of USM-specific funding provided by the Governor's budget—\$12.5 million—will enable the USM to limit our tuition increase to a modest 2% for in-state, undergraduate students. Working closely with our partners here in Annapolis, the USM is doing our part to promote and support affordability, which I will further highlight shortly.

There are a few other specific components of the increase in state funds I want to highlight:

The budget provides **\$10 million in funding to support the USM's Workforce Development Initiative**. The USM Workforce Development Initiative was designed to meet the need for skilled workers in key fields such as healthcare, science and engineering, cybersecurity, and others. Workforce shortages in these sectors continue to grow, globally and nationally, in our region, and in our state. This three-year, \$32 million partnership was kicked off in FY 2019 with the state providing \$2 million in new funding, which was leveraged with \$8.7 million in internal USM resources, for a first-year impact of more than \$10 million. FY 2020, year two of the initiative, added an additional \$20 million of state funding. FY 2021 represents the final installment of \$10 million and will fully fund the program. Every program proposed in this initiative is focused on meeting jobs in specific fields for which there is unmet demand today. In total, these programs will add more than 3,000 additional graduates **per year** ready to take high-paying jobs. All-in-all, the Workforce Development Initiative will provide almost \$17 million to generate more STEM and Cybersecurity graduates, over \$11 million targeting the state's healthcare needs and opioid crisis, and almost \$4 million of other workforce and economic development initiatives.

The budget also includes **\$6 million to fund operating expenses for new USM facilities**. Thanks to leaders in Annapolis, the USM is expanding academic and research capacity across the state. These new and renovated facilities—many targeting the STEM disciplines and the health science sectors—will strengthen Maryland's innovation ecosystem. Examples include \$3.5 million to support Towson University's new science facility; \$1.3 million for the Innovate, Design & Engineer for America (IDEA) Factory at the University of Maryland, College Park; and \$740,000 to equip the University of Maryland, Eastern Shore's Pharmacy & Health Professions building as well as the University of Maryland at Southern Maryland Regional Higher Education Center.

The budget provides another **\$4 million to support faculty enhancements and student success at the University of Maryland, Baltimore County (UMBC)**. This commitment, which is an element of SB 1052—the University of Maryland Strategic Partnership Act of 2016, is critical for the success of UMBC. Over the past five years, UMBC has seen an 18 percent increase in undergraduate degrees awarded, for an additional 408 degrees. The institution has also seen a 50 percent increase in degrees awarded from the College of Engineering and Information Technology—329 degrees—during this period. This support funds initiatives to recruit and retain the best and most diverse faculty, increase financial aid, provide centralized tutoring and academic support services to undergraduate students, better support transfer students, and add additional instructional capacity in high-demand programs.

The budget includes **\$2.4 million to support the MPowering Joint Steering Council**. The Steering Council will explore opportunities to create registered apprenticeship programs in nursing and other fields. It also oversees and promotes efficiencies in the 25 different shared or common university platforms. These include cross institution research centers and institutes, multi-year research programs, educational collaborations including new degree programs, joint commercialization and technology transfer, and cross-institution service programs.

Finally, the budget includes **\$2.4 million to support priority educational programs and community engagement activities at the University of Baltimore (UB)**. This funding will help UB strengthen partnerships and initiatives that support high impact community programs that solve local problems and support city residents, including educational opportunities, public safety enhancements, veterans' education, business and workforce development, and more.

The bottom line is that this budget demonstrates—once again—Maryland’s commitment to higher education. It also underscores Maryland’s embrace of bipartisanship, which is becoming increasingly rare in legislative bodies across the country.

The fact is, the USM has forged a genuine partnership with leaders in Annapolis. I have seen this firsthand. This has included Governors of both parties as well as with legislators in both houses and from both sides of the aisle.

It has been this support—your support—that has allowed the USM to advance our mutual priorities of providing affordable, high-quality higher education, performing ground-breaking research, meeting key workforce needs, fostering economic growth, and elevating our quality of life.

And Maryland’s commitment to the USM is matched by the USM’s commitment to Maryland. This brings me to my second point: What the USM *does for* Maryland and what the USM *means to* Maryland. The USM has a profound impact that reaches every region of the state, providing a wealth of resources for the benefit of businesses, communities, and—most importantly—the students we serve. Key areas of accomplishment include: Access, Retention, and Completion; Affordability; and Economic Growth and Workforce Development.

## Access, Retention, and Completion

- More than 170,000 students enrolled in USM institutions in Fall 2019
  - A 13 percent increase in enrollment since Fall 2010
  - For First-time, Full-time Freshman:
    - USM’s Average Second-Year Retention Rate: 87 percent (record high)
    - USM’s Average Six-Year Graduation Rate: 72 percent (record high)
- Our three regional higher education centers continue to expand
  - Partnerships with Community Colleges
  - Adding in-demand degrees, new programs, and research capacity
- USM institutions award 78 percent of all bachelor’s degrees in Maryland
  - More than 27,000 bachelor’s degrees awarded in FY 2019
  - A 36 percent increase in bachelor’s degrees awarded since FY 2010
- USM institutions awarded 41,758 **total** degrees in FY 2019

Along with access, retention, and completion, the USM has put a premium on affordability. This is perhaps our most important priority. As most of you know, higher education is my passion. My parents came to America from Ukraine and, like many immigrants, struggled to make ends meet. But I was lucky. With scholarships, I was able to attend college and complete medical school. My journey was made possible by the encouragement and support of others, and my remarkable good fortune has cemented in me what I consider one of my core obligations: ensuring that every person who wants a college education is able to access it.

## Affordability

- 15 years ago, Maryland had the 6th highest tuition and fees in the nation
- Today, in-state tuition and fees for public four-year institutions in Maryland has dropped to 24th highest—and are now below the national average
  - Moderating tuition increases
  - Enhancing financial aid, especially need-based aid
  - Targeting student debt
- USM limiting tuition increase to modest 2 percent for in-state, undergraduate students
- Last year, USM awarded \$161 million in institutional financial aid
  - More than half of this institutional aid was awarded to students with unmet financial need
- Today, almost **half** of USM undergraduate students graduate without any debt

In addition to providing affordable, high-quality education to Maryland students, USM is increasing our focus on developing the state's economy and responding to critical workforce shortages. The need for skilled workers in several burgeoning fields – healthcare, sciences and engineering, and cybersecurity – continues to grow. And while Maryland's economy is by most measures performing at a high level, employment and economic development opportunities in these high-paying fields are being left unmet.

## Economic Growth and Workforce Development

- Research, Innovation, Job Creation
  - More than \$1.4 billion in external grants and contracts annually
  - 3 Research Parks supporting 275 tenants and 9,800 jobs
  - 10 Business Incubator/Co-Working Facilities with 174 corporate tenants
  - 700 new companies created / facilitated over last 10 years
- Maryland Momentum Fund - USM as equity investor
  - 10 investments totaling \$3 million
  - Matched more than five-to-one with almost \$16 million from co-investors
- Workforce Development
  - USM awarded 11,588 **total** STEM degrees in FY 2019
    - More than 7,200 cyber degrees
    - More than 3,950 healthcare profession degrees
- USM-State Workforce Development Initiative
  - State-USM partnership for 3,000 new STEM / healthcare grads per year

Our momentum in all these areas—and others—has been growing stronger over the years. I am confident that with your support, our work together will continue to benefit Maryland in the years to come.

We have a strong hand, but we cannot rest. If we continue to make higher education a genuine priority and continue to focus on our mutual priorities of access, retention, completion, affordability, and economic competitiveness, we can position Maryland as an economic powerhouse, a national force, and a global leader.

We look forward to working with the Governor and the General Assembly to continue serving the educational, economic, and social needs of the people of Maryland.

Turning to the recommendations made—and issues raised—by the Department of Legislative Services.

## **Recommendations:**

1. *Page 18—In an effort to constrain costs, the Department of Legislative Services (DLS) recommends reducing USM’s general fund appropriation by \$5.7 million for new WDI programs or initiatives.*

## **USM Response:**

**The USM opposes this recommendation.**

**The USM urges the committees to reject the recommended reduction.**

This reduction would put the Workforce Development Initiative and its related state economic benefit at risk. As the state’s public system of higher education, representing 12 institutions and several regional centers, the University System of Maryland (USM) is a major factor in supporting Maryland’s economic development needs. In short, we provide students the education they need to fill new and existing jobs. In doing so, we also grow Maryland’s tax base, generating new revenues to fund infrastructure to health care needs.

Programs identified by the analyst for elimination include:

1. University of Maryland, Baltimore nursing expansion at the Universities at Shady Grove (USG).
2. University of Maryland, College Park (UMCP) enhancing Cybersecurity programs at USG.
3. UMCP Academy of Computer & Data Science Education, which will provide critical instruction in computing for students across the campus, regardless of major.
4. UMCP-UMCES Joint Marine Estuarine and Environmental Science (MEES) expansion to produce environmental professionals.
5. Towson IT Computer Science & Cybersecurity programs.
6. Towson Occupational Therapy program expansion.
7. University of Baltimore Forensic Science programs to increase enrollment and graduate students to be workforce ready professionals who help solve crimes and improve public safety in Baltimore City and the region.
8. Salisbury Nursing Program RN to BSN.
9. Salisbury Computer Science retention support and degree expansion.

If these programs are eliminated it would reduce the total number of degrees/credentials by 835, of which over 100 are nursing degrees. Demand for jobs by companies in these areas continue to grow and eliminating these programs will further exacerbate the shortages in these areas. The USM is especially focused on both the cybersecurity sector and the bioscience/health science sectors. In fact, in the 2019 legislative session, the USM’s FY 2020 appropriation was reduced by \$10 million. The USM decided to protect the WDI programs and its funding from participating in this reduction and required institutions to make reductions to other parts of the budget. Campuses are working to provide high-demand academic programs for students who are increasingly requiring degrees that, upon completion, lead immediately to a job in Maryland. In order to expand enrollment in these high cost programs these funds are critical to both the USM’s workforce program and the state economy.

Our success has been made possible by a strong partnership between the USM and the state leaders in Annapolis. The USM is committed to this partnership and to helping Maryland achieve its goals.

Therefore, we urge the committee to fully support the USM budget and Workforce Development program funding.

2. *Page 21—DLS recommends reducing USM’s general fund appropriation by \$10 million, which is approximately equivalent to the increase in revenue from a 1% tuition increase. This relatively small increase in tuition would relieve pressure on the General Fund.*

**USM Response:**

**The USM opposes this recommendation.**

**The USM urges the committees to reject the recommended reduction.**

Affordability and access are shared goals for all citizens of the state. Fifteen years ago, the USM had the 6th highest tuition and fees in the nation. Since then, the Governor and the legislature have supported either freezing USM tuition or allowing modest increases in resident tuition by allocating state funds to replace lost tuition revenue. Over a span of just over more than a decade, the USM has moved from one of the most expensive systems in the nation to the national average. This success represents a real triumph of our partnership.

Again, in the FY 2021 budget, Governor Hogan continued his support by allocating \$12.5 million in state funds while the USM held its increase in resident tuition to 2%. In addition, the USM has continued to do its part through cost containment and cost avoidance, targeting alternative revenue sources, and embracing innovative alternatives. These efforts together continue to serve to benefit the students we serve and their families.

Clearly, Maryland has chosen a direction of supporting higher education as the engine that will ultimately drive the State forward in the innovation economy. Therefore, the USM does not support increasing the tuition it charges to its students in order to reallocate state funds to other parts of the budget.

**Issues & Comments requested:**

1. *Page 9—The Chancellor should comment on factors contributing to declining enrollment in fall 2019, the viability of regional higher education centers, efforts to stabilize enrollment, and the role and responsibilities of the University System of Maryland Office (USMO) in assisting institutions where declines in enrollment have resulted in budgetary challenges.*

**USM response:**

The USM is proud of what it has accomplished over the past ten years in terms of providing greater access and improved student success. The USM’s combined enrollment has increased from 152,581 ten years ago to a high point of 176,423 achieved last year. The current enrollment of 172,214 students represents an increase of almost 20,000 students over the USM’s enrollment ten years ago (or to put that number in some context, an increase in enrollment equal to the size of Towson University). Importantly, much of this increased enrollment has come from growth in our underrepresented minority undergraduate student population, which increased from 34,915 to 47,755. And with that increase, degrees earned by underrepresented minorities have nearly doubled from 4,701 to 8,351. At

the same time, USM has continued to provide the workforce needed in Maryland’s knowledge-based economy--total STEM degrees.

Although USM’s total enrollment has increased over seven of the past ten years—dipping only in Fall 2012, Fall 2013, and most recently, this past year (Fall 2019)—the USM constantly strives to monitor and understand the factors that are driving enrollment and what the impact will be for our institutions and the state. Obviously, demographic shifts in the K-12 school population, along with the economy, can play a big part in driving USM’s enrollment up or down. At the same time, however, goals and strategies adopted by USM institutions can also impact enrollment, sometimes in ways that are less easy to see. For instance, over the past 10 years USM’s enrollment growth has been driven by two primary factors or strategies: 1) institutional initiatives designed to increase the rate of student retention and degree completion, and 2) moderate levels of increase in incoming new students. While institutional success under the first strategy (increasing student success) helped the system to make tremendous progress toward its strategic 10-year goal of increased undergraduate degree completion—USM institutions granted more than 27,000 degrees last fiscal year, an increase of 36% over 2010—the uptick in student success combined with strategies designed to shorten students’ time-to-degree (also a USM goal) had the somewhat unanticipated impact of helping reduce the overall number of returning students. This, in combination with a decline in the number of new students enrolling, resulted in an overall enrollment decrease for the USM in Fall 2019—the first since 2013.

While the above explanation serves to address the specific question of what contributed to the USM’s enrollment drop in Fall 2019, it is important to note that both mid- and longer- term challenges to the ability of Maryland’s colleges and universities, including the USM but other institutions as well, to increase their postsecondary enrollment do exist and the USM is actively working to monitor and address those. These challenges include:

- A birth rate for Maryland that is projected to decrease after 2025, potentially impacting the number of high school graduates in the enrollment pool.
- Maryland’s continued status as a postsecondary “net-migration” state, meaning that more high school graduates leave Maryland to go to college than come into Maryland to go to college.
- A booming Maryland economy that decreases the attractiveness of pursuing higher education for many potential postsecondary students in Maryland, particularly students considering a community college and/or working adults (fewer community college students mean fewer transfers. USM institutions have seen decreased numbers of new transfers in recent years).

To help address these challenges, the USM has put in place, or is planning to put in place:

- 1) A more robust enrollment projection process that takes into account individual institutional goals, resources, and long-term initiatives;
- 2) Institutional projects and systemwide initiatives designed to expand outreach among student populations or subpopulations historically underrepresented in higher education, including those in such high need and/or rapid growth areas such as Baltimore City, Montgomery County, and the Eastern Shore (The goal of this process is to reach more of the nearly one-fourth of the Maryland high school students annually do not enroll in any post-secondary institution);
- 3) Programs and processes designed to continue to enhance affordability and expand the availability of financial aid;

- 4) Initiatives, like the Workforce Development Initiative, designed to respond to critical areas of workforce need by providing greater access to high paying, career-oriented programs sought after by students; and finally,
- 5) Expanded access to high quality, workforce-oriented programs and personalized support services to students studying on-site at one of the USM's three regional centers in Montgomery County, Hagerstown, and Southern Maryland.

With respect to the question of the viability of the USM's regional centers, the USM sees its three regional centers as critical to increasing access to postsecondary education in areas of the state that have traditionally been underserved by Maryland's public higher education system (Montgomery County, which despite being the state's largest county and a core economic engine had no public four-year undergraduate and graduate degree program until USG was created; Southern Maryland, which though a national leader in unmanned and autonomous systems development has no engineering and advanced technical degree programs outside the USMSM's regional center in St. Mary's County; and Hagerstown, which is the state's only public on-site baccalaureate and graduate degree option located between Montgomery County and Frostburg). Our regional centers are, to use a popular phrase, the USM's "tip of the spear" for providing on-site access to advanced undergraduate and graduate degree and advanced certificate programs in these regions. And they play a particularly important role in providing access to students in these locales who for a number of potential reasons — including the lack of financial resources to attend a traditional four-year institution outside their home county or region, the need to stay close to home to provide family or caregiver responsibilities, or because they already hold full time jobs—have limited mobility and need an on-site option if they are to continue their education and advance in their careers.

In response to the concern over enrollment at the regional centers cited by the analyst, it is important to understand that the centers by their very workforce-oriented mission, region-specific focus, and targeted programming, are more intimately connected to their local economies and the K-14 education providers than our traditional residential institutions (all of which have either a more statewide or national recruiting basis). As a result, enrollment at our centers, like that at the state's community colleges, is more susceptible to fluctuations arising from the shifting needs of the economy and postsecondary preparation needs of the populations in their regions. For instance, the state's strong economy, along with its changing demographic patterns and cyclical K-12 enrollments, has helped contribute to a 15% percent drop in the state's community college enrollments overall between fiscal years 2014 and 2018 (the most recent years for which MHEC data are available). This percentage decline in enrollments has been even greater—ranging from 13% to 19%—at a number of individual community colleges that serve as the primary feeders for USM's regional centers. Experiencing significant declines between FY 2014 and FY 2018 were Montgomery College (down 13%), Anne Arundel Community College (down 19%), Prince George's Community College (down 13%), and the Community College of Baltimore County (down 19%)—the largest feeder institutions for USG; the College of Southern Maryland (down 18%)—the largest feeder for USMSM; and Hagerstown Community College (down 17%)—the primary feeder for USMH. While we recognize that enrollment at these institutions naturally fluctuates as the regional economies expand and shrink and the size and needs of the populations they serve ebb and flow, we do not question the viability of these institutions nor the critical role they play in advancing postsecondary access opportunities in their counties or regions. The same is true for our USM regional centers. Enrollment at the USM's regional center will grow and change as the needs of the populations and businesses located in their service regions grow and expand. The challenge for the USM is to ensure that the mix of high-quality, workforce-oriented programs and instructional resources offered through its regional centers is appropriate and sufficient so as to address the needs of their service regions as they emerge and evolve.

Finally, it is to help address the above-mentioned challenge of achieving the appropriate “program mix” that the USM sees the state’s investment in expanded access to high-need degree programs coming through the Workforce Development Initiative (WDI) as particularly timely for the continued growth and expansion of the regional centers. Using WDI funds, the regional centers are working with their partner institutions to develop and implement new programs, or expand access to existing programs, in such cutting-edge high-demand fields as BioComputational Engineering, Translational Life Sciences Technology and Bioinformatics, Mechatronics Engineering, and Embedded Systems Development. A number of these programs will be unique to the regional centers, and will help ensure their continued viability and success, as well as promote the continued economic development of their regions.

2. *Page 19—The Chancellor should comment on how USM was able to cover previous shortfalls in the funding of health insurance.*

**USM Response:**

In order to fund health insurance shortfalls, the USM was forced to reallocate funds from other sources in FY 2019 and anticipates a shortfall in the current FY 2020. In order to balance the budget, institutions have delayed facilities renewal projects and equipment/technology upgrades among other budget reductions. There have been years in which the USM received deficiency funding for health shortfalls, such as in FY 2016, and reverted funds to the state in FY 2018.

The USM worked with DBM for the FY 2021 health budget to insure both the expenditure and funding is at appropriate levels so that these reallocations will not be required.

3. *Page 29—The President [TU] should comment on the rationale for increasing the cost of a degree for nursing students considering the ongoing nursing shortage in the State especially when TU received \$650,000 in ongoing workforce development initiative funding specifically for nursing in fiscal 2020. The President should also comment on the rationale for only charging the differential tuition to transfer students during the three-year phase-in period and why a greater portion of revenue is not going toward financial aid.*

**Towson response:**

**The President [TU] should comment on the rationale for increasing the cost of a degree for nursing students considering the ongoing nursing shortage in the State especially when TU received \$650,000 in ongoing workforce development initiative funding specifically for nursing in fiscal 2020.**

The rationale is to maintain academic excellence and accessibility. The three academic programs identified for tuition differential are high-demand majors, high-cost programs, and lead to high-demand jobs. This is a strategy being applied to three in-demand programs so that students in the other 100+ programs are not subsidizing these specific majors. For instance: an English or Education major should not be subsidizing the cost of a program in which they are not enrolled.

This plan has been presented to our University Senate, a body which includes current students, and was given full support. Additionally, other universities in our consideration set deploy a tuition differential strategy. Therefore, we anticipate no impact on demand.

The cost of educating the students in these programs is significantly higher than the cost to educate students in other programs. That cost can be attributed to the need for up-to-date laboratories, needs for and shortage of faculty, deployment of clinical placements and tech support in the classroom. This strategy augments our workforce development efforts.

We appreciate and are truly grateful to the governor, legislators, and the Board of Regents for their support for the FY 2020 enhancement funding. With this support Towson University funded key hires and simulation equipment needs required to support the nursing program: two clinical faculty, one simulation technologist, one simulation operation support staff, and equipment including operations/maintenance.

**The President should also comment on the rationale for only charging the differential tuition to transfer students during the three-year phase-in period...**

The differential tuition for nursing, computer science, and business will be assessed to all students within those degree programs commencing in Spring 2020. But to be clear: all students admitted to Towson for Fall 2019 or earlier are grandfathered and will not be subject to the tuition differential policy.

To provide transparency and advance communications to prospective students, the tuition differential charge will be phased in and only apply to students admitted for Spring 2020 or later.

The tuition differential charge applies to junior and senior-level students (who were admitted in Spring 2020 or later) with a declared major in the following high-demand programs: the College of Business and Economics, the Department of Computer and Information Sciences, and the Department of Nursing.

**...why a greater portion of revenue is not going toward financial aid.**

Differential tuition is not applied as an incremental requirement. It will be applied and included in the student's "Expected Family Contribution" which determines every student's aid package. We have allocated 18.2 percent of tuition differential revenue towards aid, which is the same percentage and proportion set aside for financial aid from all university tuition and fee revenue. We intend to continue this practice.

4. *Page 29—The Chair of the BOR should comment on the BOR's approval for TU to implement differential tuition despite the proposal not providing convincing evidence justifying the differential and the potential impact on students.*

**Chair Gooden response:**

The USM has worked in partnership with the state to keep tuition affordable for Maryland students and families. Thanks to the ongoing appropriations support of elected officials, USM has limited tuition increases for in-state, undergraduate students to no more than two percent for the last several years. However, different academic programs have different costs associated with delivery—this is especially true in programs like computer science, business, and nursing, where faculty and facilities costs are markedly higher and where the Regents have supported differential pricing policies.

For example, our ability to attract faculty to teach computer science, business, engineering, and nursing have been limited in the past due to non-competitive salaries. To attract enough faculty to teach the number of students Maryland needs for its workforce, the USM must be competitive in the compensation packages it offers. A differential tuition policy helps provide the resources necessary to remain competitive in this area.

The USM Board does NOT approve these tuition differential requests lightly. Significant analysis and support for actual cost differential must be provided by the requesting university. The Board places a high priority on maintaining affordability and the potential impact that increased tuition could have on students' ability to enter and remain in these programs. That is why the Regents have insisted that any plan for differential tuition include a formal transition plan addressing the impact on students.

In addition, the Board has requested that all universities who have received tuition differential approval (UMCP, UMB and TU) provide annual reports on the results of those programs. The Chancellor is in the process of updating the USM tuition policy to include such reports as a requirement and it is expected that the Regents will approve this change during the coming academic year.

5. *Page 35—The President [UMES] should comment on the factors attributing to the steady decline in continuing students, efforts taken to retain students, the expected impact the test optional admission will have on enrollment, and efforts to stabilize the budget in fiscal 2021 and the out years.*

**UMES response:**

See attached response from UMES President Anderson, page 17.

6. *Page 36—The President [UMCP] should comment on ongoing efforts to implement the recommendations [related to mold and adenovirus].*

**UMES response:**

See attached response from UMCP President Loh, page 23.

7. *Page 36—The Chancellor should comment on how the recommendations made for UMCP will result in best practices, policies, and procedures being implemented at other campuses.*

**USM response:**

The University System of Maryland (USM) Office has taken a number of steps to address this issue. Of primary importance was last November's distribution of the *Independent Investigation of the University of Maryland, College Park's Handling of the Adenovirus Outbreak and Mold Issues in Fall of 2018* to all USM presidents. Not only did this report clearly state that UMCP followed all applicable standards and protocols in addressing mold and adenovirus, it also provided other useful recommendations for use by other USM campuses. In addition, the handling of mold in campus facilities has been discussed collectively with the Presidents in meetings of the Council of University System Presidents (CUSP) both subsequently and prior to the release of the report. Finally, with the assistance of the Office of the Attorney General, the USM has surveyed campuses for current policies and procedures regarding managing and responding to environmental hazards and will be working with each President to ensure that they implement applicable best practices in this area. The health and

safety of all USM students remains a priority and will be an ongoing topic of communication between the Chancellor, Presidents, and USM staff in the coming year.

8. *Page 38—The Chancellor should comment on how UMES and FSU took advantage of UMB's expertise in developing their PA programs and how USM can encourage institutions to work together taking advantage of institutions knowledge and expertise in developing new programs and initiatives.*

**USM response:**

The Maryland statewide program funding allowed for the Physician Assistant Leadership and Learning Academy (PALLA) to be established on July 1, 2019. In a relatively short amount of time we have been able to accomplish quite a bit.

- PALLA sponsored a board preparation course in Mid-July for graduating PA students (97% of those who attended passed boards on the first try).
- PALLA sponsored students to attend The Maryland Academy of Physician Assistants meeting to present their research and scholarship to improve practice.
- Since July 1 we have hired a professional staff of four and we are in the process of hiring a PhD faculty member to the team.
- Dr. Beth Smolko from FSU and Dr. Cheri Hendrix nominated two fellows, each for the PALLA fellowship. No nominations were received from UMES or Towson this year.
- PALLA developed a 10-month fellowship for clinically practicing PA's which provides a stipend and have recruited four fellows.
- In January the fellows begun their curricular project which is to develop Telehealth learning resources and a curriculum which will be available to the PA Programs via creative commons.
- PALLA has developed a model and a series of simulation cases to assess students' clinical skills across the disciplines and life span.
- PALLA has identified a validated faculty effectiveness self-assessment tool and has created an evaluation tool which is being piloted with the fellows and will be shared with the programs.
- PALLA has created a website to disseminate information and recruit the next cohort of fellows which started January 2020.
- PALLA executive director has provided regional and national workshops (crucial conversation training and competency-based education).
- PALLA executive director has provided feedback to UMES regarding initial accreditation application and response to observations.
- PALLA faculty member Shani Fleming (MSHS faculty member) has provided outreach to UMES.
- PALLA sponsored a national expert speaker on Team Based Learning on January 21, 2020 and invited all PA faculty across the state to attend along with school of medicine faculty.
- PALLA will provide an evaluation/student assessment retreat in 2020.

Through the structure and effort of the PALLA programs housed at UMB, and with the expertise and experience of the UMB faculty, as well as the statewide clinical infrastructure led by UMB, the new and developing health professional programs initiated at our more rural campuses will be strengthened.

9. *Page 41—The Chair of the Board of Regents should comment on the status of implementing the recommendations and efforts to change the culture to ensure good governance practices [related to The Association of Governing Boards of Universities and Colleges (AGB) recommendations] are followed in the future.*

### **Chair Gooden response:**

While 2019 involved a time of great challenge for the USM Board of Regents, it also marked a year of great success as the board implemented both legislative reforms and recommended improvements to its governance structure and administrative processes. In a proactive effort to rededicate itself to the principles of good governance, transparency, and accountability, the USM Board of Regents commissioned the Association of Governing Boards to conduct a comprehensive review of the operations, governance, structure, and future of the Board of Regents.

Shortly after the USM Board of Regents launched its AGB initiative, the University System of Maryland - Board of Regents - Transparency & Oversight Bill was introduced in the Maryland General Assembly. USM Regent Chair Linda Gooden testified in favor of this legislation, which she said was aligned with—and supported—the principles of good governance and increased transparency. Gooden noted that the legislation, which passed the legislature, would strengthen the Board, making it more representative, more transparent, and better focused on its core functions.

While the USM’s shared-governance structure already provided several forums for regents to receive advice and counsel from USM presidents, faculty, staff, and students—additional AGB—and legislative-inspired reforms have improved accountability and effectiveness. Among them:

### **Restoring Public Trust and Confidence**

- Bylaws have been revised so that all Board of Regents vote tallies from open and closed sessions are made publicly available.
- The board launched an e-newsletter for distribution following board meetings to summarize board actions and highlight campus news.
- All regularly scheduled meetings of the full Board of Regents are now live-streamed and archived for the public to view.
- The Board is reviewing its oversight role in university athletics. The Intercollegiate Athletics Workgroup, which annually reviews the financial health and academic progress of student-athletes, has incorporated student health safety in its charge.

### **Improving Board Structure and Engagement**

- The Board of Regents has increased communication opportunities for campus-based leadership groups, including institutional advisory boards and the shared governance councils.
- An Enterprise Risk Management (ERM) Workgroup has been established. This workgroup will monitor policies that require each campus and regional center to establish processes and protocols for identifying and mitigating potential risks and preparing for and responding to crisis.
- With the new chancellor in place, work has begun on a new strategic plan for the USM.
- A new regent orientation and professional development program is now in place that puts greater emphasis on board governance policies, fiduciary responsibilities, legal obligations,

ongoing professional development, and other responsibilities have been developed along with a New Regent Mentor Program.

- The roles of the Board chair and chancellor are outlined in the Bylaws, and the Enterprise Risk Management / Crisis Management process will outline and delineate roles during crisis situations for the chancellor and board chair.
- The Board has added four new members:
  - The Maryland Secretary of Commerce as an ex officio member;
  - One additional member appointed by the President of the Senate;
  - One additional member appointed by the Speaker of the House;
  - An additional student member.

The Board has prepared and submitted a comprehensive report outlining these and other actions to key legislative leaders.

*10. Page 41—The Chair of the Board of Regents should comment on the appropriateness of the buyout package and how it compares nationally to other comparable arrangements.*

**Chair Gooden response:**

The Board of Regents and Chancellor Caret mutually agreed that it would benefit the USM to have his newly announced successor, Dr. Perman, appointed chancellor prior to the 2020 legislative session. Therefore, he agreed to step down from his position as chancellor and assume the position of Chancellor Emeritus on January 5, 2020. This was documented in a letter to Dr. Caret from the Board dated November 26, 2019. As a result, the terms and conditions of Dr. Caret’s contract, as revised on December 16, 2016, were followed. Under paragraph 12 of that contract, Dr. Caret was permitted to spend the first 12 months following his termination as chancellor on sabbatical leave preparing to return to the full-time faculty at Towson University. The 2016 contract stated that the Board would continue to pay him his base annual salary as chancellor through the end of his sabbatical leave, which will be January 5, 2021. (If his termination had occurred June 30, 2020, the date specified in the contract, his sabbatical would have continued for an additional six months, through June 2021.)

While on sabbatical leave, Dr. Caret remains an employee of the USM and remains subject to applicable policies and procedures. Unless he earlier terminates his sabbatical by resigning before July 1, he will satisfy the June 30, 2020 “service completion date” required for him to be eligible for the contingent deferred compensation provided in his 2016 contract and the Participation Agreement entered into under that contract. Dr. Caret’s salary during his sabbatical and thereafter was negotiated at the time of his hiring, set as a percentage of his final salary as chancellor. The deferred compensation in which he vests on June 30th was provided in consideration of several years of service. USM made the required deferred compensation contribution in 2018; there is no additional expenditure of funds required for this in 2020. Like Dr. Caret, most USM presidents are granted tenure at a constituent institution and are offered a one-year sabbatical upon completion of their presidency, in order to prepare to return to teaching. In addition to providing such a sabbatical, contingent deferred compensation is not an unusual element of presidential or chancellor compensation at universities across the country.



## University of Maryland Eastern Shore

**DLS Question: The President (UMES) should comment on the factors attributing to the steady decline in continuing students, efforts taken to retain students, the expected impact the test optional admission will have on enrollment, and efforts to stabilize the budget in fiscal 2021 and the out years.**

### *Enrollment Decline Assessment*

For Fall 2019, the University of Maryland Eastern Shore froze its headcount at 2,886 students. While this headcount includes increases to first-time freshmen and dual enrollment high school students, it was just short of the projected enrollment target of 3,138 by 8% (252 students). While there are many factors that can lead to annual decreases in enrollment, we believe three unique situations contributed to our overall decline:

1. Lack of Enrollment Management Stability
2. Declining Fall 2018 Class
3. Increased AY 2018-2019 Graduating Class

#### **I. Lack of Enrollment Management Stability**

UMES has experienced significant leadership instability and turnover in recent history that directly impacted the start of the 2019-2020 academic year. For example, since 2015, the university has employed, three Financial Aid Directors, three Directors of Admissions, two Directors of Advising and Retention, and two Vice Presidents of Enrollment Management. This lack of consistency limited UMES' ability to implement a tangible strategic plan that could stabilize the declining enrollment. Ultimately, this decline led to several administrative changes across the university. Those changes included the hiring of a new University President (September 2018). Upon her arrival, President Anderson conducted a comprehensive review of her current administration and determined changes were needed to support her strategic growth plan and administrative needs. As a result, the following hires were made: Vice President for Enrollment Management and Student Experience (VPEMSE February 2019), Director of the Center for Access and Academic Success [Advising and Retention] (May 2019), Director of Financial Aid (July 2019), and Director of Admissions (August 2019). In addition to the strategic hires, President Anderson combined the divisions of Enrollment Management and Student Affairs to allow for an integrated and strategic approach to recruitment, student engagement, and degree completion. Thus, a critical task for the new VPEMSE was implementing this new structure and creating synergy among the fourteen various units. This included, but was not limited to, training staff on enrollment management strategies, establishing a series of student enrollment data reports shared amongst leadership, enhancing the utilization of institutional aid, and creating strong divisional partnerships with areas such as Academic Affairs and Marketing.

However, despite these challenges, the new leadership was able to achieve positive milestones which we believe will position the institution for future success. These milestones include, but are not limited

to, new Dual Enrollment agreements with several neighboring county school districts (Dorchester County, Wicomico County, and Worcester County) and achieving a 6-year graduation rate of 41% for the 2013 cohort – the highest 6-year graduation rate in 20 years (1999).

In the area of retention, the new leadership established a strong partnership between Enrollment Management and Academic Affairs. This new dynamic has helped strengthen student success activities such as academic advising, monitoring of student credit hours, and block scheduling of courses. UMES continues to maintain its Carnegie Classification of Doctoral University-High Research Activity. For the 2018-2019 academic year, we awarded 24 research/scholarship doctorate degrees and 91 practice doctorates. UMES also remained a Top 20 HBCU according to the 2020 *US News and World Report* college rankings.

## II. Declining Fall 2018 Class

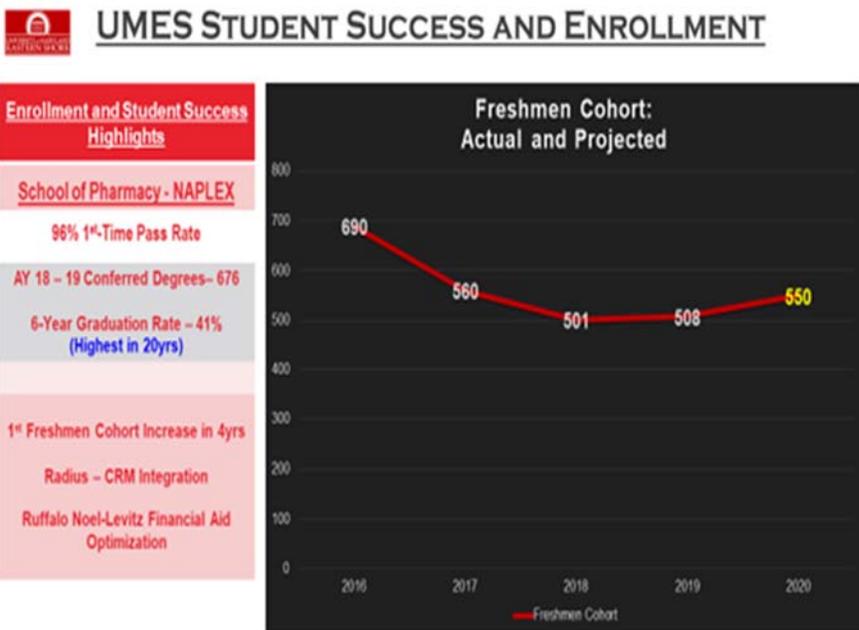
Fall 2019 marked the first positive increase to UMES' fall incoming freshmen cohort in five years (fall 2015 – 1,011, fall 2016 – 698, fall 2017 – 560, fall 2018 – 501, **fall 2019 – 508**). According to archived data, fall 2018's incoming class of 501 first-time freshmen was the smallest incoming cohort in 20 years (fall 1999 – 533).

In addition, overall graduate enrollment declined to a total of 596 students, the lowest total since 2011 (647). Fall 2018's shortfall in students not only contributed to the declining overall headcount in 2019, but to budgetary reductions that impacted retention and degree completion initiatives during AY 2018 - 2019.

In spring 2019, UMES launched a plan to gradually increase undergraduate student enrollment population by approximately 17% over the next ten years. This increase will be created by a new strategic focus on enrollment management, which supports both a robust recruitment plan and enhanced retention goals. In the realm of recruitment, several new goals and initiatives are underway to improve undergraduate recruitment. One of the goals developed is

increased engagement with our prospective student population. Starting fall 2019, over 40 preplanned automated messages are tailored and sent to prospective students, applicants, and admitted students. UMES also deployed a social media communication campaign. The campaign incorporates weekly scheduled and impromptu communication through Facebook, Twitter, LinkedIn and Instagram allowing prospective and current students an opportunity to connect with what is happening on campus.

### Test-Optional: The case for UMES



Another new initiative was implementation of a ‘Test-Optional’ admission criteria – whereas the necessity to evaluate standardized test scores would be waived for students who earn a GPA of 3.4 or

Year	2nd Yr Retention by HS GPA Range		AVG	6 Yr Graduation Rate by HS GPA	
	< 3.0	3.0 - 3.6		< 3.0	3.0 - 3.6
2008	67	76		32	44
2009	64	68		30	35
2010	66	73		32	46
2011	64	74		32	49
2012	65	70		32	50
2013	71	75	AVG	32%	45%
2014	65	72			
AVG	66%	73%			

higher in a college preparatory program. UMES’ internal student-performance tracking shows admitted students with a high school GPA of 3.4 or higher demonstrate higher persistence and 6-year graduation rates than their peers. We believe this change in admission criteria would boost overall undergraduate applications by approximately 10% -15%.

As an institution, becoming test-optional allows UMES:

- To be in line with national admissions best-practices, adopted by many institutions across higher education (George Washington University, Hampton University, Old Dominion University, Temple University, etc...).
- To align with the recruitment tactics of UMES’ Middle States Peers.
- To remain competitive with recruitment and admission of students from highly targeted underrepresented and underserved communities.
- To remain true to its access mission by evaluating students' potential for success more holistically by utilizing additional materials such as High School Transcripts, Faculty Letters of Recommendations, Research Experience, and Community Service.

Other goals and performance measures include joining both the ‘Common Application’ and ‘Black Common Application’ networks, implementation of the University’s CRM (Radius – Campus Management), expansion of our recruitment programming, and extending our presence in territories to include California, Nevada, Illinois, and Kentucky. In addition, to achieve our fall 2020 enrollment projections, UMES seeks to increase its total undergraduate application pool by 50% (6,000), as well as increase its total number of admitted students by 8% (2,800). To enhance graduate enrollment, we have launched several initiatives including, but not limited to, increased recruitment at the USM Regional Centers, and applying for provisional accreditation for the Physician Assistant Program. Receiving provisional accreditation from ARC-PA will allow UMES to accept applications for the next incoming class.

### III. Increased AY 2018-2019 Graduating Class

Student Level	AY 2017-2018	AY 2018-2019
Undergraduate	482	508
Graduate	152	168
Total	634	676

During AY 2018 – 2019, UMES increased its total graduates by 6.6% (42). While this increase represented a significant boost to UMES’ overall 6-year graduation rate (41%), the loss of students to degree completion, combined with low recruitment outcomes posed a significant challenge for the institution to overcome with respect to its fall 2019 enrollment projections. However, despite the challenges associated with graduating more students, UMES is focused on enhancing student success

and degree completion through the utilization of degree completion mini-grants, a newly developed degree audit system, and the implementation of the Starfish early-alert system.

In the spring of 2019, the institution utilized the creation of institutional mini-grants to target near-completers in the 6-year graduation cohort for funding support. Funds were not utilized to eliminate entire financial debts. Instead, the funding was used to ensure the persistence of cohort members towards degree completion. In addition, awards were tied to criteria such as attending financial literacy workshops, meeting with academic advisors, and meeting with career development counselors. These activities are intended to assist students with understanding the financial cost associated with prolonged enrollment while at the same time encouraging degree completion.

Beginning fall of 2019, UMES began a process to fully integrate its degree auditing tool in every aspect of the enrollment process. Working in collaboration with the Center of Access and Academic Success, the Registrar’s Office will create degree audit themed communications targeted at students and push a copy of their updated degree audit for review at the conclusion of each semester.

**ENHANCE STUDENT RECRUITMENT INITIATIVES**

Expanding the UMES Brand	Information Technology Enhancements	Counselor and Student Engagement Enhancements
<p>→ <b>Joined Common App &amp; Black Common App Network</b></p> <p>Nationally recognized admissions application platform</p> <p><b>New Recruitment Territories</b></p> <p>California, Nevada, Illinois, Kentucky, Texas, Georgia &amp; Wisconsin</p> <p><b>Transfer Recruitment Enhancements</b></p> <p>Enhanced Transfer Recruiters from 1 → 4 Established Articulation Agreements with PGCC, MCC, and Wor-Wic; Established \$50k Transfer Scholarship Fund</p> <p>→ <b>High School Dual Enrollment</b></p> <p>Established Dual Enrollment Agreements with Prince George’s County, Dorchester County, Wicomico County, and Worcester County</p>	<p>→ <b>Paper Automation</b></p> <p>Automated transcript retrieval through the utilization of Parchment Transcript Services</p> <p><b>Targeted Communication through CRM</b></p> <p>Implemented New Recruitment Communication Campaigns through CRM Radius Campus Management</p> <p><b>Text Messaging Alerts</b></p> <p>Utilizing Mongoose text services, prospective students receive real-time text alerts, and reminders of their application status</p> <p><b>Financial Aid Optimization</b></p> <p>Partnered with Ruffalo Noel Levitz to provide Financial Aid optimization. This service will position UMES to maximize its current institutional aid awards to support more students during the recruitment cycle.</p>	<p><b>High School Counselor Advisory Board</b></p> <p>Advisory board provides real-time feedback and guidance related to trends, and operational concerns within our various recruitment territories. Board has representation from, Balt City, PG County, DC, Del</p> <p><b>Welcome Back Campaign</b></p> <p>Current UMES students are identified to go back to their High School to discuss their Hawk Experience and encourage students to apply</p> <p><b>Mid-Semester Resource Fairs</b></p> <p>Student Organizations, Career Services, mental health, library services</p> <p><b>Counselor Open House</b></p> <p>Special UMES discovery day dedicated to High School Counselors in the surrounding counties and states</p>

Lastly, launching in the spring of 2020, UMES will utilize Starfish, a Positive Reinforcement/Early Alert System designed to enhance faculty engagement and student success. When used effectively, Starfish becomes an intervention tool utilized by faculty and advisors to track student progression and reward successful habits while also addressing challenges in academic performance. This tool will be used in conjunction with cohort-based academic advising to

provide a comprehensive array of intrusive academic support.

Working closely with President Anderson and the entire cabinet and leadership team, we are sure we are working to implement best practices in recruiting and retention and we will continue to push forward to grow our enrollment to reach our goal of 17% over the next ten years.

***Efforts to stabilize the budget in fiscal 2021 and the out years.***

A financial four-year strategic direction was established in summer of 2019. The plan strategies focus on controlling costs, creating new and sustainable revenues and continuous efficiency initiatives in a transparent inclusive process across the campus. Each year establishes a new budget direction and preceding years build on each theme.

**Fiscal Year 2020**

Established an inclusive budget process where budget authorities discuss and provide input and understand accountability to ensure operations are conducted within budget.

- Budget process that rewards new initiatives and cost savings.
- Started efficiency initiatives across campus divisions.

Fiscal Year 2021

- Create a positive atmosphere for new and sustainable revenues.
- Complete a compensation study to identify wage inequities, disparities and overlapping job functions for potential position consolidation.

Fiscal Year 2022

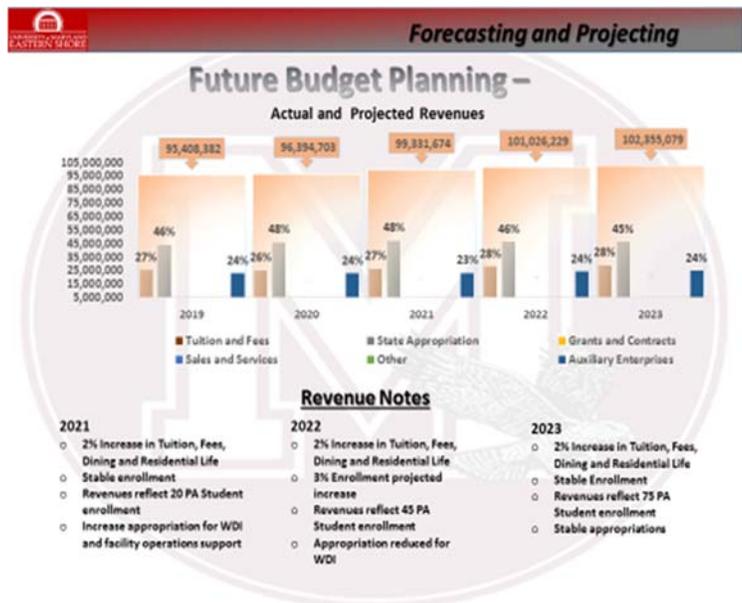
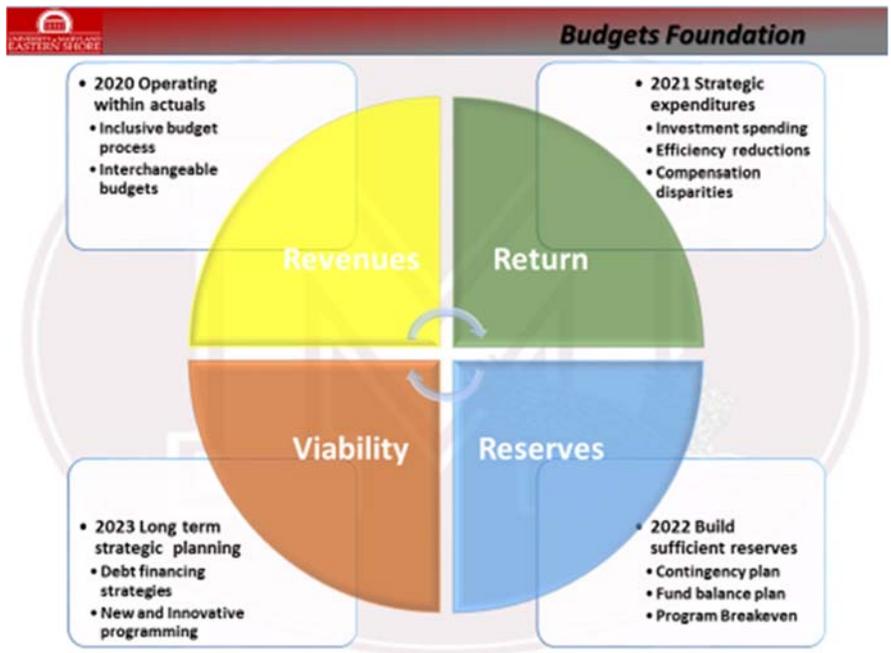
- New systems to streamline business processes for continued cost efficiencies.
- Continue to analyze and develop plans for program expansion and contraction from data driven decisions.

Fiscal Year 2023

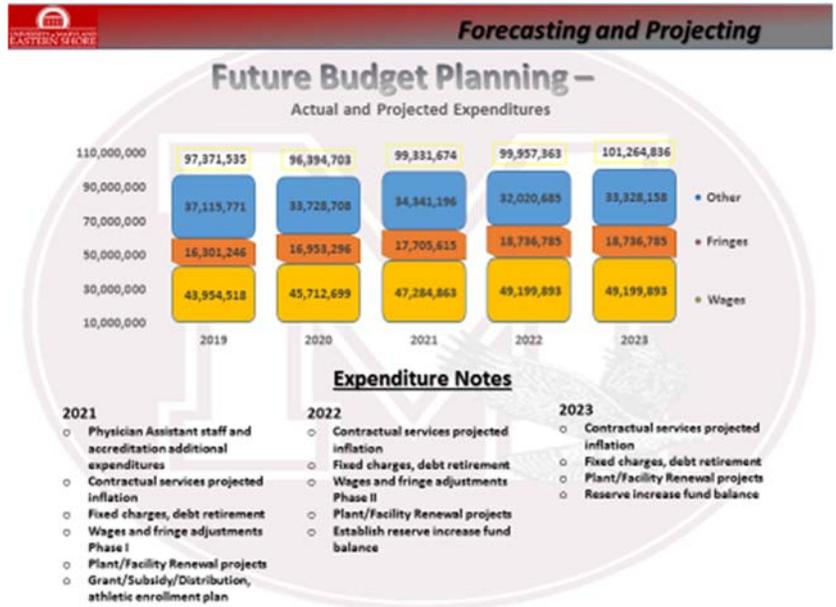
- Develop and implement facility efficiencies
- Develop and implement system collaborations
- Finalize budget policies that addresses enrollment/resource fluctuations

The fiscal year 2020 budget is the start of the four-year plan, which reflects the start of conservative budgeting and establishing expenditure controls, to better enable and proactively address unexpected revenue shortfalls. FY 2020 was developed within the overall plan strategy to ensure future balance budgets.

Future revenues are forecasted conservatively with slight increases in rates, addition of physician assistant enrollment starting in fiscal year 2021 and 3% enrollment growth by fiscal year 2022.



Projected expenditures start with significant budget reductions in 2020. Future budgeted expenditures include slight increases in wages, new facilities and potential inflation factors within a few expenditure categories. Future expenditures are budgeted based on conservatively forecasted resources.





## UNIVERSITY OF MARYLAND

### University of Maryland, College Park

#### **DLS Question: The President (UMCP) should comment on ongoing efforts to implement the recommendations [related to mold and adenovirus].**

I want to begin my comments by saying that we remain deeply saddened by the death of Olivia Paregol. Her death was a great tragedy for all — for her family, friends, and the University as a whole. The University of Maryland has carefully reviewed the recommendations from the University System of Maryland’s independent review into UMD’s handling of adenovirus and mold in fall 2018. The report, “Independent Investigation of the University of Maryland, College Park’s Handling of the Adenovirus Outbreak and Mold Issues in Fall of 2018,” was delivered to the university on November 13, 2019, though our response began much earlier.

We have attached a summary of the university’s progress toward implementation of all of the recommendations. This progress is the result of continuing, coordinated cross-campus efforts to evaluate and update current policies and practices. Here are some of our key cross-campus efforts: In addition to immediate interventions, we implemented a comprehensive Moisture Control Plan in our residence halls in the summer of 2019, which included over 100 projects in 19 residence halls and 11 university-owned fraternity and sorority chapter houses. The projects included window replacements, dehumidifiers, piping insulation, roof replacements, HVAC upgrades, foundation waterproofing and more.

We also implemented extensive training for Residential Facilities staff and created an educational campaign for residents. Along with less extreme weather conditions, these efforts have proven very effective. In fall of 2019, reports of mold in our residence halls and chapter houses decreased 90% compared to the previous year.

Then, this past fall, we also implemented the MoistureWatch program, which included the installation of smart sensors in strategic locations on campus—70 in housing facilities and 120 in academic and other non-residential buildings. These smart sensors provide an early warning for rapid response. They monitor temperature and relative humidity and calculate the dew point. If humidity rises above 70%, the sensors trigger a notification to the Facilities Management Customer Response and Incident Response units. Staff on these teams work around the clock, 365 days per year. Once an alert is received, a technician is dispatched to inspect the area to begin addressing the issue. This system provides us with constant, cross-campus monitoring of buildings with recurring incidents of mold. It enables us to precisely target spaces that need monitoring and centralizes the data, empowering us to respond proactively.

We have also made significant improvements in the way our University Health Center (UHC) tests for and tracks illnesses. The UHC has increased on-site laboratory testing of patients to get results more quickly. The center also reports results more quickly—on a weekly basis—for cases of flu-like

illnesses, gastroenteritis, and other communicable infections. It also updates the Chesapeake Regional Information System every two weeks instead of monthly.

As another proactive step, we are working to get specially targeted information to students, faculty and staff with compromised immune systems and other underlying health conditions. Under federal law, we can only do this once people self-identify their situation, and we are actively encouraging them to do this so we can increase these alerts. In the past six months, approximately 400 additional students self-reported. We also ask such students to meet with a UHC provider at the beginning of the school year.

In addition to the recommendations made by the independent review team, we appreciate their finding that without exception, “1) the University employees involved with adenovirus and mold issues in the fall 2018 worked tirelessly to address the issues they confronted; 2) student health and safety was the paramount concern; 3) cost was never a limiting factor in the University’s response to these two issues; and 4) no employee intentionally withheld or delayed disclosing pertinent information.”

Our work in these areas is ongoing and we will continue to make improvements throughout campus to address the recommendations in the report. Thank you for your attention to, and support of, this important work.

###

NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020					
Recommendation Overview	Under review	Soon-to-be initiated	Initiated and ongoing	Completed	Notes
Generally					
Establish a mature culture of emergency management across all levels of the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This is our goal, and we continually work to improve our approaches to prevent, mitigate, prepare for, respond to and recover from all types of unanticipated emergency events.
Provide training through a trackable platform to ensure appropriate staff complete training in Federal Emergency Management Agency (FEMA) National Incident Management System (NIMS) and Incident Commander System (ICS)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Office of Emergency Management has established a tracking tool and is in the process of updating the list of staff to complete training.
Review roles and responsibilities of staff at all levels during a range of campus incidents and emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This is an ongoing process. Core emergency management teams (e.g. IRT and EMC) continue to participate in an annual set of trainings and exercises to ensure readiness for all types of unanticipated emergency events.
Err on the side of activation of its emergency plans during real campus events	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As part of the required annual review of the Emergency Operations Plan (EOP), we are clarifying and revising criteria for emergency plan activation.
Designate a person or role for crisis communication who has direct access to decision makers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In addition to the Chief Communications Officer in the Office of Strategic Communications, this person or role will be supported by the AVP of Strategic Communications.
Evaluate the current structure of the marketing department and identify one of the four branches which owns "crisis communication" for the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	This has been, and will continue to be, University Communications within the Office of Strategic Communications.
Involve and leverage the IRT	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The university's EOP is being updated to clarify when the IRT must be activated. As is current protocol, the IRT may be activated at any time at the request of the chair or any member.
<b>Mold</b>					

<b>NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020</b>					
<b>Recommendation Overview</b>	<b>Under review</b>	<b>Soon-to-be initiated</b>	<b>Initiated and ongoing</b>	<b>Completed</b>	<b>Notes</b>
Although air sampling is not required under EPA or OSHA guidelines, and although recommended against by DESSR and BDL, consider air sampling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The university will consider this.
Identify persons who are sensitive receptors to mold and make provisions to notify, remove or protect them from environmental incidents. At a minimum staff should be trained that mold growth may result in very different effects upon building occupants due to individual sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The university responds to and takes action on reports of visible mold. For individuals with concerns about sensitivity to mold, the university encourages them to seek medical advice. Any requests for accommodations are addressed through existing practices (e.g. human resources, resident life). DRF has also updated their process and procedures, and increased training for staff in the science of mold, how to properly clean and safety protocols for addressing mold to include process for an employee who is sensitive or allergic to mold.
Coordinate with the communications department to review readiness to set up all call centers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The university is procuring emergency call center and related support services.
Review the Tririga system for effectiveness in management and reporting of work tasks and alerts of trends and clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The university has determined that the Tririga system does not have the capability to provide complex reporting and alerting on trends and clusters. DRF is looking at short term and long term solutions to address this deficiency. In the short term, using exported data from the Tririga system, a separate data analysis tool is being implemented and additional business processes identified to respond to findings from the analysis. In the long term, DRF is working with UMD procurement to identify a new, more robust software package that will have reporting and alerting as one of its capabilities.

<b>NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020</b>					
<b>Recommendation Overview</b>	<b>Under review</b>	<b>Soon-to-be initiated</b>	<b>Initiated and ongoing</b>	<b>Completed</b>	<b>Notes</b>
Investigate the feasibility of installing Dedicated Outside Air Supplies (DOAS) in residential buildings to assist in controlling building pressurization and, as a result, indoor relative humidity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	A comprehensive modernization of the housing inventory through 2032 is underway and will include the installation of DOAS systems. Currently, the program has installed systems in 9 existing chapter houses, 2 existing residence halls and 2 newly constructed residence halls (Oakland and Prince Frederick). Two new residence halls currently under construction on varsity practice field will also have this system. To install DOAS in all the residence halls and chapter houses would cost approximately \$250 million.
Investigate modifications to the chilled water supply temperature to the Fan Coil Units (FCUs) for cooling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Working with Facilities Management, DRF identified the residence halls where the control modification of the chilled water supply temperature would be beneficial.
Trim back the ledge that still extends over the fan coil unit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A multi-year project for North Hill and North Campus residence halls will begin in Summer 2020 to make modifications.
<b>Adenovirus</b>					
Establish tighter syndromic surveillance to monitor trends of influenza-like illness (ILI), conjunctivitis, and gastroenteritis. The UHC could consider broadening the reported list of diagnosis codes by reviewing their most frequent diagnoses. While likely not possible through the electronic medical system, the UHC should explore ways of automating reporting so patterns above baseline are flagged or become "high alert" without having to manually run the report	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The UHC has already selected the relevant frequent diagnosis. Any diagnosis that is not common is immediately monitored. The UHC is also reporting and recording statistics on a weekly basis for cases of ILI, gastroenteritis, and other illnesses. The UHC and the Prince George's County Health Department are in regular communication about potential health issues trending in the county.

<b>NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020</b>					
<b>Recommendation Overview</b>	<b>Under review</b>	<b>Soon-to-be initiated</b>	<b>Initiated and ongoing</b>	<b>Completed</b>	<b>Notes</b>
Implement a system that allows for more frequent laboratory test verification for patients seen at the UHC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The UHC has implemented more frequent use of point-of-care laboratory testing when caring for patients. Some tests require health department approval and are performed by the CDC. The UHC will request assistance from the health department for such tests when warranted.
Receive full documentation of all after-hours UHC calls for all students, not just students enrolled in certain plans; possibly contract with an after-hours telephone provider not related to the insurance plan and thus funded through a different source	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The UHC is working with Procurement and General Counsel to correct this issue with the after-hours broker as soon as possible. The UHC receives documentation of after-hour UHC calls for any student who calls the after-hours Nurseline.
Establish procedures in place for targeted outreach to students with underlying health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The UHC regularly sends messages to students with tips for staying healthy and guidance on what to do when they are feeling ill. This year, the UHC has implemented additional measures to target students with certain chronic health conditions. The UHC requested that students with a compromised immune system and certain underlying medical conditions document this with UHC along with submitting the required immunization forms. Those students who identified as having a compromised immune system received additional messages and guidance and were encouraged to meet with a UHC provider at the beginning of the school year.
Update the University's eligible population in the Chesapeake Regional Information System for our Patients (CRISP) more frequently to ensure that the UHC has included the broadest array of students within that population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The UHC now updates the CRISP system every two weeks instead of monthly.

<b>NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020</b>					
<b>Recommendation Overview</b>	<b>Under review</b>	<b>Soon-to-be initiated</b>	<b>Initiated and ongoing</b>	<b>Completed</b>	<b>Notes</b>
Strengthen the CIDMC by including an infectious disease specialist on the committee. It should also include at least one UMMC pediatric or adult infectious disease specialist, or someone with a global health perspective even if they can only attend remotely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The CIDMC has added Dr. Wilbur Chen to the committee. He is an infectious disease specialist and Chief of the Adult Clinical Studies section within the Center for Vaccine Development and Global Health and Director of the UMB Travel Medicine Practice. The CIDMC will consult with other specialists as indicated.
Adjust the responsibilities of the UHC director to reduce percentage of patient care and burdens on the UHC director and broaden the senior leadership within the UHC, particularly on the medical side, to allow shared representation on campus committees and internal supervision of clinical services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Vice President for Student Affairs is presently revising the position description for the vacant position of UHC Director. The percentage of clinical or patient care is being reduced to allow for greater administrative oversight of the department. Upon appointing the new Director, an evaluation of the organization will be undertaken to determine the most effective model for departmental senior leadership.
Once a decision is made to send a campus-wide message, the process for sending that message should be more streamlined	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	New standard operating procedures for campuswide communications are currently being drafted. In the case of campuswide emails that address health communications, UHC collaborates with local and state health departments to ensure accuracy of information before finalizing messages through Strategic Communications.
Hire a dedicated communications professional assigned to the UHC with experience in health-related communications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A dedicated communications staff member is currently being evaluated by the UHC Interim Director. The CIDMC is ensuring current and on-going communications meet health literacy standards.

NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020					
Recommendation Overview	Under review	Soon-to-be initiated	Initiated and ongoing	Completed	Notes
Review the CIDMP to ensure it adequately contemplates non-reportable diseases and corresponding communication strategies and requires a declaration level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The CIDMC, with members from across campus, meets periodically to ensure that emergency response plans are updated and campuswide communications are developed appropriately for all stakeholders. The CIDMP currently states that cases and outbreaks of new and emerging infections or existing infections are an ongoing potential hazard to the health and safety of the University community. The CIDMP provides a framework for how key units at UMD will work together internally and with local, state, regional and national public health authorities to manage the incidence of infectious disease on our campus. As a part of the larger EOP, the CIDMP names levels of response that are designated 1, 2 and 3 based on the transmissibility, number of cases and morbidity and mortality associated with a particular infection.
<p><b>Note:</b> Outside the scope of these recommendations, the university has also launched a comprehensive <b>MoistureWatch Program</b> to enhance our efforts to address concerns about moisture and humidity on campus. As part of the MoistureWatch Program, Facilities Management has installed smart sensors in strategic locations on campus. The sensors monitor temperature and relative humidity and calculate the dew point. If humidity readings go above 70%, the sensors will trigger a notification to the Facilities Management Customer Response and Incident Response units. Staff on these teams work around the clock, 365 days a year. Upon receiving an alert, a technician will be sent to inspect the area to begin addressing the issue. The enterprise solution will allow us to monitor the buildings with recurring incidents of mold. We will be able to select the spaces we want to monitor, centralize receipt of the data and address accordingly.</p>					
<b>Key</b>					
CIDMC: Campus Infectious Disease Management Committee					
CIDMP: Campus Infectious Disease Management Plan					

<b>NOTE: Requested by Department of Legislative Services, DRAFT progress report as of 1.14. 2020</b>					
<b>Recommendation Overview</b>	<b>Under review</b>	<b>Soon-to-be initiated</b>	<b>Initiated and ongoing</b>	<b>Completed</b>	<b>Notes</b>
DESSR: Department of Environmental Safety, Sustainability & Risk					
DRF: Department of Residential Facilities					
EMC: Emergency Management Council					
EOP: Emergency Operations Plan					
FM: Facilities Management					
IRT: Incident Response Team					
UHC: University Health Center					