

Education Policy and Student Life - November 8, 2021



November 08, 2021 09:00 AM - 05:00 PM

Agenda Topic	Page
1. New Academic Program Proposal - UMCP: Doctorate of Business Administration	2
2. Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report	28
3. PK-20 Pipeline Issues	41
4. Articulation Efforts at USM Institutions	42
5. Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)	43
6. Notification of Awards: Regents Scholars – Academic Year 2021-2022 and Elkins Professorships – FY 2022	55



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

TOPIC: New Academic Program Proposal:
University of Maryland, College Park: Doctorate of Business Administration

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: The University of Maryland, College Park (UMD) proposes to establish a Doctorate of Business Administration (DBA). The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. The DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application approach than would be part of a Doctor of Philosophy program. The initial areas of focus for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area.

The program consists of 54 credits, including a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in the following categories: research tools and methodologies (10–12 credits), courses in the student's major field of study (22–24 credits), and practice-focused elective courses (10–12 credits). The capstone project research will address a real-world applications in business or government. The program will also develop and build upon skills that students will continue to use throughout their subsequent careers as leaders in organizations and industries.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposals from University of Maryland, College Park to offer the Doctorate of Business Administration.

COMMITTEE RECOMMENDATION: DATE: November 8, 2021

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

September 23, 2021

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

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

Dear Chancellor Perman:

I am writing to request approval for a new Doctorate of Business Administration program. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in cursive script that reads "Darryll J. Pines".

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

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Jennifer King Rice, Senior Vice President and Provost
Prabhudev Konana, Dean, Robert H. Smith School of Business

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Business Administration
Title of Proposed Program

Doctor of Business Administration
Award to be Offered

Fall 2022
Projected Implementation Date

050101
Proposed HEGIS Code

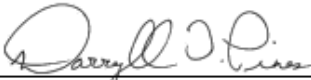
52.0201
Proposed CIP Code

Robert H. Smith School of Business
Department in which program will be located

Rebecca Hann
Department Contact

301-405-7132
Contact Phone Number

rhann@umd.edu
Contact E-Mail Address


Signature of President or Designee

09-23-2021
Date

A. Centrality to the University's Mission and Planning Priorities

Description. The Robert H. Smith School of Business at the University of Maryland, College Park (UMD), proposes to revive its program leading to the Doctorate of Business Administration (DBA), last offered in the mid-1980's. The DBA is a practitioner-oriented professional doctoral-level degree designed for senior executives and researchers in industry and government for whom advanced research skills in analyzing business problems are required. Rapid developments in technology, big data and artificial intelligence, and machine learning techniques, are all impacting traditional and digital marketplaces and leading to innovative business and financial models. There is a growing demand for senior executives who have a deeper understanding of these developments and the ability to apply them in the corporate world. In 2013, the Association of Collegiate Schools of Business (AACSB), the national accrediting body for schools of business, highlighted the need for programs that provide advanced skills, those refined through doctoral education, to the corporate economic sector. The proposed DBA is structured to provide more advanced skills in leadership and problem-solving than one would earn in a master's degree, while also providing a more practical application approach than would be part of a Doctor of Philosophy program such as that currently offered by the Smith School or at other Maryland institutions. The initial areas of focus for this cohort-based program will be in information systems, marketing, and finance. Cohorts are anticipated to include 5-10 students in each area and to draw primarily from corporate partners in the Washington, DC area.

Relation to Strategic Goals. The University's mission statement highlights the institution's role as the flagship campus and one of the country's first land-grant universities. As such, UMD's mission statement sets a goal to "continue to build a strong, university-wide culture of graduate and professional education" and to provide knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. The Robert H. Smith School of Business houses one of the strongest academic faculties in the world and regularly places in the Top 15 in the Financial Times Rankings of "Top Professional Research Institutions in Business." The research and experience of the faculty are particularly suited to attract outstanding executives who are seeking a more thorough understanding of business analytics, marketing technology, finance technology and associated business, marketing and financial issues, and their global implications. Faculty and staff currently affiliated with the Robert H. Smith School of Business hold appropriate degrees in economics, statistics, marketing, finance, information systems, management, and public policy that are relevant and necessary for the DBA degree.

Funding. Resources for the new program will be drawn from the existing infrastructure for master's and Ph.D. programs within the Smith School and will be supported by the DBA program's tuition revenue. Because the cohort sizes in this program are expected to be small relative to, for example, the Smith School's MBA programs, these existing offices have the capacity to support the DBA.

Institutional Commitment. UMD's Provost and President fully support the development of this program as an important component of sharing the expertise of our faculty with the workforce of the surrounding community.

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

Regional Need. Students interested in this program will be working professionals who want to accelerate and solidify their careers as accomplished leaders in business organizations and in government agencies by using doctoral-level research skills in business, marketing analytics, operations, or finance. The purpose of such a program is not to remove executive level professionals from their organizations and launch them into academic careers but enhance their abilities to make effective change in their own specific organizations and industries. College

Park serves the Washington metropolitan area, which has a large collection of organizations, including federal agencies, private businesses, non-governmental organizations, and consulting firms, that will benefit by having professionals who have both the research abilities and implementation skills to make their organizations stronger. Professionals looking to advance their careers in these sophisticated organizations will be more competitive with a DBA degree.

State Plan. The proposed program addresses the Maryland State Plan's Goals to foster innovation in Maryland higher education, and specifically Strategy 8, to partner with industry to develop long-term graduate educational opportunities¹. As noted above, corporations are increasingly reliant on technology advances, large data, digital marketplaces and complex financial models to grow their organizations. As a result, senior executives increasingly require a deep understanding of these areas and apply them in practice. The DBA's focus on application-oriented projects that are relevant to the learner's organization is well matched to the goal of increased workforce development.

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

The Bureau of Labor Statistics² Occupational Outlook Handbook indicates that the "Washington-Arlington-Alexandria, DC-VA-MD-WV" is one of the top metropolitan areas for employing executive-level management level positions. This is further highlighted by a 2016 report "Trends in Workforce Demand" conducted by the Metropolitan Washington Council of Governments³. This report charts the job growth in the Metropolitan Washington DC area and makes national comparisons of job growth. The DC/MD/VA region has seen a 6% growth rate in both Professional and Business Services and Trade, Transportation, and Utilities. The Professional and Business Services industry cluster has experienced significant growth in the Management, Scientific and Technical Consulting Services. Some of the top corporations in the DC/MD/VA area are Accenture, Booz Allen Hamilton, and Deloitte, who are known to prefer individuals with doctoral-level credentials for their executive and top corporate research positions.

The DBA will focus on three areas of specialization that reflect these same job growth trends in the DC/MD/VA. The Finance specialization will provide the skill set required by not only the top companies identified above but also by the highly regarded employers at the International Monetary Fund, Cornerstone Research, the World Bank, and the Federal Reserve Board. The Information Systems area of specialization will provide individuals with business analytics expertise and expand on project management training. These skills are in demand by companies such as Booz Allen Hamilton. The Marketing area of specialization will also expand on marketing analytics and consumer behavior within an industry and management perspective. With the development of Amazon's H2Q in the Washington DC area metro, we anticipate that these skills in all three areas of specialization will be highly coveted.

D. Reasonableness of Program Duplication

The Maryland Higher Education Commission's Institution Program Inventory identifies only one other Doctor of Business Administration program, offered by the University of Maryland Global Campus. UGMC's 48-credit program is designed as an online curriculum to be completed

¹ <https://mhec.maryland.gov/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

² <https://bls.gov/ooh>

³ <https://wtop.com/wp-content/uploads/2016/05/312455432-The-Trends-in-Workforce-Demand-Report-by-the-Metropolitan-Washington-COG.pdf>

through part-time enrollment, with a restriction of one course per term. The content is more broadly defined on business intelligence, ethics, and complex decision-making, but does not have the in-depth focus areas identified in UMD's program.

Three universities offer a Ph.D. program in a business field. Capitol Tech University offers a more narrowly focused Ph.D. program in business analytics and data science, in an online format.

Like UMD, Morgan State University (MSU) offers a research-based, 60-credit Ph.D. program in Business Administration, with specialty areas in Human Resource Management, Marketing, Entrepreneurship, and Hospitality Management, as well as Accounting and Finance. As noted on MSU's web site: *"The Ph.D. program prepares graduates for careers in research, teaching, and consulting in various functional areas of business. Graduates of the program are expected to make significant contributions to the advancement of knowledge of business practices through research and consulting, and to disseminate such knowledge through their teaching. The curriculum is designed to provide graduates with in-depth exposure to a specific business content area, sophisticated analytical methods, and education techniques. This last feature is unique to the program and is structured around different aspects of exposure to university-level teaching."* The program's enrollment is about 20-25 students, with 3-6 graduates per year. UMD's 54-credit Ph.D. program, formally titled "Business and Management", covers similar areas of scholarly study with a focus on preparing graduates for academic careers in research universities. UMD's program has typically 80 students enrolled across all areas of study, with 16-20 graduates per year. The two programs have co-existed for many years. Typically, about 75% of UMD's Ph.D. students in the Smith School are international. Over the past five years, 86% of graduates have continued into tenure-track positions in research-active universities.

Unlike Ph.D. programs, the DBA is a practitioner-based program for working professionals whose career goals are squarely within corporate or financial sectors. Rather than pursue a scholarly research topic with a dissertation, students will create a plan of study with an applied capstone project based on a practical problem they may face in their current employment. UMD's DBA program is designed to be comparable to other existing successful programs, such as those at Washington University in St. Louis, Case Western Reserve University, the University of Florida, and Georgia State University.

More specific information regarding the differences between MSU's Ph.D. program and UMD's proposed DBA program, other than the credential itself, will be provided below.

E. Relevance to Historically Black Institutions (HBIs)

See below.

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

There are a number of major differences, between the program proposed here and Morgan State University's (MSU's) Ph.D. program in Business Administration. Foremost is the target audience: MSU's Ph.D. program has an advertised focus on preparing individuals for careers in academia, through its unique focus on university-level teaching, as noted in its promotional materials. MSU's Ph.D. curriculum is designed to provide a broad knowledge of business operations, an understanding of scientific inquiry, and a firm theoretical foundation of business fields, with an emphasis on teaching. Students are required to teach at least one course in their area of specialization. Alumni from the program have secured tenure-track faculty positions at a variety of institutions, with a high placement rate.

In contrast, DBA candidates in the program proposed here will remain as working professionals throughout the program, and upon graduation, will continue in corporate or government sectors,

with the intent of moving to higher positions of leadership. The DBA program expressly does not prepare individuals for academia. There is no emphasis on teaching. The curriculum is practice-focused, with segments in research methodology, analytics, legal and ethical issues in big data management, and regulatory structure.

The target geographical region for this program is in the Washington, DC area, for which there is good access to College Park.

MSU's program has a clear identity in the academic sector. The proposed DBA program is a complementary pathway that does not interfere with this identity.

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

Curricular Development. The curriculum was developed by faculty within the Smith School of Business, drawing upon their expertise in the three identified areas of focus of Information Systems, Finance, and Marketing.

Faculty Oversight. Each of the three specialty areas will have a faculty coordinator from the tenured Smith School faculty. The faculty coordinators will be responsible for overseeing student progress as well as matching each student with a faculty mentor for their capstone projects. They also serve as the oversight committee for the program along with the Assistant Dean of Doctoral Programs. Currently, Rebecca Hann, Professor of Accounting and Information Assurance, serves as the Assistant Dean of Doctoral Program. P.K. Kannan, Dean's Chair in Marketing Science will serve as faculty coordinator for the Marketing area, Mark Loewenstein, Associate Professor of Finance will serve as faculty coordinator for the Finance area, Siva Viswanathan, Professor of Information Systems, will serve as faculty coordinator for the Information Systems area. This responsibility will rotate among the tenured faculty, with an anticipated term length of two years.

Appendix A contains a list of the relevant faculty who will be actively engaged in teaching the core elements of the curriculum.

Educational Objectives and Learning Outcomes. The educational objectives of the program are as shown below and include a common set of objectives for the program along with specific objectives for each area of focus.

Students who complete the program are expected to have acquired the following skills and understanding:

- a) Comprehensive knowledge of foundational concepts in the respective concentration areas – information systems, marketing, and finance;
- b) Analytical skills in the respective concentration areas of information systems, marketing, and finance.
- c) The competency necessary to take leadership roles in business and financial organizations with global reach; and
- d) Knowledge of the legal and ethical issues related to big data management, privacy preservation, marketing research, financial management and an understanding of the role of all stakeholders when capital allocation decisions are made.

Area-specific objectives include the following:

INFORMATION SYSTEMS

- I. Comprehensive knowledge and analytical skills, including data mining and prediction models, decision analytics, big data and artificial intelligence, social media and web analytics, and market segmentation.
- II. The ability to leverage emerging technologies including artificial intelligence, Internet of Things, and novel sources of mobile and social data to develop agile businesses strategies and inform policy.
- III. Understanding of foundational theory and practical application of information systems topics.

MARKETING

- I. Comprehensive knowledge and analytical skills including data mining and prediction models, decision analytics, social media and web analytics, market segmentation, marketing mix models, personalization and recommendations, attribution modeling, etc.
- II. Use of behavioral theories to understand users' as well as customers' motivation, attitudes and behaviors and make behavioral predictions.
- III. Understanding of foundational theory and practical application of marketing behavioral and quantitative topics.

FINANCE

- I. Comprehensive knowledge and analytical skills including financial products and financial market structure, detailed financial modeling, the ability to design and empirically estimate financial relationships and creation of financial statements and forecasts.
- II. An understanding of the regulatory structure of financial markets and the role that policymakers and regulators play in the efficient operation of financial markets.
- III. Understanding of foundational theory and practical application of finance topics.

Learning outcomes to assess the success of the program in meeting these objectives are included in Appendix C.

Institutional assessment and documentation of learning outcomes. The UMD Graduate School is in the process of developing an outcomes assessment strategy for all master's and doctoral programs across the campus, like that which has been in place for undergraduate curricula for many years. The Graduate School tracks enrollments, retention, time-to-degree, and graduation rates for all programs, and has recently acquired tools to track career placements.

Course requirements. The program consists of 54 credits, including 42 credits in a course setting and a minimum of 12 credits of capstone project research. Students who enter the program with a master's degree can meet the requirements with 30 credits. Typically, however, students will take 42 credits in the following categories: Research Tools and Methodologies (10–12 credits), courses in the student's major field of study (22–24 credits), and practice-focused elective courses (10–12 credits). All students must complete 12 credits of the capstone project research in addition to the coursework for graduation eligibility.

Course listings for each of the categories and for each specialization are included in Appendix B. Students are not required to take all courses listed nor are they limited to only these courses. Some coursework is interdisciplinary, in that students may take a course in another area to fulfill

their requirements. All course registration plans must be approved by the DBA faculty coordinator. Approximately 70% of the courses are related to existing courses in either the MBA or PhD programs. Sample plans to complete the program are shown below.

The most significant aspect of the DBA is the capstone project. In collaboration with a mentor, the student will develop a written proposal for a substantial original project that addresses a real-world application in business or government. The capstone project is designed to develop and build upon skills that the student will continue to use throughout their subsequent career. The student is expected to develop close working relationships with the mentor and advising committee to identify relevant data, develop research methodologies, and apply them to a practical problem. Committee selection, topic selection, data collection, design and conduct of research, highlighting implications of the research for industry are all critical aspects of the capstone project. Because this is a program of professional practice, necessary conditions for a successful project involve evidence of either actual implementation of the solution derived from the research or potential for near-term implementation of the project, a written report outlining the project problem, research design and methodologies, findings/results, plan for implementation, and a highlight of implications of the research for the industry. The student will present their findings through an oral presentation to the committee at the end of the project.

Information Systems Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA830 Applied Multivariate Analysis	3	BDBA801 Research Methods in Information Systems	2
BDBA820 Applied Microeconomics for Business	3	BDBA720 Data Mining and Predictive Analytics	3
BDBA601 Data Models and Decisions	2	BDBA804 Research in Strategy and Information Systems - I	2
BDBA600 Strategic and Transformational IT	2	BDBA805 Research in Strategy and Information Systems – II	2
Semester 3		Semester 4	
BDBA821 Data Science Research Seminar	2	BDBA821 Data Science Research Seminar	2
BDBA802 Institutions, Firms, and Collectives	2	BDBA802 Institutions, Firms, and Collectives	2
BDBA803 Quality Transparency and the Value of Information	2	BDBA803 Quality Transparency and the Value of Information	2
BDBA708(A-Z) Special Topics in DBA in Information Systems	1-4	BDBA708(A-Z) Special Topics in DBA in Information Systems	1-4
BDBA808(A-Z) Special Topics in DBA in Information Systems	1-4	BDBA808(A-Z) Special Topics in DBA in Information Systems	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

Marketing Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA752 Market-Based Management	3	BDBA755 Marketing Research and Analysis	3
BDBA753 Customer Analysis	3	BDBA756 Advanced Marketing Analytics	2
BDBA754 Statistical Programming	3	BDBA758(A-Z) Special Topics in DBA in MKT	1-4
BDBA758(A-Z) Special Topics in DBA in MKT	1-4	BDBA821 Data Science	3
Semester 3		Semester 4	
BDBA758(A-Z) Special Topics in DBA in MKT	1-4	BDBA758(A-Z) Special Topics in DBA in MKT	1-4
BDBA851 Seminar in Consumer Behavior	3	BDBA850 Seminar in Marketing Strategy	3
BDBA852 Seminar in Marketing Models	3	BDBA854 Seminar in Analytical Modeling	2
BDBA858(A-Z) Special Topics in DBA in MKT (Quant)	1-4	BDBA858(A-Z) Special Topics in DBA in MKT (Quant)	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

Finance Track

Course	Credits	Course	Credits
Semester 1		Semester 2	
BDBA640 Financial Econometrics I	2	BDBA643 Financial Programming	2
BDBA641 Financial Econometrics II	2	BDBA646 Valuation in Corporate Finance	2
BDBA645 Advanced Capital Markets		BDBA740 Applied Equity Analysis	2
BDBA747(A-Z) Special Topics: Asset Management	1-4	BDBA741 Fixed Income Analysis	2
BDBA748(A-Z) Special Topics: Corporate Finance	1-4	BDBA848(A-Z) Special Topics in DBA in FIN I	1-4
Semester 3		Semester 4	
BDBA742 Portfolio Management	2		
BDBA747(A-Z) Special Topics: Asset Management	1-4	BDBA747(A-Z) Special Topics: Asset Management II	1-4
BDBA840 Theory of Finance	3	BDBA843 Seminar in Asset Pricing	3
BDBA848(A-Z) Special Topics in DBA in FIN II	1-4	BDBA848(A-Z) Special Topics in DBA in FIN III	1-4
Semester 5		Semester 6	
BMGT829 Capstone Research	6	BMGT829 Capstone Research	6

General Education.

N/A

Accreditation or Certification Requirements.

All academic programs in the Robert H. Smith School of Business are accredited with the Association to Advance Collegiate Schools of Business (AACSB). The School's accreditation was reaffirmed in 2021, with the next review in 2025-2026. Once the DBA program has been

launched, it will be submitted for inclusion in the School's accreditation. No additional certifications are required.

Other Institutions or Organizations. The department does not currently intend to contract with another institution or non-collegiate organization for this program.

Student Support. The DBA faculty coordinator will be responsible for the majority of advising. Other faculty involved with the courses and specialization may also advise and/or participate on capstone project committees. The Smith School of Business currently has a PhD Office staffed with a coordinator, assistant director, and assistant dean. Depending on the demands of the program, the Smith School may allocate staff and resources from the Master's Program Office and Executive Education Office. These offices currently have staff who can assist with the demands of the DBA program.

Marketing and Admissions Information. The primary audience for the DBA is the working professional who is at the level of a senior manager, with an existing master's degree in a relevant field, such as business, economics, engineering or science. The Smith School has strong relationships with numerous corporations within the DC metropolitan area, from which candidate applicants are mostly likely to be identified. Post-master's students who are practicing senior managers may enroll in the DBA on either a full-time or a part-time basis; classes will be offered on weekday evenings and/or weekends to accommodate all students.

Admission is for the fall semester only. Applicants must have a four-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent non-U.S. university and a minimum GPA of 3.0 (on a 4.0 scale) in all prior undergraduate and graduate coursework. A master's degree and significant work experience are preferred, but exceptional candidates with only a bachelor's degree in a relevant field will be considered. International applicants must in addition provide evidence of English proficiency, financial certification, and appropriate visa documentation. The Smith School also requires three letters of recommendation, a statement of goals and interests, and a resume or CV. The DBA Admissions Committee will make a final determination of suitability for the program as well as any additional course requirements to succeed in the program.

H. Adequacy of Articulation

N/A

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a full list faculty who will be engaged in the core aspects of program, along with their credentials. The Robert H. Smith School of Business has 94 tenured/tenure-track faculty, of whom 52 have expertise in the three areas of focus of the DBA. Another 54 professional track instructional faculty support other aspects of the educational mission of the School.

Faculty training. Faculty teaching in this program will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment. The Smith School also supports its own [Office of Transformational Learning](#) that provides training and support for best practices in teaching and learning, including workshops, faculty coaching, and instructional design.

J. Adequacy of Library Resources

The University of Maryland Libraries has assessed library resources required for this program. The assessment concluded that the University Libraries can meet, with its current resources, the curricular and research needs of the program.

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

The Smith School has access to excellent resources and facilities for this program in Van Munching Hall. There are sufficient classrooms and conference rooms to accommodate the cohorts. The rooms are well-equipped with technology and software to support instruction. All students have access to the University's learning management system, ELMS and the additional embedded tools for communication and grading.

L. Adequacy of Financial Resources

Resources for the program will come primarily from the tuition revenue generated by the DBA program, along with supporting infrastructure within the Smith School of Business. See Tables 1 and 2 for anticipated resources and expenditures. A brief description of expenses and revenue is included here as well.

Resources:

1. Reallocated Funds: No University-level reallocated funds are required to launch the program.
2. Tuition revenue: Tuition revenue is based on a rate of \$2500 per credit hour, with an initial cohort of 17 students, the majority of whom are part-time.
3. Grants, Contracts and External Sources: No additional sources of revenue are identified or required.

Expenditures:

1. Most courses have already been developed and are shared with the existing MBA and Ph.D. programs. The unique aspect of this program is the capstone research project. Each faculty mentor will expend a fraction of an FTE supervising a student as the student develops a capstone project. Thus while, in year 1, only 1 FTE is identified, it corresponds to a small portion of time for a number of individuals.
2. Approximately 1.0 FTE of administrative support will be assigned to assist with program management.
3. Approximately 1.0 FTE of additional support will be assigned for student advising, class coordination, and communication.
4. No equipment is required specifically for this program.
5. No new library resources are required for the program.
6. No new or renovations to existing space will be required.
7. Operational expenses include marketing, materials and supplies, and cost-sharing on instruction for the added course loads in the Ph.D. program. Approximately 1/3 of the courses are shared with the Ph.D. program.

M. Adequacy of Program Evaluation

Program evaluation is carried out through assessment of learning outcomes. The four primary outcomes for the DBA are identified in Appendix C. Formal program review is also carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (<https://www.irpa.umd.edu/Assessment/LOA.html>). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

To attract a diverse population, Smith School recruiting staff will focus on identifying leaders from a variety of industries and geographic locations, employing many of the same strategies that have generated significant diversity in its MBA and Executive MBA programs. For example, Smith School faculty and students work with liaisons at companies such as Oracle, Security Exchange Commission, IMF, etc. to identify promising candidates. The Doctoral Program Office also participates in recruitment at The PhD Project⁴, an organization founded by the KPMG Foundation, Citibank, AACSB, and the Graduate Management Admission Council (GMAC) to advance workplace diversity by increasing diversity of business schools specifically. While The PhD Project is focused on development of diverse faculty, similar strategies can be used to recruit and retain working professionals in the DBA. The program introduces underrepresented minorities to doctoral programs in business with focus on research, teaching, and executive DBA programs. Additionally, The PhD Project continues support and resources with individuals as they become students in doctoral programs and later as faculty or executives in industry.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

⁴ <https://www.phdproject.org/>

Tables 1 and 2: Resources and Expenditures

Tuition revenue is based on a proposed rate of \$2500 per credit hour, consistent with national market rates for a professional doctoral program at a research university.

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$850,000	\$1,700,000	\$2,325,000	\$2,325,000	\$2,325,000
a. #FT Students	2	4	6	6	6
b. Annual Tuition/Fee Rate	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
c. Annual FT Revenue (a x b)	\$100,000	\$200,000	\$300,000	\$300,000	\$300,000
d. # PT Students	15	30	45	45	45
e. Credit Hour Rate	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
f. Annual Credit Hours	20	20	18	18	18
g. Total Part Time Revenue (d x e x f)	\$750,000	\$1,500,000	\$2,025,000	\$2,025,000	\$2,025,000
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$850,000	\$1,700,000	\$2,325,000	\$2,325,000	\$2,325,000

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$252,700	\$520,562	\$1,072,358	\$1,104,528	\$1,137,664
a. #FTE*	1.0	2.0	4.0	4.0	4.0
b. Total Salary	\$190,000	\$391,400	\$806,284	\$830,473	\$855,387
c. Total Benefits	\$62,700	\$129,162	\$266,074	\$274,056	\$282,278
2. Admin. Staff (b+c below)	\$93,100	\$95,893	\$197,540	\$203,466	\$209,570
a. #FTE	1.0	1.0	2.0	2.0	2.0
b. Total Salary	\$70,000	\$72,100	\$148,526	\$152,982	\$157,571
c. Total Benefits	\$23,100	\$23,793	\$49,014	\$50,484	\$51,999
3. Total Support Staff (b+c below)	\$79,800	\$82,194	\$84,660	\$87,200	\$89,816
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
c. Total Benefits	\$19,800	\$20,394	\$21,006	\$21,636	\$22,285
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: Operational Expenses	\$137,500	\$265,000	\$358,750	\$358,750	\$358,750
8. Cost sharing with PhD program**	\$35,000	\$70,000	\$70,000	\$70,000	\$70,000
TOTAL (Add 1 - 8)	\$598,100	\$963,649	\$1,713,307	\$1,753,944	\$1,795,800

Appendix A: Faculty who will support the Doctor of Business Administration Program

All faculty hold doctoral degrees in a field relevant to the discipline. Faculty biographies and research interests can be found on the department web site at <https://www.rhsmith.umd.edu/faculty>. All faculty listed below are full-time and tenured or

tenure-track. The Robert H. Smith School of Business has 94 tenured/tenure-track faculty, of whom 52 have expertise in the three initial areas of focus for the DBA. Specific course assignments have not yet been made and change on a regular basis.

Name	Highest Degree Earned, Field & Institution	Rank
MARKETING TRACK		
Trusov, Michael	Ph.D., Marketing, UCLA	Professor
Ferraro, Rosellina	Ph.D., Marketing, Duke University	Associate Professor
Faraji-Rad, Ali	Ph.D., Economics (Marketing), BI Norwegian Business School	Assistant Professor
Zhang, Lingling	D.B.A., Marketing, Harvard Business School	Assistant Professor
Godes, David	Ph.D., Management Science (Marketing), Massachusetts Institute of Technology	Dean's Professor
Ma, Liye	Ph.D., Industrial Administration, Carnegie Mellon University	Associate Professor
Rust, Roland	Ph.D., Business Administration, University of North Carolina, Chapel Hill	Distinguished University Professor
Kannan, P.K.	Ph.D., Management Science & Marketing, Purdue University	Dean's Chair
INFORMATION SYSTEMS TRACK		
Agarwal, Ritu	Ph.D., Management Information Systems, Syracuse University	Distinguished University Professor
Clark, Jessica	Ph.D., Information Systems, New York University	Assistant Professor
Gao, Guodong (Gordon)	Ph.D., Information Systems & Economics, University of Pennsylvania	Professor
Hann, Il-Horn	Ph.D., Information Systems, University of Pennsylvania	Professor
Huang, Peng	Ph.D., Information Technology Management, Georgia Institute of Technology	Associate Professor
Ramaprasad, Jui	Ph.D., Information Systems, University of California, Irvine	Associate Professor
Rhue, Lauren	Ph.D., Information Systems, New York University	Assistant Professor
Raschid, Louiqa	Ph.D., Electrical Engineering, University of Florida	Dean's Professor
Viswanathan, Siva	Ph.D., Information Systems, New York University	Dean's Professor
Zhang, Kunpeng	Ph.D., Computer Science, Northwestern University	Assistant Professor
FINANCE TRACK		
Pellegrino, Bruno	Ph.D., Business Economics, UCLA	Assistant Professor
Heston, Steve	Ph.D., Finance, Carnegie Mellon University	Professor
Senbet, Lemma	Ph.D., Finance, State University of Buffalo	Professor

Mathews, Richmond	Ph.D., Business Administration (Finance & Strategy), University of Rochester	Associate Professor
Maksimovic, Vojislav	Ph.D., Business Economics, Harvard University	William A. Longbrake Chair Professor
Yang, Liu	Ph.D., Business and Management (Finance), University of Maryland	Associate Professor
Tate, Geoff	Ph.D., Economics, Harvard University	Dean's Professor
Kozak, Serhiy	Ph.D., Financial Economics, University of Chicago	Assistant Professor
Wermers, Russell	Ph.D., Finance, University of California, Los Angeles	Bank of America Professor
Loewenstein, Mark	Ph.D., Columbia University	Associate Professor
Han, Brandon	Ph.D., Finance, London School of Economics	Assistant Professor
Ernst, Thomas	Ph.D., Finance, Massachusetts Institute of Technology	Assistant Professor
He, Alex	Ph.D., Economics, Massachusetts Institute of Technology	Assistant Professor
Kyle, Albert	Ph.D., Economics, University of Chicago	Distinguished University
Unal, Haluk	Ph.D., Finance, Ohio State University	Professor
Rossi, Clifford	Ph.D., Cornell University	Professor of the Practice/Executive in Residence
Faulkender, Michael	Ph.D., Finance, Northwestern University	Dean's Professor

Appendix B: Course Descriptions

All approved course descriptions can also be found in the University's Graduate Catalog (<https://academiccatalog.umd.edu/graduate/courses/>). Many courses are derivative of existing courses but will have special numbering for this cohort-based program. Those that are completely new will undergo our formal campus review process once the program is approved.

INFORMATION SYSTEMS TRACK

BDBA600, also offered as BUS621 Strategic and Transformational IT (2 credits)

Introduces students to the strategic role of digital transformation within businesses and provides an overview for how major information technologies may be used to inform and transform the firm's strategic, operational, and tactical decisions. Topics discussed in the course include the strategic use of digital technologies to generate sustainable competitive value; the contributions of new forms of technology infrastructure; the evaluation of new technology investments and the resulting ROI; acquiring, managing, and governing technological capabilities within the firm; understanding the role of enterprise systems and social technologies within the firm; and the management of disruptive technologies within and outside the firm.

BDBA601, also offered as BUSM622 Managing Digital Business Markets (2 credits)

The objective is to understand the strategic and tactical issues involved in managing digital businesses and markets. Also, some of the characteristics of digital businesses and markets that make them unique and understand how companies can best manage them will be examined.

BDBA 620, also offered as BUSI630 Data, Models and Decisions (2 credits)

Analytical modeling of business decisions; uncertainty, risk and expected utility; regression modeling to infer relationships among variables.

BDBA621, also offered as BUSI681 Managerial Economics and Public Policy (2 credits)

Basic microeconomic principles used by firms, including supply and demand, elasticities, costs, productivity, pricing, market structure and competitive implications of alternative market structures. Market failures and government intervention. Public policy processes affecting business operations.

BDBA608(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the DBA in Information Systems track.

BDBA701, also offered as BUSI785 Project Management in Dynamic Environments (2 credits)

Addresses project management skills that are required by successful managers in increasingly competitive and faster-moving environments. Examines fundamental concepts of successful project management, and the technical and managerial issues, methods, and techniques.

BDBA702, also offered as BUDT732 Decision Analytics (3 Credits)

Analytical modeling for managerial decisions using a spreadsheet environment. Includes linear and nonlinear optimization models, decision making under uncertainty and simulation models.

BDBA720, also offered as BUDT733 Data Mining and Predictive Analytics (2 credits)

Data mining techniques and their use in business decision making. A hands-on course that provides an understanding of the key methods of data visualization, exploration, classification, prediction, time series forecasting, and clustering.

BDBA708(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Information Systems track.

BDBA801, also offered as BMGT808O Research Methods in Information Systems (2 credits)

Examine different research methodologies in the Information Systems field. The primary focus is on identifying and understanding the research methodology used in current IS literature.

BDBA802, also offered as BMGT808J Institutions, Firms, and Collectives (2 credits)

This course will focus on the role of institutions and firms in behavioral information systems research. This course seeks to expand the student from an Information Systems scholar to a business scholar by incorporating papers from top field journals not just in the Information Systems field. This course covers the topics of organizational control, coordination theory, institutional theory, institutional logics, information processing/contingency theory, and simulations and organizational/behavioral theory.

BDBA803, also offered as BMGT808K Quality, Transparency, and the Value of Information (2 credits)

This course seeks to understand the current research literature in quality information and consumer/patient behavioral change. The course will highlight theoretical foundations and empirical research on the economics of quality information, impact of quality information in healthcare and behavioral economics in healthcare.

BDBA804, also offered as BMGT808V Research in Strategy and IS I (2 credits)

This course offers a survey of current research on the strategic management of Information Technology (IT), and the role of IT in shaping firms' strategy. The topics of the course include the theoretical foundations of IS strategy, how IT enable firm competitive advantages, and the impact of IT on inter-organizational relationships, etc.

BDBA805, also offered as BMGT808J Behavioral Research in Information Systems (2 credits)

The course will focus on behavioral research in information systems, specifically touching on drivers and impacts of decisions in digital contexts at the individual level. The themes and topics covered in this seminar include prospect theory, heuristics and cognitive biases, motivation, influence and persuasive techniques, and consumer behavior experiments.

BDBA806, also offered as BMGT808D Information Systems Economics I (2 credits)

This course focuses on the applications of microeconomic theories and techniques to Information System research problems. The seminar is intended to motivate participants to explore the use of economics-based approaches to analyze a research question in their domain of interest.

BDBA807, also offered as BMGT808E Information Systems Economics II (2 credits)

This course focuses on current research on the economics platform, their business models, and strategies. The course will cover the topics of platforms network effects and products as well as user generated content.

BDBA820, also offered as BMGT808G Applied Microeconomics for Business (3 credits)

This course covers research methods from economics that have proved to be useful in business disciplines. Students will develop an understanding of how equilibrium models are constructed, how they are used to make predictions about causal relationships, and how this forms the basis for empirical estimation strategies.

BDBA821, also offered as BMGT808Q Data Science Research Seminar (2 credits)

The design of this course is to work towards a deeper understanding of data science. The first component of the course will focus on the underlying fundamentals and contributions of data science papers, specifically highlighting papers authored by those using machine learning in their research. The second component of the course will be more practical and cover learning essential tools that data science researcher uses to conduct their research.

BDBA830, also offered as BMGT837 Applied Multivariate Analysis (3 credits)

Assumes working knowledge of matrices and elementary linear algebra and a sound understanding of univariate statistics, including random variables, statistical inference, ANOVA, and ordinary least squares regression. Multivariate statistical methods and their use in empirical research. Topics include summarization and visualization of multivariate data, the multivariate normal distribution, tests on mean vectors, multivariate paired comparisons, multivariate analysis of variance, repeated measures designs, test on covariance matrices, discriminant analysis and classification, canonical correlation, principal components, factor analysis and cluster analysis. Maximum likelihood estimation and the likelihood ratio method of test construction.

BDBA808(A-Z) Special Topics in DBA Information Systems (1-4 credits)

Courses designed to address trending topics that apply to the major requirement for the DBA in Information Systems track.

BDBA829 Capstone Project (6 credits)

FINANCE TRACK

BDBA640, also offered as BUFN640 Financial Econometrics I (2 credits)

The course adopts a machine learning mindset to study standard techniques of econometric analysis of financial data. The focus is on understanding, interpretation, and practical applications in Python and Google Collab.

BDBA641, also offered as BUFN650 Machine Learning in Finance (2 credits)

A hands-on course on applications of cutting-edge machine learning methods to financial modeling. It introduces students to a wide variety of machine learning techniques ranging from lasso regression to deep learning and TensorFlow.

BDBA642, also offered as BUFN670 Financial Mathematics (2 credits)

Introduction to the mathematical models used in finance and economics with emphasis on pricing derivative instruments. Topics include elements from basic probability theory, distributions of stock returns, elementary stochastic calculus, Ito's Lemma, arbitrage pricing theory, and continuous time portfolio theory. Particular focus is on the financial applications of these mathematical concepts.

BDBA643, also offered as BUFN758E Financial Programming (2 credits)

This course introduces basic and innovative statistical modelling methods for financial markets and equips students with analytical and programming tools for modelling and analyzing financial data. Examples of applications include portfolio management and risk management.

BDBA644, also offered as BUFN610 Financial Management (2 Credits)

Focuses on the valuation of the real assets of firms as well as the valuation of stocks and bonds, the primary financial assets in an economy. While details vary, the conceptual foundations of valuation boil down to three themes: time value of money, no-arbitrage, and systematic risk.

BDBA645, also offered as BUFN741 Advanced Capital Markets (2 credits)

This course covers modern theories and techniques for investments and asset pricing. The main topics covered are portfolio theory, pricing models, market efficiency, fixed income investment, forwards and futures, and options.

BDBA646, also offered as BUFN750 Valuation in Corporate Finance (2 credits)

An advanced topics course in Corporate Finance dealing with valuation. Main topics will be, building pro forma statements, cost of capital, using ratios and comparable value projects and firms, discounted cash flow valuations, WACC and APV methods of valuation and Real Option Valuations.

BDBA647, also offered as BUFN660 Derivative Securities (2 credits)

Standard types of derivatives contracts are presented and illustrated as to how they are used in practice. The theory of pricing these contracts is then presented in detail. The use of static and dynamic replication strategies, and the concept of no-arbitrage strategies is illustrated in

numerous ways. Standard valuation techniques are covered, and standard formulas are presented. The theory is then applied to develop specific pricing and hedging strategies for various types of derivatives on different underlying assets. The management of the exposure of various risks is covered in detail as well.

BDBA740, also offered as BUFN760 Applied Equity Analysis (2 credits)

Students will learn to analyze equity securities using the basic EIC (Economy/Industry/Company) framework used in the financial industry, paying special attention to financial statement analysis. Students also will learn the primary valuation techniques used to estimate market values for equity securities.

BDBA741, also offered as BUFN762 Fixed Income Analysis (2 credits)

Describes important financial instruments which have market values that are sensitive to interest rate movements. Develops tools to analyze interest rate sensitivity and value fixed income securities. Defines and explains the vocabulary of the bond management business.

BDBA742, also offered as BUFN763 Portfolio Management (2 credits)

Provides training that is important in understanding the investment process - the buy side of the financial world. Specifically, the objective is to provide graduate-level instruction in the following topics, both in theory and in using financial markets data to test the basic theory and practice of portfolio choice and equilibrium pricing models and their implications for efficient portfolios.

BDBA743, also offered as BUFN770 International Investment (2 credits)

Addresses international stock markets, portfolio theory, international interest rates, exchange rates and exchange rate derivatives (options, forwards, and futures), exchange rate swaps and exchange rate exposure (operating, translation, and transaction), foreign investment strategy.

BDBA744, also offered as BUFN710 Financial Strategy for Corporations (2 Credits)

An advanced course in corporate finance, focusing on the issues that firms face when they plan to raise external capital from financial markets. The focus is on the financing problems faced by mid-market to large firms and on capital raised from public markets. The forms of external finance vary from simple debt or equity to more complex securities that bundle with an element of risk management.

BDBA745, also offered as BUFN714. Corporate Governance and Performance (2 credits)

Deals with corporate governance and its impact on shareholder value. Divergence of interests between corporate insiders and providers of funds leads to agency problems which can impair corporate performance and shareholder value. Various instruments of corporate governance - internal as well as external mechanisms - that can help align managerial incentives with those of outside investors, and hence help restore shareholder value will be studied.

BDBA746, also offered as BUFN771 International corporate and Project Finance (2 credits)

Issues addressed will include capital budgeting, project financing, exchange rate exposure (operating, translation, and transaction), foreign investment strategy, and risk management.

BDBA747 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the major requirement for the DBA in Finance track.

BDBA748 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Finance Asset Management track.

BDBA840, also offered as BMGT840 Seminar in Financial Theory (2 credits)

This course is an introduction to the foundations of modern financial economics. The focus throughout the course will be on the development and interpretation of discrete-time models of asset pricing, capital markets, and corporate financial. This course is primarily theoretical.

BDBA841, also offered as BMGT841 Seminar in Corporate Finance (3 credits)

This course is meant to introduce theoretical research in corporate finance. The course will take the approach of surveying (to varying levels of depth) seminal and more recent articles in the different areas of corporate finance research. This is a topical and applied course covering the topics of theory of the firm and agency issues, corporate control and corporate governance, capital structure and bankruptcy, continuous time models in corporate finance, financial intermediation, corporate finance and industrial organization, optimal contracting and security design, and incentives and innovation.

BDBA842, also offered as BMGT848C Topics in Empirical Corporate Finance (3 credits)

This seminar will provide an overview of recent applied theory papers on the overlay between individual organization and financial economics. This course will cover the topics of product markets and asset prices, knowledge, innovation, investment and Q, strategic interactions and peer effects, trade credit, external financing, and industry structure and production networks in finance.

BDBA843, also offered as BMGT843 Seminar in Asset Pricing (3 credits)

This course will cover modern asset pricing theory for dynamic markets. The goal of the course is to develop a set of tools and explore how these tools have been applied in the asset pricing literature. Topics covered in this course include generalized asset pricing theories, intertemporal models, consumption-based and equilibrium arbitrage models, and stochastic discount factor models.

BDBA848 (A-Z) Special Topics in DBA In Finance (1-4 credits)

Courses designed to address trending topics that apply to the practice focused elective course requirement for the DBA in Finance Corporate Finance track.

BDBA829 Capstone Project (6 credits)

MARKETING TRACK

BDBA750, also offered as BUSM706 Innovation and Product Management (2 credits)

Focuses on the development of innovations - new products or new services - from the perspective of a marketer. For an innovation to be successful in the market, it has to be customer-centric: hence, in this course, we study how to develop and bring to market elegant and efficient solutions to strong customer needs. This is a fundamental business challenge, faced while working in a startup or in an established company; when developing a new product or a new service; and when serving customers who are individuals or large corporations.

BDBA751, also offered as BUSM714 Integrated Brand Management (2 credits)

Marketing communications are a complex but critical component of marketing strategy. Topics include communication tools: advertising, sales promotions, corporation communications, one-on-one or direct marketing, public relations, internet communications, sponsorship/events marketing, and marketing communication plans: defining objectives, implementing the plan, and measuring communications effectiveness. Achieving integration in the content, look, and feel of all marketing communications is stressed.

BDBA752, also offered as BUMK758B Market-Based Management or BUMK750 Marketing Strategy (3 credits)

Introduces students to the fundamentals of marketing. This course combines lectures, readings, case analyses and a competitive simulation. A significant part of the course involves a competitive computer-based simulation in which student teams leverage marketing data and metrics to make marketing decisions for an organization that is competing in a market against other student teams in the class.

BDBA753, also offered as BUMK758D Consumer Analysis or BUMK724 Customer Analysis (3 credits)

Focuses on the analysis of customer decision-making and how marketing strategy can be used to influence those decisions. The framework used is the buyer behavior model, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. Marketing strategies of leading firms in consumer products, technology, and services (including internet services) are analyzed using a variety of case study formats.

BDBA754, also offered as BUMK758E Statistical Programming or BUMK726 Statistical Programming for Customer Analytics (3 credits)

Provides students with a foundation in probability and statistics with a focus on business applications. It also gives students a foundation for thinking in both likelihood and Bayesian frameworks. The course teaches students the basics of SAS, as well as its use in statistical analysis and statistical programming. Also addressed are basic SAS language structure, data management, OLAP, enterprise miner, statistical analysis, writing procedures.

BDBA755, also offered as BUMK758L or BUMK744 Marketing Research & Analysis (3 credits)

Provides a review of primary data collection methods for marketing data. Students will learn how to design and implement effective confirmatory research. Both direct methods such as surveys and indirect methods such as experiments will be covered. In this hands-on course, students will design and conduct research with target customers, analyze the data, and then present their results to decision makers.

BDAB756, also offered as BUMK758K Advanced Marketing Analytics (3 credits)

The analysis of marketing data needed for profitable marketing decisions. Advanced methods of marketing analysis for marketing decisions, including choice and count data models, joint analysis of consumers choice, quantity and timing decisions, mixture and mixture regression models, and conjoint analysis, all using data-based cases and SAS software. Applications are in the areas of strategic marketing, marketing segmentation, eye tracking for advertising effectiveness, new product development, sales promotion analysis, pricing, design of marketing mix, and direct marketing.

BDBA757, also offered as BUMK758W Data Science (3 credits)

An introduction to data science and the basic concepts of database management. The course also provides an overview of the various sources of in-house data that are available to many organizations. Students will learn how to work with click stream, scanner panel and social media data. Geo-demographic datasets will be discussed and explored, and techniques for data-fusion will receive ample attention.

BDBA758(A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to practice focused elective course requirement for the DBA in Marketing track.

BDBA850, also offered as BMGT858L Seminar in Marketing Strategy (2 credits)

This course will address marketing problems of practical importance. The course will cover the topics of branding, advertising, societal issues, strategic emphasis, return on investment, customer lifetime value, personalization, word-of-mouth, robots and chatbots, and artificial intelligence.

BDAB851, also offered as BMGT858C Seminar in Consumer Behavior (3 credits)

This objective of this course is to expose students to doctoral level research that has emerged from (largely) psychological approaches to consumer behavior. Among the issues discussed are how people attend to information, how such information is related to prior knowledge, how knowledge guides judgements, how people form attitudes, how people respond to persuasion, how they make decision, and how emotions effect consumer behavior.

BDBA852, also offered as BMGT858P Seminar in Marketing Models (3 credits)

This course will cover basic concepts of marketing modeling, state-of-art techniques of analyzing marketing data, analytic modeling techniques, and incorporate current literature and substantiative marketing problems with the basic concepts and state-of-art techniques of analyzing marketing data with marketing and analytical modeling. Students will have a broad exposure to literature in the marketing modeling covering many areas such as consumer choice, pricing models, channels, dynamic models, service models, new product, and diffusion models, etc.

BDAB853, also offered as BMGT858J Seminar in Structural Models (2 credits)

Introduction to structural models in marketing and economics. This seminar will train students to identify and frame empirical analysis using structural models and further the understanding of basic frameworks and estimation techniques in structural analysis.

BDAB854, also offered as BMGT858G Seminar in Analytical Models (2 credits)

Provides a broader perspective on the use of analytical models to address marketing models and their contribution in the literature. Topics include pricing, advertising and promotion, communications, product line design, competition, search, models of cognitive aspects of game theory, and models of the organization. This course presumes knowledge of microeconomics, especially game theory and industrial organization.

BDAB855, also offered as BMGT858W Seminar in MCMC Estimation (2 credits)

Bayesian data analysis is an indispensable tool in the toolbox of empirical quantitative research and lend itself particularly well for market application. This seminar covers the foundations of Bayesian statistic that are needed to perform Bayesian analyses, which is a blend of theory and applications. Introduction to Bayes' theorem with prior and posterior distributions, forecasting and testing in the Bayesian framework, parameter inference in the Bayesian setting, Markov

Chain Monte Carlo (MCMC) methods including Gibb's sampling and Metropolis-Hastings algorithm as well as the recent advances in inference such as Hamiltonian Monte Carlo (HMC) and Variational Inference (VI).

BDBA856, also offered as BMGT858E Experimental Design (2 credits)

This course is meant to familiarize students with the techniques used to conduct and to evaluate experimental research in the consumer behavior domain. The course will cover the topics of experimental manipulations, measurement of outcome variables, moderation, and mediation, how to rule out alternative explanations, external validity, and data collection.

BDBA857 (A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to major course requirement for the DBA in Marketing Consumer Behavior track

BDBA858(A-Z) Special Topics in DBA in Marketing (1-4 credits)

Courses designed to address trending topics that apply to major course requirement for the DBA in Marketing Quantitative track.

BDBA829 Capstone Project (6 credits)

APPENDIX C: LEARNING OUTCOMES AND ASSESSMENT MEASURES

LEARNING OUTCOME 1

Students will demonstrate a clear understanding of the research tools and methodologies for research investigation and analysis.

MEASURE: Students will be required to successfully pass the methodology courses for their program. Students will be assessed on their clear understanding of the application of statistical methods to quantitative data. Each course will assess students on their discussion of articles and case studies as well as their investigation and analysis on course projects.

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, 3) clear, logical, and convincing arguments with coherent flow and organization, and 4) proposed proper research methods (e.g., research design, setting, sample, measures, etc.). The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 2

Students will demonstrate a clear understanding of foundational topics and analysis techniques.

MEASURE: Students will be required to successfully pass the major courses for their program. They will be assessed on their understanding of theoretical framework and perspective and encouraged to apply the theoretical frameworks to their own research ideas. Each course will assess students on their exams, discussion of articles and case studies as well as their projects (i.e., literature reviews and papers conceptualizing research ideas).

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, and 3) clear, logical, and convincing arguments with coherent flow and organization. The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 3

Students will demonstrate a clear understanding of practice-focused analytical skills applied to business problems.

MEASURE: Students will demonstrate their comprehension of analyzing real-world topics and issues to present quality practical implications. Additionally, students will demonstrate appropriate knowledge of the legal and ethical issues related to big data management, privacy preservation, marketing research, financial management and an understanding of the role of all stakeholders when capital allocation decisions are made. Students will complete case studies and oral and written projects that specifically investigate real-world application.

CRITERION: At least 90% of students will receive a rating of “Satisfactory” or better from the Academic Director, who will review their performance in the classes. The Academic Director will meet with students rated below “Satisfactory” to help improve their performance or determine their continued participation in the program. A general rubric has been constructed to evaluate the following categories: 1) comprehensive knowledge and understanding of the related content area, 2) integrative understanding across content areas, 3) clear, logical, and convincing arguments with coherent flow and organization, and 4) present clearly the theoretical and practical implications. The DBA Faculty Coordinator will review main assignments and consult instructors to complete the rubric.

ASSESSMENT: Every Year, starting in the 2022-2023 academic year.

LEARNING OUTCOME 4

Students will demonstrate their ability to apply foundational theories and quantitative research methods and practice-oriented skills to a business research problem.

MEASURE: Students will be required to pass their Capstone Research Project Proposal and Final Presentation of their Project.

CRITERION: The Capstone Doctoral Research Project committee will evaluate the student’s proposal and project. Students must obtain a “pass” in the Capstone Doctoral Research Proposal and Final Project Presentation. A rubric has been constructed for the committee to evaluate the student’s proposal and final project. The rubric will assess defining the problem, literature review, methodology, results and their implications, with a specific focus on solving the managerial problems. For the final project, there will be an additional assessment that will determine if the student addressed the committee’s recommendations from the proposal stage.

ASSESSMENT: Once course work has been completed, which is typically, the student’s second or third year of the program.



UNIVERSITY SYSTEM
of MARYLAND

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

TOPIC: Fall 2021 Enrollment Update and FY 2022 Estimated FTE Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: This annual report provides an overview of the fall undergraduate, graduate and first-professional students for the University System and each institution. This is the first enrollment update for the fall semester and fiscal year.

In total, Fall 2021 enrollment decreased (-5,383) for a preliminary total of 164,797 students. The FY 2021 total of 125,961 full-time equivalent (FTE) students was estimated to be -4,275 FTE lower than last fiscal year. The report also highlights other trends provides data about enrollment over the past 10 years.

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: Information Only DATE: November 8, 2021

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 eherbst@usmd.edu



UNIVERSITY SYSTEM
of **MARYLAND**

FALL 2021
ENROLLMENT UPDATE
AND
FY 2022 ESTIMATED FTE
REPORT

Office of Institutional Research, Data & Analytics
Administration and Finance
University System of Maryland Office
November 2021

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

Enrollment Report Background

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

Enrollment Highlights and Trends

The University System of Maryland total enrollment decreased for the third straight year. Currently, it is unclear how the COVID-19 pandemic continues to disrupt the historic enrollment patterns and campus plans. That said, numerous enrollment reports across the nation indicate similar enrollment declines for Fall 2021. This report summarizes updated enrollment information and compares the enrollment to the recent budget submission, enrollment projections and the previous Fall 2020 semester.

- Preliminary Fall 2021 headcount enrollment of 164,797 was down by -5,383 (-3.2%) students compared to Fall 2020. However, the enrollment decrease would have been worse without UMCP's increase. (See Table A, Appendix Tables 1 & 5).
- The estimated FY 2022 FTE of 125,961 was a decrease of -4,275 compared to FY 2021. Excluding UMGC, USM's FTE estimate of 90,557 was a decrease of -2,183 FTE compared to FY 2021. (See Table B).
- First-time, full-time students increased +1,131 in Fall 2021 (14,210) compared to Fall 2020 (13,079). However, this increase was primarily attributed to four institutions, UMCP (+755), UMBC (+383), Towson (+189), and UMGC (53). Salisbury enrolled the same number, and there were decreases at all other institutions including Coppin (-119), Bowie (-69), Frostburg (-45), UMES (-14), UBalt (-2). (See Tables 3).
- Across the System, undergraduate enrollment was lower (-5,215). The decrease was almost evenly split between full-time (-2,709) and part-time (-2,506) students. (See Table 2).
- Graduate enrollment was down -168 students caused by the -959 drop in part-time students. However, full-time (+791) graduate students increased specifically at UMCP (+546), UMBC (+320), UMB (+48), and FSU (+19). (See Table 2 & 5).
- Total enrollment of 10,794 at the USM's Historically Black Institutions (HBIs) decreased (-450 or -4.0%) compared to Fall 2020. (See Tables 4 & 5).

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

Fall 2021 Enrollment Compared to the Spring 2021 Enrollment Projections

The USM submitted to the Board of Regents a ten-year enrollment projection in Spring 2021. Based on information provided by the universities, Table A compares the Fall 2021 enrollment to the Spring enrollment projections as well as the Fall 2020 actual enrollment.

**Table A. The University System of Maryland
Fall 2021 Enrollment Compared to Enrollment Projections**

	Fall 2020 Actual	Fall 2021 Enrollment Projection	Fall 2021 Preliminary Enrollment	Change Over	
				Fall 2021 Projection	Fall 2021 Actual
				Fall 21 Actual - Fall 21 Projection	Fall 21 Actual - Fall 20 Actual
BSU	6,250	6,171	6,308	137	58
CSU	2,348	2,531	2,101	-430	-247
FSU	4,857	4,872	4,099	-773	-758
SU	8,124	7,880	7,568	-312	-556
TU	21,917	21,265	20,856	-409	-1,061
UBalt	4,169	4,079	3,710	-369	-459
UMB	7,137	7,154	7,244	90	107
UMBC	13,497	13,586	13,638	52	141
UMCP	40,709	40,600	41,272	672	563
UMES	2,646	2,648	2,385	-263	-261
UMGC	58,526	58,526	55,616	-2,910	-2,910
USM	170,180	169,312	164,797	-4,515	-5,383

Source--USM Enrollment Projections; MHEC EIS and S-7 updated 10-14-21

Prepared by: USM Office of Institutional Research

Enrollment fell -5,383 compared to Fall 2020 which was greater than the anticipated losses submitted in the enrollment projections. Last spring, institutions were signaling expected enrollment decreases of nearly -800 fewer students, but the actual enrollment was -4,515 lower than projected. Most of the enrollment losses were accounted for at UMGC. Among the comprehensive institutions, all but Bowie enrolled fewer students. Only Bowie, UMB, UMBC, and UMCP increased enrollment compared to Fall 2020 and the Spring 2021 enrollment projections.

Fall 2021 Enrollment Update & FY 2022 FTE Estimate

FY 2022 Full-Time Equivalent (FTE) Student Estimate Compared to the Budget Submission

Full-time equivalent (FTE) students were calculated from the actual Fall 2021 credit hour enrollment of the students. The table below provides an estimated FY 2022 FTE for each USM institution. This annualized FTE estimate used a conservative methodology that calculated the proportion of spring to fall credit hours by level for each institution for the recent five fiscal years. The USM estimate was then compared with each institution's budget submission FTE estimate and the FY 2021 actuals.

**Table B. The University System of Maryland
FY 2022 USM FTE Estimate**

	Fall 2021 Actual FTE	FY 2022 Budget Submission	Fall 2022 Annualized ESTIMATED FTE	Change Over	
				FY 2022 Budget Submission	FY 2021 Actual
			Per Fall 2021 Credit Hour Enrollment	FY 22 Estimate - FY 22 Budget	FY 22 Estimate - FY 21 Actual
BSU	5,027	5,035	5,035	0	8
CSU	1,789	1,986	1,698	-288	-91
FSU	3,675	3,450	3,408	-42	-267
SU	7,210	6,923	6,687	-236	-523
TU	17,886	16,978	17,025	47	-861
UBalt	2,748	2,519	2,486	-33	-262
UMB	7,130	7,079	7,168	89	38
UMBC	10,875	10,930	10,938	8	63
UMCP	33,988	33,700	33,907	207	-81
UMES	2,412	2,536	2,205	-331	-207
UMGC	37,496	35,632	35,404	-228	-2,092
USM	130,236	126,768	125,961	-807	-4,275

Source--USM Credit Hour Report and USM IR Offices Estimates updated 10-14-21

Prepared by: USM Office of Institutional Research

Similar to the headcount enrollment changes, the total credit hours generated reflect a slightly larger decrease than initially expected this past summer (-807) but generally in line with operating budget planning. Compared to last fiscal year, over half the estimated FTE decrease will be at UMG. The combined decrease of Coppin, Salisbury, Towson, UBalt, and UMES is estimated to be about 2,200. BSU, UMB, UMBC, UMCP are estimated to generate about the same FTE as FY 2021 and about the same or higher FTE than expected during the budget submission.

TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
Fall 2020-2021

	Fall 2020/2021 Headcount Change		
	Headcount	2020	from 2020
Bowie State University	6,308	58	0.9%
Coppin State University	2,101	(247)	-10.5%
Frostburg State University	4,099	(758)	-15.6%
Salisbury University	7,568	(556)	-6.8%
Towson University	20,856	(1,061)	-4.8%
University of Baltimore	3,710	(459)	-11.0%
University of Maryland, Baltimore	7,244	107	1.5%
University of Maryland, Baltimore County	13,638	141	1.0%
University of Maryland, College Park	41,272	563	1.4%
University of Maryland Eastern Shore	2,385	(261)	-9.9%
University of Maryland Global Campus	55,616	(2,910)	-5.0%
USM Total	164,797	(5,383)	-3.2%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

TABLE 1b
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
EXCLUDING UMGC
Fall 2020-2021

	Fall 2020/2021 Headcount Change		
	Headcount	2020	from 2020
Bowie State University	6,308	58	0.9%
Coppin State University	2,101	(247)	-10.5%
Frostburg State University	4,099	(758)	-15.6%
Salisbury University	7,568	(556)	-6.8%
Towson University	20,856	(1,061)	-4.8%
University of Baltimore	3,710	(459)	-11.0%
University of Maryland, Baltimore	7,244	107	1.5%
University of Maryland, Baltimore County	13,638	141	1.0%
University of Maryland, College Park	41,272	563	1.4%
University of Maryland Eastern Shore	2,385	(261)	-9.9%
USM Total	109,181	(2,473)	-4.2%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

**TABLE 2
ENROLLMENT BY STUDENT LEVEL AND STATUS
Fall 2012-2021**

Student Level & Status	Fall									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Undergraduates										
Full-Time: N	79,384	79,654	82,667	83,179	85,092	86,361	86,685	85,234	83,511	80,802
%	51.0%	52.0%	51.0%	50.6%	49.5%	49.3%	49.1%	49.5%	49.1%	49.0%
Part-Time: N	32,290	31,446	37,628	39,656	45,306	46,881	48,441	47,151	47,703	45,197
%	20.8%	20.5%	23.2%	24.1%	26.3%	26.8%	27.5%	27.4%	28.0%	27.4%
Total: N	111,674	111,100	120,295	122,835	130,398	133,242	135,126	132,385	131,214	125,999
%	71.8%	72.5%	74.3%	74.7%	75.8%	76.1%	76.6%	76.9%	77.1%	76.5%
Graduate/First-Professional										
Full-Time: N	17,920	17,678	17,739	17,734	17,731	17,653	17,653	17,337	16,944	17,735
%	11.5%	11.5%	11.0%	10.8%	10.3%	10.1%	10.0%	10.1%	10.0%	10.8%
Part-Time: N	26,009	24,540	23,966	23,930	23,867	24,281	23,644	22,492	22,022	21,063
%	16.7%	16.0%	14.8%	14.5%	13.9%	13.9%	13.4%	13.1%	12.9%	12.8%
Total: N	43,929	42,218	41,705	41,664	41,598	41,934	41,297	39,829	38,966	38,798
%	28.2%	27.5%	25.7%	25.3%	24.2%	23.9%	23.4%	23.1%	22.9%	23.5%
All Students										
Total	155,603	153,318	162,000	164,499	171,996	175,176	176,423	172,214	170,180	164,797

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

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

**TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES
Fall 2012-2021**

First-Time Full-Time Undergraduates

Institution	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	One-Year % Change	Five-Year % Change
BSU	477	625	594	559	958	1,075	898	801	957	888	-7.2%	-7.3%
CSU	425	353	267	242	383	383	389	429	291	172	-40.9%	-55.1%
FSU	814	889	957	931	829	774	735	739	627	582	-7.2%	-29.8%
SU	1,230	1,241	1,144	1,186	1,328	1,326	1,285	1,467	1,214	1,214	0.0%	-8.6%
TU	2,463	2,747	2,711	2,708	2,750	2,735	2,990	2,789	2,380	2,569	7.9%	-6.6%
UBalt	215	236	226	137	138	107	76	40	62	60	-3.2%	-56.5%
UMBC	1,547	1,653	1,616	1,543	1,518	1,759	1,777	1,692	1,652	2,035	23.2%	34.1%
UMCP	3,893	4,011	4,128	3,934	4,543	5,178	6,021	5,326	5,289	6,044	14.3%	33.0%
UMES	882	604	756	1,011	698	560	501	508	466	452	-3.0%	-35.2%
UMGC	157	87	175	149	192	131	132	225	141	194	37.6%	1.0%
USM	12,103	12,446	12,574	12,400	13,337	14,028	14,804	14,016	13,079	14,210	8.6%	6.5%
MD H.S. Grads*	67,713	67,865	67,333	66,688	67,002	67,091	68,220	68,030	70,710*	70,910*		

Source: MHEC Preliminary Opening Fall Enrollment (2020-2021) and EIS (2011-2019) Public and non-public high school graduates data -WICHE

*The 2012-2021 actual Maryland high school graduates is currently not available; WICHE estimates used.

TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2012-2021

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2012	11,168	2,319	13,487	-3.2%
Fall 2013	10,808	2,356	13,164	-2.4%
Fall 2014	10,710	2,397	13,107	-0.4%
Fall 2015	10,725	2,278	13,003	-0.8%
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%
Fall 2020	9,531	1,713	11,244	-8.2%
Fall 2021	9,040	1,754	10,794	-4.0%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)

TABLE 5							
ENROLLMENT TRENDS BY INSTITUTION							
Fall 2012-2021							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
Bowie State University							
Fall 2012	3,493	790	396	742	5,421	-3.3%	3%
Fall 2013	3,521	837	453	750	5,561	2.6%	4%
Fall 2014	3,675	781	513	726	5,695	2.4%	4%
Fall 2015	3,533	782	474	641	5,430	-4.7%	3%
Fall 2016	3,939	772	412	546	5,669	4.4%	3%
Fall 2017	4,389	798	409	552	6,148	8.4%	4%
Fall 2018	4,421	887	463	549	6,320	2.8%	4%
Fall 2019	4,329	898	476	468	6,171	-2.4%	4%
Fall 2020	4,429	925	444	452	6,250	1.3%	4%
Fall 2021	4,344	1,037	471	456	6,308	0.9%	4%
Coppin State University							
Fall 2012	2,442	685	142	343	3,612	-5.3%	2%
Fall 2013	2,251	669	133	330	3,383	-6.3%	2%
Fall 2014	2,046	638	151	298	3,133	-7.4%	2%
Fall 2015	2,007	661	137	303	3,108	-0.8%	2%
Fall 2016	1,888	619	133	299	2,939	-5.4%	2%
Fall 2017	1,854	653	150	236	2,893	-1.6%	2%
Fall 2018	1,765	597	121	255	2,738	-5.4%	2%
Fall 2019	1,804	579	113	228	2,724	-0.5%	2%
Fall 2020	1,606	502	74	166	2,348	-13.8%	1%
Fall 2021	1,353	492	65	191	2,101	-10.5%	1%
Frostburg State University							
Fall 2012	4,253	378	264	526	5,421	-0.1%	3%
Fall 2013	4,192	511	216	554	5,473	1.0%	4%
Fall 2014	4,228	687	209	521	5,645	3.1%	3%
Fall 2015	4,176	785	238	557	5,756	2.0%	3%
Fall 2016	4,141	743	243	549	5,676	-1.4%	3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3%
Fall 2019	3,522	907	236	513	5,178	-2.2%	3%
Fall 2020	3,221	898	245	493	4,857	-6.2%	3%
Fall 2021	2,767	560	264	508	4,099	-15.6%	2%

TABLE 5							
ENROLLMENT TRENDS BY INSTITUTION							
Fall 2012-2021							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
Salisbury University							
Fall 2012	7,323	646	288	400	8,657	0.6%	6%
Fall 2013	7,374	630	291	348	8,643	-0.2%	6%
Fall 2014	7,350	647	354	419	8,770	1.5%	5%
Fall 2015	7,148	701	403	419	8,671	-1.1%	5%
Fall 2016	7,250	611	489	398	8,748	0.9%	5%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5%
Fall 2018	7,081	569	516	401	8,567	-1.7%	5%
Fall 2019	7,090	596	530	401	8,617	0.6%	5%
Fall 2020	6,621	529	540	434	8,124	-5.7%	5%
Fall 2021	6,106	587	513	362	7,568	-6.8%	5%
Towson University							
Fall 2012	15,852	2,136	1,200	2,772	21,960	2.3%	14%
Fall 2013	16,588	2,191	1,198	2,522	22,499	2.5%	15%
Fall 2014	16,575	2,232	1,115	2,363	22,285	-1.0%	14%
Fall 2015	16,768	2,281	1,078	2,157	22,284	0.0%	14%
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13%
Fall 2020	16,238	2,492	1,058	2,129	21,917	-3.5%	13%
Fall 2021	15,526	2,381	993	1,956	20,856	-4.8%	13%
University of Baltimore							
Fall 2012	2,012	1,414	1,446	1,686	6,558	2.4%	4%
Fall 2013	2,061	1,465	1,396	1,596	6,518	-0.6%	4%
Fall 2014	2,089	1,396	1,295	1,642	6,422	-1.5%	4%
Fall 2015	2,056	1,288	1,235	1,650	6,229	-3.0%	4%
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	3%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	3%
Fall 2020	1,050	849	1,049	1,221	4,169	-6.9%	2%
Fall 2021	872	733	990	1,115	3,710	-11.0%	2%

TABLE 5							
ENROLLMENT TRENDS BY INSTITUTION							
Fall 2012-2021							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
University of Maryland, Baltimore							
Fall 2012	559	169	4,544	1,096	6,368	-0.4%	4%
Fall 2013	549	197	4,479	1,059	6,284	-1.3%	4%
Fall 2014	571	221	4,392	1,092	6,276	-0.1%	4%
Fall 2015	620	246	4,325	1,138	6,329	0.8%	4%
Fall 2016	704	201	4,463	1,114	6,482	2.4%	4%
Fall 2017	718	211	4,514	1,260	6,703	3.4%	4%
Fall 2018	702	207	4,500	1,368	6,777	1.1%	4%
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4%
Fall 2020	707	191	4,372	1,867	7,137	4.5%	4%
Fall 2021	724	206	4,419	1,895	7,244	1.5%	4%
University of Maryland Baltimore County							
Fall 2012	9,371	1,582	1,134	1,550	13,637	3.3%	9%
Fall 2013	9,508	1,628	1,191	1,581	13,908	2.0%	9%
Fall 2014	9,653	1,726	1,189	1,411	13,979	0.5%	9%
Fall 2015	9,592	1,651	1,160	1,436	13,839	-1.0%	8%
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	8%
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	8%
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	8%
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	8%
Fall 2020	9,220	1,712	1,216	1,349	13,497	-0.8%	8%
Fall 2021	9,147	1,688	1,536	1,267	13,638	1.0%	8%
University of Maryland, College Park							
Fall 2012	24,486	2,052	7,788	2,921	37,247	-1.0%	24%
Fall 2013	24,522	2,136	7,677	2,937	37,272	0.1%	24%
Fall 2014	25,027	2,029	7,911	2,643	37,610	0.9%	23%
Fall 2015	25,410	2,033	8,091	2,606	38,140	1.4%	23%
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	23%
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23%
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23%
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	24%
Fall 2020	28,160	2,715	7,460	2,374	40,709	-0.1%	24%
Fall 2021	28,425	2,497	8,006	2,344	41,272	1.4%	25%

TABLE 5							
ENROLLMENT TRENDS BY INSTITUTION							
Fall 2012-2021							
Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
University of Maryland Eastern Shore							
Fall 2012	3,449	309	441	255	4,454	-1.2%	3%
Fall 2013	3,171	359	430	260	4,220	-5.3%	3%
Fall 2014	3,192	378	442	267	4,279	1.4%	3%
Fall 2015	3,291	451	485	238	4,465	4.3%	3%
Fall 2016	2,918	359	397	230	3,904	-12.6%	2%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2%
Fall 2018	2,360	237	370	226	3,193	-8.5%	2%
Fall 2019	2,095	238	345	208	2,886	-9.6%	2%
Fall 2020	1,834	235	350	227	2,646	-8.3%	2%
Fall 2021	1,631	183	349	222	2,385	-9.9%	1%
University of Maryland Global Campus - Stateside							
Fall 2012	6,144	22,129	277	13,718	42,268	-1.0%	27%
Fall 2013	5,917	20,823	214	12,603	39,557	-6.4%	26%
Fall 2014	8,261	26,893	168	12,584	47,906	21.1%	30%
Fall 2015	8,578	28,777	108	12,785	50,248	4.9%	31%
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	34%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34%
Fall 2019	9,472	36,690	90	12,029	58,281	-3.8%	34%
Fall 2020	10,425	36,655	136	11,310	58,526	0.4%	34%
Fall 2021	9,907	34,833	129	10,747	55,616	-5.0%	34%
University System of Maryland - Totals (Stateside)							
Fall 2012	79,384	32,290	17,920	26,009	155,603	-0.1%	100%
Fall 2013	79,654	31,446	17,678	24,540	153,318	-1.5%	100%
Fall 2014	82,667	37,628	17,739	23,966	162,000	5.7%	100%
Fall 2015	83,179	39,656	17,734	23,930	164,499	1.5%	100%
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100%
Fall 2019	85,234	47,151	17,337	22,492	172,214	-2.4%	100%
Fall 2020	83,511	47,703	16,944	22,022	170,180	-1.2%	100%
Fall 2021	80,802	45,197	17,735	21,063	164,797	-3.2%	100%

Source: MHEC EIS (2012-2020) MHEC S-7 (2021)



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

TOPIC: PreK-20 Pipeline Issues

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: USM’s strategic planning process has prioritized a commitment to building a diverse academic community to prepare leaders for a global economy and an increasingly diverse world. We need to be intentional about removing educational barriers and designing pathways and programs that will support lower income and first-generation students becoming college-ready and enrolling in our institutions.

USM’s P-20 commitment has focused on building bridges between the PreK-12 schools and post-secondary education through collaborating on college readiness standards in high school; outreach to schools, students and systems; strengthening teacher preparation; and developing pipelines into postsecondary programs. There are critical questions USM must now consider:

- What kinds of investments can we make in our local schools to support local teachers and mentor young students in the pipeline?
- How can we address “undermatching”—the disconnect between students’ academic talents and their college attendance, especially students who have been disadvantaged by barriers in the college access pipeline?
- How can we identify and scale successful outreach programs at our USM institutions?
- How can we increase transparency about college admissions, financial aid, and pathways to the public colleges and universities in Maryland?

The enrollment challenges posed by the COVID-19 pandemic’s impact on education will continue to plague the education system over several years. We are seeing a disturbing [drop in public school enrollments](#), which makes our direct outreach and engagement with public schools critical to our ability to meet USM’s strategic plan goals and priorities. In addition, the recent passage of the *Blueprint for Maryland’s Future* legislation and the appointment of the new Maryland State Department of Education superintendent create an important opportunity to reaffirm USM’s commitment to building the sustainable pipeline from PreK-12 to college.

This agenda item will serve as an introduction to USM’s proposed investment in pipeline development.

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: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu



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

TOPIC: Articulation Efforts at USM Institutions

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: Over 60% of students in the USM transfer to a USM institution from community colleges or four-year institutions. Many of the processes guiding those transfers are guided by articulation agreements, which document pathways between two or more colleges or universities and their academic programs.

Today, provosts from the University of Maryland Eastern Shore (Dr. Nancy Niemi), Towson University (Dr. Melanie Perreault), University of Baltimore (Dr. Catherine Andersen), and Frostburg State University (Dr. Michael Mathias) will offer insight into the successes, challenges, and future of a small proportion of the articulation efforts in place across the University System of Maryland.

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: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2020-2021)

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year's report (AY 2020-2021) is the third of a multi-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36% Faculty publication and scholarship continue at high levels and at appropriate levels according to faculty type.
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year.

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: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2020-2021



As requested on Page 202-203 of the FY22 Joint Chair's Report

Submitted by:

Office of the Senior Vice Chancellor for Academic and Student Affairs

KEY FINDINGS

- Despite the extraordinary circumstances that faculty and students endured during the global pandemic, total credit hours produced in 2020-21 kept pace with total student headcount enrollment (see Table 3).
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately mirrored the unique mission of the USM institutions (see Table 5).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 69.45% of all credit hours produced (up again slightly from the previous year).
- Further, over the five years since 2015-16, credit hours produced by core instructional full-time faculty was up 2.42% in 2020-21, while credit hours produced by part-time faculty dropped by -3.36% (see Table 6).
- Full-time tenured/tenure-track faculty carried the largest load at the upper-division undergraduate and graduate levels as compared to all other faculty types (see Table 7).
- Average student credit hour production for core instructional faculty was down somewhat from 2020-19 but on par with the previous 4 years.
- The number of bachelor's degrees awarded continued to increase in 2020-21. Across the institutions reported here there was a USM record 27,678 bachelor's degrees awarded (see Table 9).
- Four-year undergraduate graduation rates improved again in 2020-21 to the best performance since this measure was first tracked (see Table 10). Six-year graduation rates decreased slightly (see Table 11).
- Faculty publication and scholarship continued at high levels (see Table 12) and at appropriate levels according to faculty type (Table 13).
- Faculty secured over \$1.6 billion in research funding, representing a 3.82% gain over the previous year (Table 14).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2020-2021.

Background

The USM policies governing faculty workload are designed to ensure maximum accountability, while providing individual campuses high levels of flexibility to deploy faculty in the most effective and efficient way possible. The primary USM Board of Regents policy governing faculty workload is II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES.¹

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the "course unit" metric reported previously was requiring an increasing number of

¹ Other policies that clarify specific issues or relate to the faculty workload include: II-1.19 UNIVERSITY OF MARYLAND SYSTEM POLICY ON THE COMPREHENSIVE REVIEW OF TENURED FACULTY and II-1.05 POLICY ON THE EMPLOYMENT OF FULL-TIME, NON-TENURE TRACK INSTRUCTIONAL FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND.

exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy, therefore, was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report continues the transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. While UMCES and UMB will not be included until next year, this report adds back previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore and includes for the first time data from UMGC, which had been exempted in previous years.

As described, below, we have also made some definitional shifts in this report over the last 2 years:

- Numbers of faculty provided are based on *headcounts* instead of *full-time equivalents* (FTEs).
- Data for department chairs and non-departmental administrators who are also full-time faculty are included in the full-time faculty categories instead of being included as part of "other faculty."
- Data for full-time research faculty and teaching/graduate assistants are disaggregated into their own categories instead of being included as part of the previous "other faculty" category.
- Previously exempted departments/colleges for Salisbury University, Towson University, and University of Baltimore have been added back into calculations across years for consistency and comparison purposes.

While these definitional shifts will make some longitudinal comparisons a little more difficult over the next 5 years, we believe these changes will provide a clearer picture of how faculty are being deployed across teaching, research, and service in the analyses. The addition of student credit hour data disaggregated by course level should also help make clearer how faculty are being deployed across undergraduate and graduate programs. In addition, these changes put the definitions being used for purposes of this report into better alignment with COMAR and MHEC data definitions for various submissions, including the Employee Data System (EDS) report.

Definitions

For analysis purposes, this report combines various faculty activities and different faculty types into relatively broad categories. The metrics for these activities and the types of faculty are defined below:

Student Credit Hours (SCH): Student credit hours are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D). For example, a 3-credit course with ten students produces thirty student credit hours. Similarly, for a variable credit course where 10 students are enrolled at 2 credits and 10 other students are enrolled at 3 credits, the student credit hours generated would be 50 credits.

Academic Year: All data reported are for fall and spring terms only.

Faculty Types: Numbers of faculty included here represent headcounts and are disaggregated by their employment classification, as described below:

Full-time Tenured/Tenure-Track Faculty: This includes all persons, including department chairs and non-departmental administrators, holding tenured and tenure-track positions who are classified as faculty and had at least 1 instructional credit hour in the reporting year.

Full-time Non-Tenure Track Instructional Faculty: These are all full-time instructional faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting instructional faculty are also reported here.

Full-time Non-Tenure Track Research Faculty: This includes all full-time research faculty who are not on the tenure track with at least 1 instructional credit hour in the reporting year. Full-time visiting research faculty are also reported here.

Teaching/Graduate Assistant: These are graduate students with at least 1 instructional credit hour in the reporting year as part of their university employment.

Part-Time Instructional Staff: This category includes emeritus, adjunct and affiliated faculty, staff who teach, and all other part-time faculty with at least 1 instructional credit hour in the reporting year. Teaching/ graduate assistants are not reported here.

Course Levels: Per the USM's Policy for the Numbering of Academic Courses III-6.10, course levels are defined here as follows:

Lower Division: Undergraduate credit hours for 000-099 non-degree courses and 100 and 200 level courses.

Upper Division: Undergraduate credit hours for undergraduate courses 300 level courses and higher.

Graduate I: Graduate credit hours for post-baccalaureate certificate, master's and professional practice doctoral level courses

Graduate II: Graduate credit hours for post-master's and research/scholarship doctoral level courses.

Graduate III: Graduate credit hours for master's and doctoral research supervision courses (798, 799, 898, 899).

USM FACULTY PROFILE

In 2020-2021, the USM had a total instructional complement of 17,899 faculty by headcount across all institutions except UMCES. Table 1 provides a detailed breakdown of these faculty by tenure status and full or part time employment status for the institutions represented in this year's report.

Table 1. USM Faculty Profile (Academic Year 2020-2021)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	174	36	0	0	341	551
CSU	113	8	0	0	136	257
FSU	201	39	0	3	164	407
SU	344	91	0	20	309	764
TU	614	308	0	25	935	1882
UB	141	34	0	0	210	385
UMB	465	1122	357	37	1918	3899
UMBC	395	159	16	28	594	1192
UMCP	1,347	503	67	399	1,525	3,841
UMES	159	53	8	42	90	352
UMGC	0	203	0	0	4180	4383
Total*	3,955	2,555	448	554	10,401	17,913

Source: USM Report on Faculty Teaching Workload

*Note: Total does not include UMCES.

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Student Credit Hour Measures

Production of student credit hours (SCH) is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and deployment of faculty. SCH are calculated as the number of students in the course at enrollment freeze (EIS) multiplied by the number of course credit hours, as measured in accordance with COMAR 13B.02.02.16(D) and further defined above.

Total SCH Production by Institution

The total SCH production by institution over the last 5 academic years is reported in Table 2, below. These SCH totals include all faculty types and instructional levels. The number and percent of 1-year change and the 5-year change are also reported.

Table 2. One-year and 5-year change in total SCH produced.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	1-yr change (2020-21 vs. 2019-21)		5-yr change (2020-21 vs. 2015-16)	
							#	%	#	%
BSU	121,580	130,328	141,908	142,389	149,722	147,901	-1,821	-1.22%	26,321	21.65%
CSU	71,361	73,302	72,329	72,014	65,674	65,192	-482	-0.73%	-6,169	-8.64%
FSU	126,599	121,206	121,392	112,865	117,702	107,662	-10,040	-8.53%	-18,937	-14.96%
SU	223,537	222,151	226,494	223,402	227,458	212,474	-14,984	-6.59%	-11,063	-4.95%
TU	541,783	534,520	536,584	542,978	551,865	526,026	-25,839	-4.68%	-15,757	-2.91%
UB	112,471	108,029	100,387	89,689	78,698	73,396	-5,302	-6.74%	-39,075	-34.74%
UMBC	322,899	322,225	317,416	321,734	320,027	314,074	-5,954	-1.86%	-8,826	-2.73%
UMCP	853,867	895,625	887,875	889,605	962,924	969,969	7,045	0.73%	116,102	13.60%
UMES	115,731	103,346	93,939	83,779	75,792	67,229	-8,562	-11.30%	-48,502	-41.91%
UMGC	749,237	772,224	789,320	786,602	771,941	802,652	30,711	3.98%	53,415	7.13%
Total*	3,239,065	3,282,956	3,287,644	3,265,057	3,321,802	3,286,575	-35,227	-1.06%	47,510	1.47%

Source: USM Report on Faculty Teaching Workload

*Note that total does not include UMB or UMCES.

Table 3, below, illustrates whether the total SCH produced by the institution is keeping pace with total enrollment. Over the last year, there was a slight drop in USM fall headcount enrollment (-1.18%) and an almost equal drop in overall USM SCH production (-1.06%). Over 5 years, however, enrollments are up slightly overall (3.45%) and total SCH generated has also increased (1.47%).

Table 3. One-year and 5-year change in fall headcount enrollment and total SCH produced.

	1-yr change (2020-21 vs. 2019-20)		5-yr change (2020-21 vs. 2015-16)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	1.28%	-1.22%	15.10%	21.65%
CSU	-13.80%	-0.73%	-24.45%	-8.64%
FSU	-6.20%	-8.53%	-15.62%	-14.96%
SU	-5.72%	-6.59%	-6.31%	-4.95%
TU	-3.49%	-4.68%	-1.65%	-2.91%
UB	-6.86%	-6.74%	-33.07%	-34.74%
UMBC	-0.77%	-1.86%	-2.47%	-2.73%
UMCP	-0.08%	0.73%	6.74%	13.60%
UMES	-8.32%	-11.30%	-40.74%	-41.91%
UMGC	0.42%	3.98%	16.47%	7.13%
Total*	-1.18%	-1.06%	3.45%	1.47%

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

*Note that total does not include UMB or UMCES.

Given SCH is calculated as the number of students in a course multiplied by the number of course credit hours, one might expect enrollment changes to exactly mirror SCH changes. However, undergraduate and graduate headcount enrollment includes both full time and part-time students, who differentially impact SCH due to the numbers of credits they are taking in a given year. Part-time students count equally in enrollment headcount numbers, but account for fewer SCH within a given year. Given this, variations in drops or increases in part-time and fulltime enrollments can account for some of this variation. Table 4 illustrates the 1-year and 5-year change in fulltime and part-time headcount enrollments.

Table 4. Total undergraduate and graduate headcount enrollment by attendance status.

	1-year % (2020-21 vs. 2019-20)			5-year % (2020-21 vs. 2015-16)		
	Change in Fulltime	Change in Part-time	Change in Total	Change in Fulltime	Change in Part-time	Change in Total
BSU	1.42%	0.81%	1.28%	21.61%	-3.23%	15.10%
CSU	-12.36%	-17.22%	-13.80%	-21.64%	-30.71%	-24.45%
FSU	-7.77%	-2.04%	-6.20%	-21.48%	3.65%	-15.62%
SU	-6.12%	-2.71%	-5.72%	-5.26%	-13.39%	-6.31%
TU	-5.10%	3.08%	-3.49%	-3.08%	4.12%	-1.65%
UB	-4.11%	-9.49%	-6.86%	-36.22%	-29.54%	-33.07%
UMB	-0.29%	18.75%	4.54%	2.71%	48.70%	12.77%
UMBC	-2.40%	5.23%	-0.77%	-2.94%	-0.84%	-2.47%
UMCP	-1.78%	13.70%	-0.08%	6.33%	9.70%	6.74%
UMES	-9.47%	-2.02%	-8.32%	-41.50%	-36.57%	-40.74%
UMGC	10.45%	-1.55%	0.42%	21.59%	15.41%	16.47%
Total*	-3.51%	2.57%	-2.42%	-2.81%	-4.63%	-3.16%

Source: USM Institutional Research Information System (IRIS).

*Note that total does not include UMB or UMCES.

Beginning last year USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 5 provides the 2020-21 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 5. SCH production by course level.

	BSU	CSU	FSU	SU	TU	UB	UMBC	UMCP	UMES	UMGC	TOTAL*
Lower Division	86,711	31,444	48,971	109,979	247,002	12,311	143,278	414,505	35,823	342,406	1,130,023
Upper Division	47,789	29,721	48,151	88,359	239,856	24,903	137,950	420,768	17,016	344,425	1,054,513
Graduate I	6,965	4,027	9,697	13,359	35,836	35,371	21,773	84,011	9,532	114,088	220,571
Graduate II	4,419	0	617	777	2,660	495	3,922	30,678	4,168	1,341	47,736
Graduate III	2,017	0	226	0	673	316	7,151	20,007	690	392	31,080
Total*	147,901	65,192	107,662	212,474	526,026	73,396	314,074	969,969	67,229	802,652	2,483,923

Source: USM Report on Faculty Teaching Workload.

*Note that total does not include UMB or UMCES.

Student Credit Hour Production by Faculty Type

Table 6, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 69.45% of all SCH produced (up again slightly over last year). Of note as a continuing trend, total credit hours produced in the five years since 2015-16 by core instructional faculty is up again this year by 2.42% while the number of SCH produced by teaching/graduate assistants and other part-time faculty has dropped again this year by -3.36%. Specific institutions do differ from this trend. For example, UMGC is not reported in these totals at all due to their unique business model. Part-time faculty there account for almost 93% of SCH production.

Table 6. Percentage of SCH produced by faculty type.

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21	% of total 2015-16	% of total 2020-21
BSU	46.58%	44.04%	18.02%	0.06%	0.00%	0.00%	0.00%	0.00%	35.40%	45.12%
CSU	62.83%	60.71%	2.60%	8.58%	0.00%	0.00%	0.00%	0.00%	34.57%	30.71%
FSU	65.51%	68.96%	13.05%	14.39%	0.00%	0.00%	0.38%	0.11%	21.07%	16.54%
SU	59.61%	61.09%	18.32%	18.95%	0.00%	0.00%	1.40%	1.07%	20.67%	18.89%
TU	41.25%	40.74%	26.98%	28.75%	0.00%	0.00%	0.87%	0.43%	30.90%	30.08%
UB	50.83%	59.17%	11.86%	13.77%	0.00%	0.00%	0.00%	0.00%	37.31%	27.06%
UMBC	34.40%	29.62%	28.85%	33.60%	2.84%	0.47%	3.33%	1.90%	30.57%	34.41%
UMCP	40.61%	34.82%	22.81%	36.47%	0.37%	1.91%	6.91%	5.30%	29.30%	21.50%
UMES	46.57%	48.98%	26.03%	19.03%	0.45%	0.34%	1.77%	0.14%	25.19%	31.51%
Total*	44.58%	41.47%	22.44%	27.97%	0.52%	0.81%	3.22%	2.50%	29.24%	26.60%

Source: USM Report on Faculty Teaching Workload
 *Note that total does not include UMB, UMCES, or UMGC.

Table 7, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. As expected, full-time tenured/tenure-track faculty carry the largest load at the graduate level as compared to other faculty types. Of note, the institutions appropriately make heavy use of part-time faculty (usually also practitioners in the field) at the Graduate I Level, which are typically master's and professional practice courses.

Table 7. Course Levels of Total SCH Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total*
Faculty Headcount	3,488	1,231	91	517	4,304	9,631
Lower-Division	363,495	396,796	12,270	40,821	316,642	1,130,023
Upper-Division	495,065	274,767	6,295	20,335	258,051	1,054,513
Graduate I	109,560	36,486	1,252	1,003	72,270	220,571
Graduate II	35,997	2,233	338	18	9,151	47,736
Graduate III	26,053	502	32	-	4,493	31,080
Total*	1,030,170	710,784	20,187	62,176	660,606	2,483,923

Source: USM Report on Faculty Teaching Workload
 *Note that totals do not include UMB, UMCES, or UMGC.

Average Student Credit Hour Production for Core Instructional Faculty

Table 8 indicates that USM average SCH produced by FT core instructional faculty decreased in 2020-21 from the previous year with core instructional faculty at five of the nine institutions reported here producing fewer SCH as compared to 2019-20. That said, overall SCH production is on par with the five-year period since 2015-16.

Table 8. Trends in Average SCH Generated by FT Core Instructional Faculty

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
BSU	357	348	353	387	314	311
CSU	365	364	391	398	340	373
FSU	401	364	381	376	388	374
SU	421	427	413	404	407	391
TU	413	405	405	403	412	396
UB	351	341	344	336	294	306
UMBC	385	394	365	367	358	358
UMCP	299	319	311	328	359	374
UMES	365	344	349	308	264	216
Total*	346	346	340	344	366	350

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)
 * Note that totals do not include UMB, UMCES, or UMGC.

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload that were more appropriate for its professional schools. Starting with next year's report, UMB will be integrated into the above analyses to the extent possible.

For 2020-21, UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load taught anyway to pursue opportunities for externally funded or department supported research and service.

Student Outcomes

While SCH are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

Table 9. Five-year trends in undergraduate degrees awarded by institution.

	2016	2017	2018	2019	2020	2021
BSU	832	713	781	826	870	881
CSU	464	421	399	378	335	332
FSU	964	1,060	1,027	1,078	967	1,023
SU	1,982	2,026	1,873	1,805	1,907	1,842
TU	4,428	4,628	4,609	4,619	4,701	4,628
UB	721	755	711	615	521	468
UMBC	2,521	2,572	2,578	2,658	2,632	2,643
UMCP	7,253	7,292	7,559	7,768	8,295	7,839
UMES	574	514	482	508	516	384
UMGC	5638	5883	6206	6346	6663	7,638
Total*	25,377	25,864	26,225	26,601	27,407	27,678

Source: USM Institutional Research Information System (IRIS)

*Note total does not include UMB or UMCES.

As seen in Table 9, above, the number of graduating students continues to rise and is at the highest level yet achieved by the USM. USM also continues to see overall progress in student time-to-degree. Table 10, below, illustrates four-year graduation rates and Table 11 documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture, they are a useful measure of student success.

Table 10. Four-year undergraduate graduation rate by entering year.

	2012	2013	2014	2015	2016	2017
BSU	16%	16%	17%	18%	18%	15%
CSU	9%	12%	12%	12%	9%	9%
FSU	29%	27%	27%	27%	31%	34%
SU	50%	52%	49%	49%	50%	48%
TU	46%	45%	47%	49%	47%	45%
UB	15%	17%	18%	22%	20%	23%
UMBC	40%	39%	42%	43%	45%	46%
UMCP	66%	66%	65%	69%	70%	71%
UMES	22%	21%	21%	15%	20%	19%
UMGC	6%	3%	4%	5%	6%	6%
Total*	46%	46%	47%	48%	49%	50%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

Table 11. Six-year undergraduate graduation rate by entering year.

	2010	2011	2012	2013	2014	2015
BSU	41%	42%	46%	46%	46%	44%
CSU	20%	23%	21%	25%	31%	25%
FSU	55%	56%	57%	57%	59%	55%
SU	74%	76%	71%	74%	70%	74%
TU	72%	74%	75%	72%	75%	75%
UB	36%	34%	41%	44%	40%	42%
UMBC	66%	65%	68%	71%	72%	73%
UMCP	86%	85%	86%	87%	87%	87%
UMES	42%	42%	44%	46%	45%	37%
UMGC	14%	11%	15%	17%	13%	13%
Total*	68%	70%	70%	72%	72%	71%

Source: USM Institutional Research Information System (IRIS)

*Note: Does not include UMB or UMCS. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen.

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 12 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB). During the 2020-21 academic year, USM faculty published 587 books and 15,762 peer-reviewed articles. Faculty also participated in 4,221 juried and non-juried creative activities combined. Despite COVID-19 shutdowns, USM faculty still logged 37,804 days in public service to their communities, government, schools, and non-profit organizations. Table 13, below, provides these same data disaggregated by faculty type.

Table 12. Scholarship and service of the USM faculty.

	# Books Published	# Refereed Publications	# Non-Refereed Publications	# Juried Creative Works	# Non-Juried Creative Works	# Professional Presentations	# Prestigious Faculty Awards	# Faculty Awarded Externally Funded Grants and Contracts	# Patents Awarded to Faculty	# Faculty in Leadership Positions in Professional Societies	# Days Spent in Public Service
Comprehensive											
BSU	36	161	58	19	36	399	49	67	3	71	1,602
CSU	1	37	5	18	0	93	2	30	0	12	1,740
FSU	11	99	60	6	228	130	0	15	0	7	1,265
SU	25	165	51	57	81	7	24	18	1	33	749
TU	73	865	240	362	452	613	60	96	0	256	5,957
UB	10	84	53	11	0	55	15	38	0	21	490
Research											
UMB	304	6,564	963	--	2,437	3,432	502	819	--	--	16,207
UMBC	19	655	187	17	102	702	81	172	13	99	1,953
UMCP	93	7,007	803	54	283	207	162	1,202	117	99	6,335
UMES	15	125	42	32	26	184	16	57	0	44	1,505
UMGC	8	14	13	4	6	25	8	3	1	22	56
Total*	587	15,762	2,462	576	3,645	5,822	909	2,484	134	642	37,804

Table 13. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total
# Books Published	246	31	1	13	291
# Refereed Publications	7,738	347	135	992	9,212
# Non-refereed Publications	1,198	106	24	184	1,512
# Juried Creative Works	440	129	0	11	580
# Non-juried Creative Works	902	235	13	64	1,214
# Professional Presentations	2,104	240	23	48	2,415
# Prestigious Faculty Awards	312	54	10	41	417
# Faculty Awarded Externally Funded Grants and Contracts	1,113	62	66	457	1,698
# Patents Awarded to Faculty	100	2	7	26	135
# Faculty in Leadership Positions in Professional Societies	514	111	6	33	664
# Days spent in public service	14,717	5,411	188	1,337	21,653

Source: USM Report on Faculty Teaching Workload

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

Table 14 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2020-2021 academic year, the USM was awarded over \$1.6 billion in external awards. This represents a 3.83% increase from the 2019-2020 academic year.

Table 14. External funding per institution over the last 5 years.

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Comprehensive						
BSU	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789	\$12,195,822	\$16,783,732
CSU	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738	\$9,674,730	\$9,826,256
FSU	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730	\$3,185,636	\$3,351,082
SU	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505	\$5,791,637	\$5,135,529
TU	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204	\$6,707,767	\$14,364,535
UB	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294	\$16,972,599	\$15,962,335
UMGC	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537	\$75,575,017	\$56,772,279
Research						
UMB	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371	\$684,752,810	\$690,112,744
UMBC	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464	\$72,517,690	\$72,825,769
UMCP	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047	\$613,620,510	\$663,211,652
UMCES	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116	\$23,184,557	\$23,461,321
UMES	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307	\$18,772,791	\$30,209,484
Total*	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102	\$1,542,951,566	\$1,602,016,718

Source: USM Annual Extramural Awards Survey

Note: Includes all USM institutions.

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2020-2021 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of SCH kept pace with overall enrollment trends in 2020-21, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion despite the extraordinary circumstances that faculty worked in during the global pandemic. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at very high levels. External research funding rose again in the last year to over \$1.6 billion in the last year in 2020-21.



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

TOPIC: Notification of Awards:

USM Regents Scholars Program, AY 2021-2022 and the Wilson H. Elkins Professorships, FY22

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Monday, November 8, 2021

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

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

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

The following report on the *Regents Scholars Program* delineates the two types of scholarships and the projected spending for AY 2021-2022. The *Elkins Professorship* summary reveals the names, institutions, and project descriptions of the FY22 awardees.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only

DATE: November 8, 2021

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu

University System of Maryland Regents Scholars Program

2021 - 2022

The prestigious Regents Scholars Program has been created to provide outstanding students with the financial freedom to pursue academic studies within one of the nation's finest university systems. Consideration is given to exceptional students, both first-year and transfer students, applying for admission to full-time undergraduate programs at one or more of the University System of Maryland institutions. Substantial endowments have been established by individuals and corporations in order to cover the estimated cost of attendance for tuition and fees, living expenses, and academic materials.

Two types of scholarships are available:

- full scholarships - cover the entire estimated costs of in-state tuition, fees, room, board, books and academic materials
- partial scholarships - range from \$4,000- \$7,465 per year for educational expenses, such as tuition, books, room & board

A typical full scholarship for a first-year student or transfer student for 2021-2022 is approximately \$24,772 (average) per year.

Some Regents Scholarships have additional criteria relating to particular disciplines or to students' demonstration of financial need. Some scholarships have no qualifying factor other than merit. The awards are funded in part by endowments established by University System benefactors committed to academic excellence.

A quote from one of the faculty letters of recommendation may provide emphasis for the importance of these scholarships in recognizing truly talented students:

"I can attest to the student's academic excellence and leadership, after witnessing their exceptional scholastic and group interaction skills here at the college. In all my classes, the student outperformed their peers, and was an effective leader, mentor, and communicator.Most importantly, the student has demonstrated an innate ability **to listen deeply** to other people's opinions and experiences, while also cultivating a supportive group where deeper knowledge can be cultivated. From my own observations, I can confirm that they will be, without a doubt, an outstanding student and community leader who promotes and cultivates a sense of compassion and interest in helping others succeed."

Projected Spending for the University System of Maryland Regents Scholarships**2021-2022**

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount	Note
Regents – Full	3-First-year students	3-Students originally awarded as first-year students	\$25,000	\$149,998	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
	2-Transfer students	3-Students originally awarded as transfer students	\$24,500	\$122,498	The typical award and aggregate amounts for full Regents Scholarships include the value of the remission of tuition provided by the USM institutions.
Regents – Partial	3-First-year students	1-Student originally awarded as first-year student	\$4,500	\$18,000	
	4-Transfer students	5-Student originally awarded as transfer student	\$4,785	\$35,373	
Total	12-New students	12-Continuing students	Approximately \$4,714 (Partial) or \$24,772 (Full)	Approximately \$325,869	

Wilson H. Elkins Professorship

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

Elkins Professorship Awardees

For FY 2022, awards have been presented to:

Towson University to support the work of Dr. Paz Galupo, Professor of Psychology, who will use Professorship funds to understand the unique legal and cultural factors that impact the health care experiences of and lead to health disparities for transgender and nonbinary Marylanders. Year 1 of \$30,000 per year for two years

The **University of Maryland, Baltimore** to support the work of Dr. Radi Masri, Professor in the University of Maryland School of Dentistry and University of Maryland School of Medicine, who will use Professorship funds to conduct research to understand barriers that prevent adult minorities from improving their oral health in the local community and increase access to advanced dental care. \$58,000

The **University of Maryland, Baltimore** to support the work of Dr. Heather B. Congdon, PharmD, BCPS, CDE, FNAP, Co-Director of UMB's Center for Interprofessional Education, who will use Professorship funds to collaborate with the Kirwan Center for Academic Innovation to scale up targeted Interprofessional Education (IPE) recommendations from the 2018 USM report "Strengthening Maryland's Health Care Workforce" through a digital badging initiative. \$40,000

The **University of Maryland Center for Environmental Science** to support the work of Dr. Lora A. Harris, Associate Professor, Chesapeake Biological Laboratory, who will use Professorship funds to integrate regional and national work into multiple institutions and underserved communities in Maryland to diversify STEM and improve learning outcomes and the engagement of underrepresented students in the environmental and ocean sciences. \$40,000

The **University of Maryland, College Park** to support the work of Dr. Don DeVoe, Professor and Associate Chair for Research and Administration in the Department of Mechanical Engineering, who will use Year 2 of his Professorship award to continue developing a novel platform enabling fully automated manipulation of individual cancer and immune cells from highly limited patient samples - technology aimed at enabling a new approach to personalized cancer immunotherapy. Year 2 of \$30,000 per year for two years