

Memo
Map and Directions



BOARD OF REGENTS
Salisbury University
Commons Dining Hall
Dorchester Room
Room 127
June 14, 2024

AGENDA FOR PUBLIC SESSION

8:00 A.M.

Call to Order Chair Gooden

Recognition of BOR Student Excellence Scholarship Recipients Chair Gooden

1. Academics, Scholarship, and Research: Emilia Jane Germain - FSU Freshman/Sophomore
2. Academics, Scholarship, and Research: Dariush Aligholizadeh - UMBC Junior/Senior
3. Academics, Scholarship, and Research: Jonas Raphael Miller - UMBC Graduate
4. Innovation and Creative Activity: Emma Barrett - TU Freshman/Sophomore
5. Innovation and Creative Activity: Bradley Aurora Powers – SU Junior/Senior
6. Innovation and Creative Activity: Jens Wira - UMCES Graduate
7. Leadership and Advocacy: Anna Tovchigrechko - UMCP Freshman/Sophomore
8. Leadership and Advocacy: Jade LeSchack - UMCP Junior/Senior
9. Leadership and Advocacy: Rose Pagango – UMB/UMSOM Graduate
10. Outreach and Engagement: Elizabeth Ji-Woo Brown – UMCP Freshman/Sophomore
11. Outreach and Engagement: Stephora Alberi – SU Junior/Senior
12. Outreach and Engagement: Katherine Maria Raja – UMB/UMSOM Graduate

PUBLIC COMMENT

Welcome from Salisbury University President Lyn Lepre

Safety Vignette Chief Laschley

Education Forum: AI Enabling Student Support Staff Martina Hansen,
SVP and Chief Student Affairs Officer

Chancellor's Report Chancellor Perman

I. Report of Councils

- a. Council of University System Staff Dr. Patricio
- b. Council of University System Presidents President Breaux
- c. University System of Maryland Student Council Regent Parker

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2. Consent Agenda

Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from April 18, 2024, Public Session (action)
 - ii. Approval of meeting minutes from April 19, 2024, Public and Closed Sessions (action)
 - iii. Proposed Amendments: I-2.00 – Policy on the Constitution for the Council of University System Faculty (action)
- b. Committee on Advancement
 - i. Approval of meeting minutes from May 16th, 2024 public session (action)
 - ii. BOR Policy IX-2.00 – Affiliated Philanthropic Support Foundations, Section IV, Recognition of Existing Affiliated Foundation (action)
 - iii. BOR Policy IX-2.01 – Recognition of Affiliated Foundations (action)
 - iv. Changed purpose for Burgee Scholarship Fund (action)
- c. Committee on Education Policy and Student Life and Safety
 - i. Approval of meeting minutes from May 14, 2024, Public Session (action)
 - ii. Academic Program Proposal (action)
 - I. Bowie State University: B.S. in Virtual Reality and Gaming
 - iii. Proposed Amendments: II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty (action)
 - iv. 2024 Institutional Programs of Cultural Diversity Annual Progress Report (action)
 - 1. Bowie State University
 - 2. Coppin State University
 - 3. Frostburg State University
 - 4. Salisbury University
 - 5. Towson University
 - 6. University of Baltimore
 - 7. University of Maryland, Baltimore
 - 8. University of Maryland, Baltimore County
 - 9. University of Maryland Center for Environmental Science
 - 10. University of Maryland, College Park
 - 11. University of Maryland Eastern Shore
 - 12. University of Maryland Global Campus
 - v. Campus Safety and Security Report (information)
 - vi. Status Update: Test Optional Status Across the USM (information)
 - vii. Update: P-20 Initiatives (information)
- d. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from May 15, 2024, Public Session (action)
- e. Committee on Finance
 - i. Approval of meeting minutes from May 29, 2024, Public and Closed Sessions

- ii. University System of Maryland: Forty-Sixth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
- iii. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
- iv. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
- v. University System of Maryland: Revisions to USM Procurement Policies and Procedures (action)
- vi. University System of Maryland: Revision to USM Policy on Approval of Procurement Contracts (action)
- vii. University of Maryland, College Park: Lease Extension at Diamondback Garage (action)
- viii. University of Maryland, College Park: Contract Extension for Official Athletic Team Sponsorship and Intercollegiate Athletics Uniforms and Related Products (action)
- ix. Approval of FY 2025 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
- x. University of Maryland Global Campus: Ventures Information Technology Contract (action)

f. Committee on Governance and Compensation

- i. Approval of meeting minutes from April 9, 2024, Public and Closed Sessions (action)

g. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

- i. Approval of meeting minutes from June 3, 2024, Public Session (Action)
- ii. Current Legal and Regulatory Issues Affecting Intercollegiate Athletics Programs - A Presentation by Chad Hawley, Senior Vice President for Policy and Compliance at the Big Ten Conference (Information)
- iii. Title IX Intercollegiate Athletics Status (Information)
- iv. Summary of Student-Athlete Admissions, Graduation, and Academic Progress (Information)
- v. Mid -year Athletic Director Updates – Rotating – TU, BSU, SU (Information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Education Policy and Student Life and Safety

Regent Gourdine

- i. Strategic Plan Update: Alternative Credentials and Innovative Pathways (information)

- b. Committee on Finance Regent Sibel
 - i. University System of Maryland: FY 2025 Operating Budget (action)
 - ii. FY 2025 System Funded Construction Program Request (action)

- c. Committee of the Whole
 - i. Prison Education Update (information) Regent Wood
 - ii. Proposed revision to the AY 2024-2025 Board of Regent meeting schedule (action) Chair Gooden
 - iii. Proposed Board of Regents meeting schedule AY 2025-2026 and AY 2026-2027 (action) Chair Gooden
 - iv. Resolutions of Appreciation (action) Chair Gooden
 - 1. Regent Farah Helal
 - 2. Regent Bob Rauch
 - 3. Regent Bob Wallace

- Reconvene to Closed Session (action) Chair Gooden

OFFICE OF THE CHANCELLOR

MEMORANDUM

To: USM Board of Regents
From: Jay A. Perman, Chancellor
Date: June 14, 2024
Subject: Meeting of the Board of Regents, Friday, June 14, 2024

The Board of Regents will meet on *Friday, June 14, 2024* at Salisbury University in accordance with the following schedule:

8:00 a.m. Public Session
Salisbury University
Commons Dining Hall
Dorchester Room
Room 127

11:00 a.m. (approximately) Closed Session
Salisbury University
Commons Dining Hall
Bistro Dining Hall
Room 100

Agendas, together with supporting materials where appropriate, are enclosed. In the closed sessions, the Board will consider executive function items and items exempted from consideration in open session under the Open Meetings Act. At these meetings, exempted items include various personnel matters, acquisition of real property, various matters which affect the privacy and reputation of individuals, and any item which requires consideration in closed session to comply with a specific statutory requirement.

Driving directions, map, and parking instructions are enclosed.

Attachments

cc: Chancellor's Council

Asst. Attorney General Bainbridge

Salisbury University



**BOARD OF REGENTS CAMPUS VISIT
JUNE 13-14, 2024**

THURSDAY, JUNE 13, 2024 – BOR DINNER

Guerrieri Academic Commons Parking
Parking is on U.S. Route 13, Parking Lot B

Street Address:

1134 South Salisbury Blvd., Salisbury, MD 21801

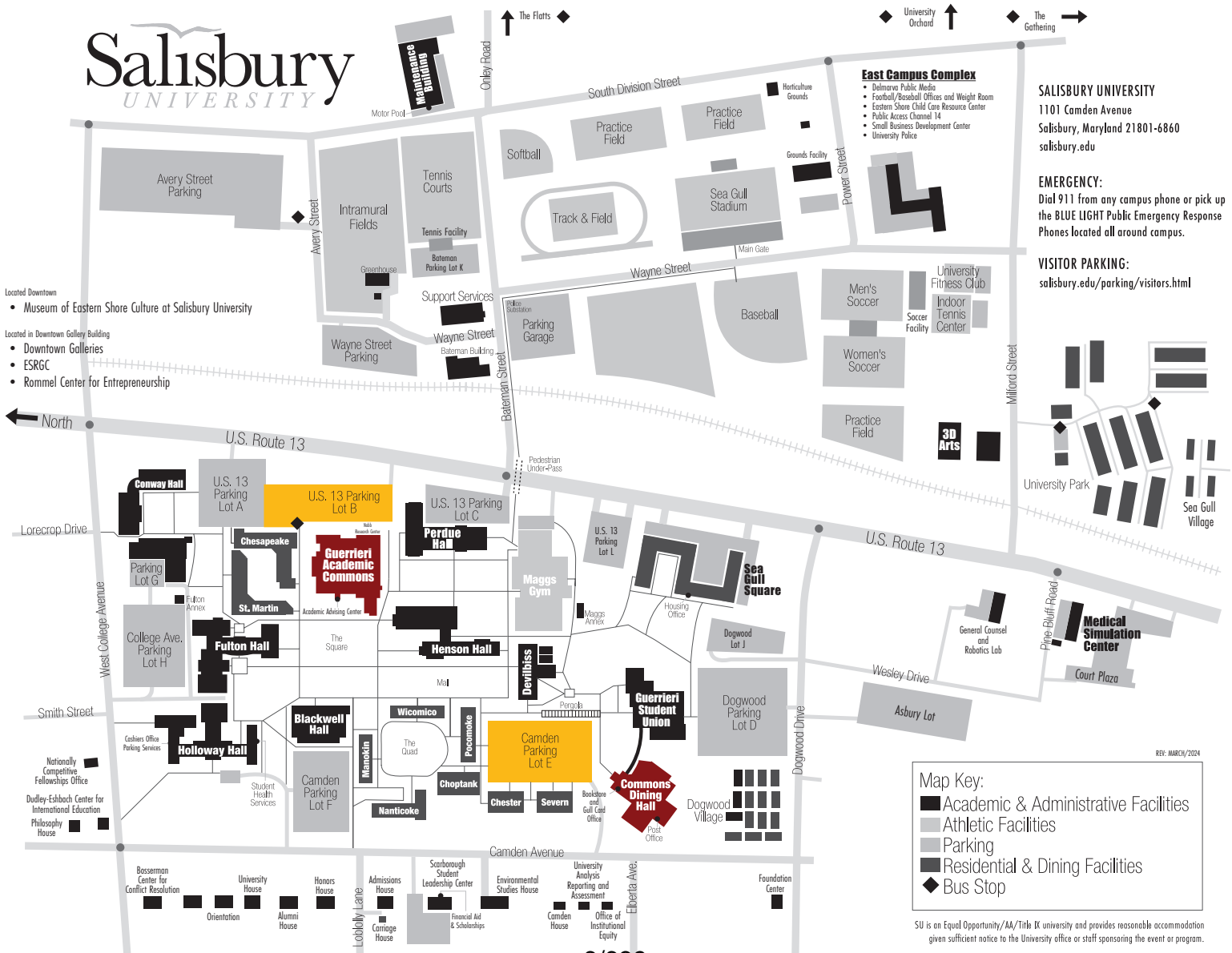
FRIDAY, JUNE 14, 2024 – BOR MEETING

Commons Dining Hall Parking
Parking is on Camden Ave., Parking Lot E

Street Address:

1313 Camden Ave., Salisbury, MD 21801

For directions visit: salisbury.edu/directions



TOPIC: Education Forum: AI Enabling Student Support Staff

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: To provide the most effective student support, staff must have student engagement and accurate resource information at their fingertips, allowing them to be proactive and to focus on student interactions. University of Maryland Global Campus Senior Vice President and Chief Student Affairs Officer will discuss how artificial Intelligence is used to enable a best-in-class support experience, both for students and staff.

ALTERNATIVE(S): Information item.

FISCAL IMPACT: Information item.

CHANCELLOR'S RECOMMENDATION: Information item.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



Report to the USM Board of Regents

Chancellor Jay A. Perman

Salisbury University | June 14, 2024

Thank you, Madame Chair. I join you in congratulating our Student Excellence award winners. The greatest prize of this job is meeting students whose contributions to our scholarship, our service, and our leadership not only fortify our strength but advance our humanity.

I also join you in welcoming Regent Lewis. Ms. Lewis, it's an honor to have you on this Board; I look forward to our work together.

I'm grateful to our hosts this morning, Salisbury University (SU) and President Lepre. For most of us, it's a long drive to get here, but the payoff is just incredible. Thank you for having us, Lyn.

I extend my thanks, as well, to Ms. Hansen for her presentation on using artificial intelligence to provide more effective student support. We know that AI presents not only significant challenges to higher education, but also enormous opportunities—a fact illuminated by the work of Ms. Hanson and her team.

As Chair Gooden mentioned, the June board report serves as a year-in-review—a year that's heralded both tremendous accomplishments and significant change.

LEADERSHIP TRANSITIONS

Our year started with Dr. Mark Ginsberg assuming the presidency of Towson University (TU). While he began his tenure in the fall, we made it official this spring with his formal installation. Mark, you've had much to celebrate at TU over these last several months. Congratulations on your inaugural year.

Our *next* year will begin with Dr. Fernando Miralles-Wilhelm taking on two roles: president of the University of Maryland Center for Environmental Science (UMCES) and USM vice chancellor for sustainability. For the last year, UMCES has thrived under the leadership of Interim President Bill Dennison. Bill, thank you for your clear vision and steady hand.

At the System office, we welcomed two new senior leaders. Susan Lawrence expertly guided us through the legislative session as vice chancellor for government relations. And Mike Sandler joined us earlier this month as vice chancellor for communications and marketing. I thank Nan Mulqueen, who steered our communications ship through a hectic and challenging spring semester.

Unfortunately, we must pair these welcomes a few farewells. I add my thanks to the departing regents we acknowledged this morning: Bob Wallace, who stepped down from the Board last fall; Farah Helal, whose two-year term as student regent ends this month; and Robert Rauch, who's served two five-year terms—the maximum allowed—with great distinction. In addition, I'd like us to remember, again, Regent Doug Peters, whose life of service continues to animate and inspire the work that we must take on without him.

UNIVERSITY EXCELLENCE

Let me turn now to the excellence of our universities, recounting some of their *recent* good news, but also some of their biggest achievements over the past 12 months.

I begin with our host today, Salisbury University. As President Lepre's presentation made clear, SU is an asset not only for the Shore but for the entire state. Here on campus, initiatives like formalizing a Graduate School and a Research Office will drive significant growth in students, in prominence, and in rankings. Beyond campus, new partnerships will bring new opportunities. For example, SU's landmark agreement with NASA's Goddard Space Flight Center will offer learning experiences for Salisbury students at the Wallops Flight Facility; fortify the agency's presence on campus; and develop the state's aerospace workforce with new coursework and development opportunities.

And in downtown Salisbury, SU's impact is, quite literally, transformative. From locating the new Museum of Eastern Shore Culture in the city, to spearheading a \$100 million proposal to build a downtown performing arts center, SU lives its mission to anchor and invigorate this beautiful community. Thank you, President Lepre.

MEETING COMMUNITY NEED

Meeting community need is what we were founded to do. We are meant to go where the need is greatest—to apply our people, our expertise, our assets, and our influence to enriching our communities and securing their strength, resilience, and prosperity. It's a mission to which each of our universities is dedicated.

Our host, Salisbury University, is deploying trained tutors in Wicomico County public schools. SU students and retired educators provide rigorous intervention aimed at improving middle and high school math proficiency, especially among the county's highest need students.

At the University of Maryland, Baltimore (UMB), the Embrace Resource Center opened a new space in West Baltimore. A partnership of UMB, local nonprofits, city agencies, and private businesses, the center will establish the Eutaw Street Corridor as a safe, thriving community for those living and working there.

UMB's School of Social Work is partnering with Coppin State University (CSU) and the University of Maryland, Baltimore County (UMBC) to expand training for school-based mental health providers. A \$5.5 million grant from the U.S. Department of Education will place more than 100 social work students each year in local public schools.

Coppin State inked a partnership with Baltimore City to place nursing students and RNs in public schools that struggle to staff pediatric nurses. UMB and the Universities at Shady Grove (USG) are teaming up to place nursing students in Prince George's County public *libraries*, where they can serve patients they might never see in a clinic.

With its new Urban Conflict Manager Program, the University of Baltimore (UBalt) is training the city's Safe Streets leaders in conflict management and violence prevention. And just this month, the Baltimore City school board approved a plan for UBalt to host City College students for three years during the renovation of the high school's century-old building. UBalt is leasing the space to City College for \$1 a year, so I expect the *real* payoff will be recruiting all those talented City Collegians to the University of Baltimore.

UMCES has partnered with Allegany County to provide access to its research services and facilities. The county-funded program offers local companies up to \$50,000 to cover costs associated with R&D conducted in partnership with UMCES's Appalachian Lab. The point is to spark innovation and product development that leads to long-term, sustainable jobs in Western Maryland.

And, in a truly moving development, Bowie State University (BSU) is teaming up with Anne Arundel County to reimagine the notorious Crownsville State Hospital, founded in 1911 as the Hospital for the Negro Insane. BSU will help transform the psychiatric facility—marked by the trauma its patients endured—into a place of education and healing. Building on BSU's historic relationship with the hospital, the initiative will seed educational programming, research, internships, and initiatives focused on health and wellness. The collaboration will promote community well-being and advocate for ongoing mental health reform.

ACADEMIC GROWTH

This is us putting our expertise to work. And that expertise is cultivated in our academic programs, which we evolve to prepare students for success in the world we know—and in the world we anticipate.

UBalt unveiled its MS in Artificial Intelligence for Business, launching this fall. It's the first program of its kind in Maryland, preparing graduates to ethically deploy AI and machine learning for greater productivity and innovation across business enterprises.

The University of Maryland Eastern Shore (UMES) won approval to pursue its highly anticipated School of Veterinary Medicine, the first in Maryland and the second at a U.S. HBCU. Last month, the program was included in a federal funding package sponsored by Sen. Cardin and Sen. Van Hollen. That \$1 million earmark joins \$5.5 million in support coming from the USDA.

A terrific collaboration between USG and Towson University, announced last week, addresses the ongoing teacher shortage in Montgomery County. TU will offer a dual certification program in Elementary Education and Special Education to paraprofessionals already employed in Montgomery County classrooms. And USG will pay in full whatever tuition cost isn't covered by

the school system. This is the kind of innovation we need to address a chronic teacher shortage that disadvantages our schools and our students.

Two programs launching this fall at the USM at Southern Maryland (USMSM) highlight the center's dual role. A master's program in Special Education offered by Bowie State grows USMSM's work in educating Southern Maryland students for high-demand careers. And a master's in Test and Evaluation of Autonomy, offered by the University of Maryland, College Park (UMD) raises the center's profile in autonomous systems R&D and workforce development. And here I have to congratulate Dr. Abel on 16 graduates this academic year in mechanical and electrical engineering. Well done.

This year, Bowie State became only the third HBCU to offer a PhD in Counselor Education and Supervision, cementing its leadership in combatting our nation's mental health crisis. Last fall, BSU welcomed the inaugural class of Public Health and Information Technology students. The novel program—training students to assess, diagnose, and treat public health events—is meant to diversify the fields of IT and informatics.

Frostburg State has a new undergraduate degree in Environmental Science, serving as a pathway to the MS in Environmental Management in Sustainability, which FSU launched last year in partnership with UMCES. And its new partnership with the West Virginia School of Osteopathic Medicine will allow FSU students to pursue an osteopathic career close to home, where critical care is often least accessible.

The University of Maryland Global Campus (UMGC) launched an accelerated MBA this year, listening to its students, who want faster time-to-degree-completion and lower out-of-pocket costs.

CENTERS AND PROGRAMS

UMCES launched its Chesapeake Global Collaboratory, harnessing big data and advanced cyberinfrastructure to tackle environmental challenges. The collaboratory brings together more people, deeper information, and better technology to shape environmental action that's more nimble, transparent, and democratic.

The University of Maryland Institute for Health Computing—a partnership among UMB, UMD, and the University of Maryland Medical System—opened in North Bethesda. The institute uses advanced computing and a massive cache of de-identified patient data to create a learning health system that improves care and outcomes across patient demographics and closes gaps of equity by transforming community-focused research.

UBalt inaugurated the multidisciplinary Center for Advancing Prevention Excellence, supporting local and national communities in improving mental health and community health by tackling underlying issues that lead to substance use and behavioral challenges.

Together, UMBC and UMB are creating a \$4 million NIH accelerator to grow faculty-developed technologies in biomedicine and life sciences.

College Park launched the Artificial Intelligence Interdisciplinary Institute at Maryland, supporting collaborative faculty research and experiential learning in AI, with a focus on developing responsible AI technology and ethical AI leaders.

The University of Maryland, Baltimore County (UMBC) is among the founding institutions of a national effort to improve pathways for women of color in tech. The program, spearheaded by the National Academy of Science, aims to advance equity and inclusion in STEM and relies on its participating organizations—all leaders in diversifying technical fields—to share best practices and build the evidence base for what works.

CAMPUS GROWTH

This academic growth feeds, in turn, the *physical* growth of our campuses.

Coppin State cut the ribbon on its new College of Business last fall. The \$45 million facility—the first new building to open at Coppin since 2015—will be a hub for business education in Baltimore and a catalyst for university growth and community development.

Frostburg State opened its \$82 million Education and Health Sciences Center, where the university will prepare students to fill critical workforce gaps in Maryland’s classrooms, clinics, and hospitals.

Towson University launched a \$150 million renovation of Smith Hall, where a state-of-the-art communications hub is taking shape.

UMD celebrated the opening of its National Quantum Laboratory, truly a one-of-a-kind quantum research center developed in partnership with College Park-based IonQ. Our flagship has staked its ground as the worldwide Capital of Quantum, and every day, it proves the name is apt.

UMES broke ground on its Agricultural Research & Education Center. Supported with \$10 million from USDA and \$17 million from the state, the new building will provide a modern space for teaching, research, and extension, and support agribusiness as one of Maryland’s leading economic developers.

At UMB, the nearly complete 4MLK tower will add several dozen new biotech companies to the university’s BioPark—already Baltimore’s biggest bioscience cluster. And with Greater Baltimore named a Federal Tech Hub in predictive health care, there’s tremendous potential for even more growth. I thank our universities in the tech hub consortium: UMB, Coppin, UMBC, and TU.

Several miles away at UMD, the university’s annexation of 22 acres for its Discovery District research park promises even more R&D partnerships and productivity.

GRANTS AND CONTRACTS

Moving to some significant grants and contracts, I'll start with the FDA's new five-year, \$50 million cooperative agreement with M-CERSI. The center of excellence in regulatory science is a partnership between College Park and UMB, focused on improving the way drugs and devices are reviewed and evaluated.

With nearly half-a-million dollars from the Bill & Melinda Gates Foundation, UMGC is identifying new models for closing the higher ed equity gap and quickly scaling programs and pathways for underrepresented students.

At Bowie State, three new U.S. Department of Education grants totaling \$3.5 million provide scholarships to future teachers and leaders serving children in special education.

UMBC will lead a \$10 million international partnership to scale land-based Atlantic salmon aquaculture, advancing global food security, environmental sustainability, and economic resilience. And the university won funding as part of Affirming Multivocal Humanities, an \$18 million Mellon Foundation initiative supporting innovative scholarship and teaching on race, ethnicity, gender, and sexuality.

A \$1.2 million grant from the U.S. Department of Education will help Coppin State improve literacy, math, and social-emotional outcomes for school-age children with disabilities, particularly children of color and multilingual children. And an Open Works Maker Space is coming to CSU. Supported with \$2 million in federal funding, the facility will give students and faculty access to an industrial co-working space and high-tech tools.

Last summer, the U.S. Department of Transportation awarded College Park nearly \$40 million to fast-track the conversion of its bus fleet from diesel vehicles to electric. As climate change accelerates extreme weather events, UMD has joined a \$6.6 million consortium to improve data assimilation used to predict weather and to train the next generation of atmospheric scientists.

UMD is also taking part in a \$5 million NASA grant to explore the potential of a satellite mission mapping climate change. The Earth Dynamics Geodetic Explorer—or EDGE—mission would launch in several years. But UMD already *has* a part of them in space. Aerospace Engineering alumna Dr. Jeanette Epps is aboard the International Space Station for six months as a mission specialist.

And finally, just a few weeks ago, the UMD Applied Research Laboratory for Intelligence and Security announced the largest research contract in the university's history, \$500 million from the Department of Defense.

Moving back to space for a moment, the UMBC-developed HARP II—part of NASA's PACE mission—is sending data back to Earth analyzing aerosol particles and clouds as a means of illuminating our air quality, climate, and climate change. And another UMBC instrument launches in two years: Astronauts will deploy the university's Lunar Environment Monitoring

Station, an autonomous seismometer, as part of NASA's forthcoming Artemis III lunar landing mission.

Closer to home, new faculty hires in UMBC's College of Engineering and Information Technology—specializing in sustainability and renewable energy R&D—are boosting the university's commitment to Earth-friendly research, from solar energy harvesting to advanced batteries. And UMBC's Maryland Technology Internship Program—which helps Maryland retain tech talent by offering paid internships—is doubling capacity this summer, thanks to a \$700,000 investment from Gov. Moore and the Maryland General Assembly.

The NSF selected UMCES to lead the Global Nitrogen Innovation Center for Clean Energy and the Environment. Working with U.S. and international universities, UMCES will investigate green ammonia, an emerging technology that could prove critical in providing clean energy and supporting food production while mitigating climate change. UMCES also received a \$2 million award from NOAA to support a three-year project to explore how existing infrastructure like wastewater treatment plants could be used to mitigate global warming.

UMES won \$5 million from the U.S. Department of Education to establish a Futures Institute, accelerating the university's push to Research 1 status. The grant will help recruit faculty, doctoral students, scientists, and research mentors, all focused on three grand challenges—climate change, AI, and health care—and, specifically, on generating new knowledge in areas with documented gaps in research on the African-American experience.

UMES is one of 19 HBCUs sharing \$33 million from the USDA to support research and education at historically Black land-grant institutions. The five projects at UMES, focusing on food safety and agricultural innovation, won more than \$2.5 million combined. And as part of UMES's bid to develop the next generation of aviation professionals, it's sharing in \$13.5 million in FAA grants to attract and train students for careers as pilots, engineers, technicians, and drone operators.

With \$10.6 million from the state, UMB will take a leadership role in shoring up abortion access in Maryland. UMB's Abortion Care Clinical Training Program will expand and diversify the pool of health care professionals trained to provide abortions and reproductive health care. Timely, indeed. That awards joins some huge UMB grants over this semester *alone*: \$30 million to prevent rehospitalization among IV drug users, \$9 million to improve vaccine efficacy, \$7 million to innovate trauma triage technology for mass casualty events.

PHILANTHROPY

This productivity in our sponsored programs was matched by our fundraising success.

Bowie State's BSU Bold campaign reached its \$50 million goal more than two years ahead of schedule. The campaign grew BSU's endowment more than 500 percent—from \$7 million to \$40 million—positioning BSU for even greater leadership, and making significantly more scholarship funding available to students.

FSU's Forging Futures campaign has hit its initial fundraising goal, raising \$25 million for students, the university, and the region. Towson University completed its largest-ever fundraising campaign: \$102 million to support research, student programs, and capital improvements. CSU launched a \$25 million campaign, the largest in Coppin's history, to support student achievement and retention, and academic and research excellence.

In just *one day*—its 11th annual Giving Day—the University of Maryland raised more than \$4 million to support university priorities. And a \$27 million gift from Professor Emeritus Michael Brin and his wife Eugenia advances mathematics teaching, research, and enrichment. The gift is the largest-ever to the math department, and the university's fourth-largest outright gift from an individual.

SERVING THE PUBLIC GOOD

These assets are deployed not only to strengthen our academic mission but to serve the public good.

This spring, Towson University launched its inaugural Impact TU, a revamp of The Big Event. More than 500 Towson students took part in projects focused on environmental stewardship, economic security, and social well-being. TU's Office of Civic Engagement & Social Responsibility has added an educational component, helping students better understand the value of civic engagement and how to foster sustainable communities.

And TU's new Sandra R. Berman Center for Humanity, Tolerance and Holocaust Education supports a new generation of leaders in shaping a world free from bigotry, hatred, and genocide. Critical as ever.

At UMB, the Gibson-Banks Center for Race and the Law, launched last fall, is providing a badly needed space for scholarship, engagement, and action on issues of equality and justice, with a focus on systems and institutions.

UBalt was named an inaugural Host Partner for the Maryland Corps Program, the Moore administration's keystone initiative to strengthen Maryland's workforce through service learning, volunteerism, and the strategic matching of talent with need.

And Coppin State has joined Baltimore City's HBCU Fellowship Initiative, providing recent graduates nine-month internships with city agencies in a bid to create a robust pipeline into public service careers.

AWARDS AND HONORS

A few times a year, national higher ed rankings are released, judging the relative performance—the relative value—of U.S. colleges and universities in any number of categories. And each time these rankings are posted, I dutifully report where we land. I won't recount our rankings here, but I will share some honors that our universities earned this year; honors that mean a lot to them; honors that reflect who we are as a System—what we value and what we stand for.

This year, the NSA validated UMGC as a National Center of Academic Excellence for its cybersecurity programming. The *Military Times* ranked UMGC No. 1 among online & hybrid universities in educating veterans, and No. 1 overall in employing them. And Frostburg State just won the Military Friendly School designation—for the 13th straight year.

For the third-straight year, UMES led the country's HBCUs with the highest student pass rate on the national pharmacy licensure exam. Last week, the NCAA's MEAC conference announced that UMES has the conference's highest academic progress rate—and that, for the third-straight year, Coppin State posted the conference's top graduation rate.

The USM at Hagerstown was named Small Business of the Year by the Washington County Chamber of Commerce. The regional center gives back to its community in myriad ways—not least of which is \$80,000 in scholarships last year going to local students.

This Pride Month, it's fitting that I acknowledge College Park's inclusion on *Newsweek's* Top Workplaces for LGBTQ+ employees. It follows UMD's ranking some weeks ago in the magazine's Top Workplaces for Women.

These recognitions matter. They're emblematic of who we are: Excellent. Inclusive. Always striving for more.

OUR MISSION IN TIMES OF CHALLENGE

Without question, this was a challenging spring. Our universities are still dealing with the federal government's regrettable FAFSA rollout. Our financial aid officers, admissions officers, student affairs staff are still hard at work. But we are resolute. We remain dedicated to our foundational principles: Access for all. Affordability for all. Inclusion for all.

We're still raw from a spring that saw anger and suffering and pain on our campuses. Protests and demonstrations. But we are resolute. Because our job is exactly this: To educate for democracy. To educate for citizenship. To prepare the leaders who can make good and productive change. To provide the space to engage with one another across our differences, and connect people who have the desire, the ability, and the empathy to solve our most persistent, most complex challenges.

This is what we were *made* to do. But that doesn't mean it's easy. So I ask our university leaders to share my gratitude with your people, whose unflagging dedication to our students this spring leaves me in awe—of their care and compassion, and their unyielding fidelity to our most important mission.

Madame Chair, this concludes my report.

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**COUNCIL OF
UNIVERSITY
SYSTEM
STAFF**

Bowie State University

14000 Jericho Park Rd
Bowie, MD 20715

Coppin State University

2500 W. North Ave
Baltimore, MD 21216

Frostburg State University

101 Braddock Rd
Frostburg, MD 21532

Salisbury University

1101 Camden Ave
Salisbury, MD 21801

Towson University

8000 York Rd
Towson, MD 21204

University of Baltimore

1420 North Charles St
Baltimore, MD 21201

**University of Maryland,
Baltimore**

220 N Arch St
Baltimore, MD 21201

**University of Maryland,
Baltimore County**

1000 Hilltop Circle
Baltimore, MD 21250

**University of Maryland
Center for Environmental
Science**

P.O. Box 775
Cambridge, MD 21613

**University of Maryland,
College Park**

7950 Baltimore Ave
College Park, MD 20742

**University of Maryland
Eastern Shore**

11868 College Backbone Rd
Princess Anne, MD 21853

**University of Maryland
Global Campus**

1616 McCormick Drive
Largo, MD 20774

**University System of
Maryland Office**

3300 Metzert Rd
Adelphi, MD 20783

June 2024 Board of Regents Meeting Report

We have successfully completed another academic year! I am proud of our progress this year, especially our efforts to address duplicative student fees and find more stable funding for the USM Talent & Development Committee. We have several other initiatives still in progress and hope to close out the year strong. I am grateful to the committee for their efforts!

I am pleased to present for your review in closed session the Board of Regents Staff Awards nominees for the 2023-2024 cycle. We received 35 packets in total: 27 exempt and eight non-exempt. Each of the USM campuses sent in nominations for exempt staff. UMCP, SU, UMES, TU, and UMBC all submitted non-exempt packet nominations, which is what resulted in almost doubling our non-exempt submissions from last year. Thank you to all who made this happen! Our review committee has identified nine extraordinary staff who we would like to submit for your review. You will be provided with a document for the final nominees and a brief summary of their recommendation. Thank you to Deniz Erman and Brian Jara, both of Towson, for their work in leading this effort.

We have set our meeting schedule for the 2024-2025 cycle and it is attached to this report. We adjusted the schedule slightly to allow for more timely in person connections and progress. Please note that off rotation this coming year are BSU & CSU. Meetings are virtual unless otherwise noted. We look forward to visiting SU, FSU, UMBC, UMB, UMCES, and UMES in the coming year. We hope campuses will continue to support staff who are traveling to our meetings with the resources necessary to make their attendance possible.

Finally, our 2024-2025 CUSS cycle will begin in August. With that in mind, we have collected nominations for our executive committee for the coming year. We will elect the Chair, Vice Chair, and Secretary positions at the June meeting and in the August/September meetings we will elect our members at large.

Thank you for a great year. It has been a privilege and an honor to continue to work with you all. As always, should you have any questions, please don't hesitate to reach out to me directly.

Most Sincerely,

Kalia R. Patricio, Ph.D.
CUSS Chair



COUNCIL OF UNIVERSITY SYSTEM STAFF

CUSS Meeting Schedule 2024-2025

	Host	Date (2024-2025)
August	SU (in person)	Tues. 8/13/24
September	TU	Tues. 9/10/24
October	FSU (in person)	Tues. 10/8/24
November (Joint Councils)	UMCP/UMBC (in person)	Tentative 11/13/24 Ask CUSF/USMSC/USM
December (USM Office)	USMO	Tues. 12/10/24
January	UMB (in person)	Tues. 1/14/25
February (Advocacy Day)	Annapolis (in person)	TBD (Weds. 2/12/25) Ask USM Staff
March	UMBC/UMCP	Tues. 3/11/25
April	UMCES (in person)	Tues. 4/15/25
May	UB	Tues. 5/13/25
June	UMGC	Tues. 6/17/25
July	UMES (in person)	End of Year Meeting/Gathering Tues. 7/15/25

Off Rotation	BSU
Off Rotation	CSU



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
June 14, 2024

Since the April Board of Regents meeting, CUSP met on May 6 and June 3, 2024.

At the May 6th meeting, the Presidents along with the shared governance chairs and regional higher education center directors received updates on three proposed policy changes: the policy on Appointment, Rank, and Tenure of Faculty; the policy on Student Classification for Admissions and Tuition Purposes; and policy on USM procurement and approval of contracts. The Presidents and the Chancellor discussed campus climate pertaining to freedom of expression activity related to Israel-Gaza and divestment. The discussion affirmed the Council's commitments to freedom of expression and to the safety of members of the community through upholding university policies and safety protocols. The Council also discussed MHEC program approval process in light of the recently signed legislation and the status of test-optional admissions practices across the System. The meeting concluded with updates on the Capital Improvement Program and System Funded Construction Program draft budgets and on the operating budgeting, DMB funding, and salary actions.

On June 3rd, the Council received an update and provided feedback on the USM brand marketing initiative and discussed MHEC's Maryland College Application Campaign application fee waiver initiative. The Council was apprised of the consolidated bargaining agreement with AFSCME and discussed House Bill 678, which supports targeted recruitment in communities of interest in Maryland public higher education. At the conclusion of the meeting, the Council acted to continue President Breaux leadership of CUSP.



June 14, 2024

USM Student Council's Report to the Board of Regents

June 2024 Full Board of Regents Meeting, Salisbury University

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

Thank you Regent Parker for presenting this report on my behalf.

In May, we celebrated 12 students who were awarded a Board of Regents Student Excellence Scholarship across four categories. I want to thank Chair Gooden and all the Regents who were able to attend and show support to the awardees, and Chancellor Perman for hosting the ceremony at Hidden Waters. We are very excited to continue this program in the future.

We have had two general meetings since the last Board of Regents meeting. A day before the May meeting, some representatives asked for a revote on the resolution calling for USM institutions to divest from arms-producing companies. In order to comply with Robert's Rules, a representative had to request for a motion to add this item to the agenda. That motion failed. At the end of the meeting, there was a request for a revote on this resolution to take place asynchronously. However, that motion was eventually tabled.

The resolution on International Graduate Student Housing needs was also voted on in May and passed unanimously. The document has been attached to this report, and I have submitted it to Associate Vice Chancellor Dr. Zakiya Lee for consideration by the USM Office. I hope to return with updates on this resolution in the following term.

Additionally, USMSC elections took place, and below is the leadership team for 2024-2025:

Vainavi Gambhir (UMCP), *President*

Arsalan Siddiqui (UMCP), *Vice President of Graduate Affairs*

Meghna Chandrasekaran (UMBC), *Vice President of Undergraduate Affairs*

Earlier in June, we held a special meeting. The purpose of this meeting was to vote on two motions– (1) to take the motion from the previous meeting off the table, and if that passes, (2) to hold an asynchronous vote on the divestment resolution. This meeting was not to vote on the resolution itself. The first motion did not pass, so that concluded our business for this term. I look forward to receiving some training on Robert's Rules this summer which will be very helpful for shared governance.

Some additional updates include meeting with Chad Muntz who shared the USM office's plan to review the current Board of Regents policy on tuition and update it to better reflect the system's current goals related to access, affordability, and achievement. Earlier this month, I shared the materials with the student representatives for their feedback via survey.

Finally, I wanted to share a brief overview of results from the Shared Governance Survey that was sent out to student representatives. There were submissions from 8 institutions, with greater graduate school representation than undergraduate. Questions covered general satisfaction with shared governance, communication with campus officials, interactions with senior administrators, decision making, meet and confer, and student fees.

- Overall satisfaction with the state of shared governance on campuses was rated **5.6 out of 10**.
- **Over half** of respondents believed senior administrators are supportive of student involvement in the shared governance process.
- **Over half** of respondents believed senior administrators are available to discuss student concerns with student leadership.
- **More than three quarters** of respondents had a good working relationship with the administrator directly responsible for undergraduate or graduate student organizations

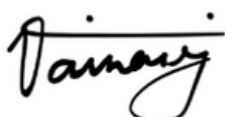
However,

- **Over half** do not believe that senior administrators take explicit steps to address and/or mitigate problems brought by student leadership.
- **Over half** do not believe that senior administrators utilize student involvement appropriately in planning major institutional changes.
- The satisfaction rating for Meet and Confer is only **5.8 out of 10**.

We are grateful that the Chancellor has agreed to meet with the Vice President of Graduate Affairs and some Graduate Student Government representatives to discuss these topics further, and we look forward to that discussion.

As this term comes to an end, I want to sincerely thank everyone in this meeting for the opportunity to share reports on behalf of the USM Student Council. I would also like to extend infinite gratitude to Regent Halal for all her leadership; we will greatly miss you at our meetings and wish you all the best with your future pursuits!

Best regards,



Vainavi Gambhir
President, USM Student Council



**RESOLUTION OF THE UNIVERSITY SYSTEM OF MARYLAND STUDENT
COUNCIL CALLING FOR USM INSTITUTIONS TO APPROPRIATELY ADDRESS
INTERNATIONAL GRADUATE STUDENT HOUSING NEEDS**

Passed by the University System of Maryland Student Council on May 5, 2024 (10-0-0)

WHEREAS, many international graduate students are experiencing a lack of affordable housing options on and off the University System of Maryland campuses.

WHEREAS, International graduate students enroll in USM institutions in hopes of obtaining a world-class education from one of the best higher education systems in the nation. These students anticipate to enjoy fair and equitable living conditions during their academic pursuits, without which the USM may forfeit its ability to attract globally-competitive human capital.

WHEREAS, International students maintain a stronger need to live in closer proximity to college campuses due to not having their own transportation, thus creating an accessibility issue when housing options closer to campus presents higher costs.

WHEREAS, The US housing market is now considered both the least affordable and accessible, as we are observing interest rates reach 8% (A). Above-average high rates such as this often cause landlords to increase their rent amounts, which significantly impacts international graduate students, especially those from countries with much lower living costs and who rely entirely on their stipend (if they have an assistantship).

WHEREAS, International students are more likely to be disproportionately affected when attempting to live on their stipend. Unlike those domestic students who may be able to seek periodic financial support from parents or relatives, international students often are unable to easily seek financial help from their home country. Due to exchange rate fluctuations, international student families can bear a significant amount of money to transfer funds internationally.

WHEREAS, “Below market” rent prices are still largely inaccessible for students, as the market benchmark is determined by median income of the region’s entire adult population, not just of graduate students.

BE IT RESOLVED THAT the USMSC call upon the USM and all of its institutions to implement working plans that address inconsistencies in housing accommodations (both appropriate living conditions and price) between graduate international students and the greater student population by:

- Offering subsidized on-campus housing or partnering with private property management companies to facilitate housing options near campus at subsidized rates for transitional periods (not exceeding 4 weeks) for the purpose of enabling international students relocating to the United States to adjust to their new surroundings and initiate their required bank accounts and employment documentation.
- Collaborating with the state government or city council to persuade or enable private property management companies to adjust their policies and/or amenity offerings in exchange for a lower monthly per student rent rate so that areas near campus are financially accessible for international students, thereby retaining and attracting globally-competitive human capital within the USM.
- Constructing an international student sub-committee, consisting of both undergraduate and graduate students from across the system to better address concerns in real-time.

- Addressing the concerns regarding present inadequate stipend pay impacting both international and non-international graduate and teaching assistants across the System. This should be carried out through the encouragement by the System of System institutions to increase their levels of compensation so that students can better afford safe and sanitary housing options and should align with estimated costs of attendance.
- Universities are encouraged to design and implement off campus housing websites to offer a one-stop-shop location for students to be able to identify affordable and safe housing options, local to the university campuses.

Contributors:

Nicholas Plummer, Salisbury University Representative, USMSC

Vainavi Gambhir, President, USMSC

Atharva Puranik, University of Maryland Baltimore County

Smrithan Ravichandran, University of Maryland, College Park

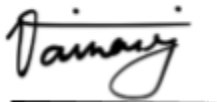
Jessica Burstrem, University of Maryland Baltimore County Representative, USMSC

Arsalan Siddiqui, Vice President of Graduate Affairs, USMSC

Chukwunonso Onwuachu, Bowie State University

Linda Nnedinma Orajekwe, Bowie State University

Farhan Aslam, University of Baltimore



Vainavi Gambhir
President, USM Student Council



COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report June 14, 2024

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in April 2024. When we last met the semester was in full swing, and it is hard to believe that the academic year has already ended.

Since my last report, CUSF and the CUSF Executive Committee have both met. The CUSF General Body Meetings were held at Salisbury University on April 25, 2024, and May 15, 2024. The CUSF Executive Committee met on May 1, 2024. In the remainder of the report, I will highlight a few of the initiatives happening within our various committees since the last BOR report.

CUSF Meetings

CUSF General Body Meeting: April 25, 2024

A CUSF General Body Meeting was held at Salisbury University on April 25, 2024. This marked our first meeting in person at a university campus since Covid-19. It was wonderful to see members in person and visit the beautiful Salisbury campus. Thank you to President Lepre for hosting us and taking the time to join us and share updates and highlights from your campus. A special thank you to Salisbury's Senate Chairperson, Dr. Deneen Long-White, for helping to plan and organize the visit. During this meeting, we voted on next year's USM CUSF Executive Committee. Also, Dr. Alison Wrynn, Senior Vice Chancellor for Academic & Student Affairs shared updates from the USM and answered our questions. The Research Committee shared information regarding the 1st Annual Maryland Spring Stem Cell Symposium, and the Legislative Committee held a discussion of ART Policy Changes.

CUSF General Body Meeting: May 15, 2024

A CUSF General Body Meeting was held on May 15, 2024. A special mention was given by Dr. Nagaraj Neerchal for Dr. Holly Brewer. The CUSF Constitution (Institution Names) had the Third Read/Vote. I am very happy to share that this passed. Chad Muntz, Associate Vice Chancellor for Decision Support and Chief Analytics Office shared the USM Board Policy on Tuition VIII-2.01. A discussion was held and our questions were answered. The Legislative Affairs Committee shared an ART Policy Resolution, which passed. Likewise, the Faculty

Concerns Committee Shared a Mental Health White Paper, which also passed. Dr. Heather Haverback and Dr. Alison Wrynn also gave brief updates.

Executive Committee

The Executive Committee met on May 1, 2024. At this meeting, we discussed the work being done in committees and current topics of interest to USM faculty. Dr. Alison Wrynn shared updates with the committee. We also discussed issues and ideas brought forth by faculty.

Awards Committee

Chairperson- Dr. Ben Arah, Bowie State University

The Awards Committee met their charge. This year, the committee reviewed and ranked 49 applications. They then met to discuss and deliberate. Finally, the Awards Committee made recommendations to the Board of Regents.

Education Policy Committee

Chairperson- Dr. Mary Crowley, University of Maryland Global Campus

The Education Policy Committee had a successful showcase, which was entitled: AI conference, *Incorporating Generative AI into Learning Experiences: A Virtual Showcase*. This was held via Zoom on Friday, April 26, 2024, from 10:00 am to 1:00 pm ET. The event was organized by the Kirwan Center, CUSF, MarylandOnline, and Montgomery College. It was very well attended, with over 550 registered participants. The focus was based on how college and university faculty across the state are adapting their assignments and learning activities to meet the challenges of generative AI. For those who couldn't attend, there was a link available to access the recording and handouts.

Faculty Affairs Committee

Chairperson- Dr. Doris Santamaria-Makang, Frostburg State University

The Faculty Affairs Committee shared a mental health white paper with the CUSF General Board. The white paper was voted on and approved. The committee is continuing the following work with the various subcommittees. First, The Campus Safety Group presented on the “Campus Safety Survey” at the last CUSF meeting. This group will collect the feedback from CUSF and incorporate it into the final version of the survey to be sent out to all institutions in September. Second, the Personnel Support Group is working on diving deeper into the information they started exploring on their task and will start the development of a survey to be presented in September.

Legislative Affairs Committee

Chairperson- Dr. Holly Brewer, University of Maryland, College Park

The Legislative Affairs Committee has been working on resolutions regarding the ART Policy changes. A resolution was presented to and approved by the CUSF General Body.

Research Committee

Chairperson- Drs. Tom Abrams and Miroslaw Janowski, University of Maryland, Baltimore

The Research Committee worked on the 1st Annual Maryland Spring Stem Cell Symposium & Workshop, co-hosted by CUSF and chaired by Dr. Miroslaw Janowski. The symposium and workshop was an enormous success, with Opening Remarks by Chancellor Perman and a Closing Ceremony by the Delegate to the Maryland Assembly, Cathi Forbes. The committee was very proud that CUSF was one of the four bodies co-hosting this event. They are also continuing their work on intercampus research portals and ways in which a welcoming environment for foreign-born researchers can be created.

Rules and Membership Committee

Chairpersons- Dr. Jay Zimmerman , Towson University and Dr. Nagaraj Neerchal, University of Maryland, Baltimore County

The committee presented the proposed changes to the CUSF Constitution. These changes included proposed amendments to the constitution to revise several out-of-date facts (such as names and abbreviations of the various USM institutions) and to make several minor editorial changes. This document was approved by the CUSF GB. This year the committee also conducted the CUSF Executive Committee election in a fully virtual mode allowing for secret ballots and CUSF's trickle-down nomination system. The committee also fielded questions regarding various process questions, such as quorum.

Conclusion

As the academic year ends, I want to thank the committee chairpersons (listed above) for their hard work. I would also like to thank the executive committee (listed below) for the time and effort they gave towards CUSF work.

The Executive Committee members were:

- Holly Brewer, Past Chair- University of Maryland, College Park
- Tom Abrams, Vice Chair- University of Maryland, Baltimore
- Lorenda Naylor, Secretary- University of Baltimore
- Atma Sahu, At Large Member- Coppin State University
- Nagaraj Neerchal, At Large Member- University of Maryland, Baltimore County

Thank you to the USM BOR for your continued support. I look forward to our continued work next year.

Respectfully submitted,

Dr. Heather Rogers Haverback

CUSF Chair



University System of Maryland Board of Regents
Special Board Meeting
Bowie State University
April 18, 2024, Public Minutes

Call to Order. Chair Gooden called the meeting to order at 4:03 p.m. Those in attendance included Chair Gooden; Regents Breslin, Fish, Gonella, Leggett, McMillen, Neuberger, Parker, Pope, Smarick, and Wood; Chancellor Perman; Presidents Anderson, Breaux, Sheares Ashby; Provost Mueller; Vice Chancellors Herbst and Mosca; and Ms. Wilkerson and Ms. Beckett.

Chair Gooden opened the meeting noting that Title IX is a vitally important topic always and especially now. She explained that the Board wanted to give the presenter sufficient time to review the topic and take questions, hence the Special Board Meeting. She introduced Janet Judge, Esq, a national expert on Title IX. The Board received an overview of the sexual misconduct provisions of Title IX. Ms. Judge noted that revised Title IX regulations will be released shortly and that the current rules will remain in effect until the new rules are implemented. The session covered an overview of Title IX, its enforcement, stipulations in the regulations including grievance procedures, institutional responsibility, prohibited conduct, consent, notice, accessible reporting avenues, formal complaints, informal resolution, school response and grievance procedures, reporting, confidential resources, prohibited conduct, supportive measures, bystander intervention, emergency removals, investigations, hearings, evidence and standards of proof, appeals, and prohibited retaliation. The session also addressed relevant NCAA policies.

The meeting was adjourned at 5:57 p.m.



University System of Maryland Board of Regents
Bowie State University
April 19, 2024, Public Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 9:03 a.m. on Friday, April 19, 2024, at Bowie State University. Those in attendance were: Chair Gooden; Regents Breslin, Fish, Gonella, Gourdine, Hasan, Helal, Leggett, McMillen, Neuberger, Parker, Pope, Rauch, Smarick, and Wood (virtual); Presidents Anderson, Breaux, Delia (acting), Dennison (interim), Ginsberg, Jarrell, Pines, and Sheares Ashby; Provost Mueller; COO Sergi; Chancellor Perman; Vice Chancellors Herbst, Lawrence, Masucci, Raley, and Wrynn; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden welcomed everyone and shared that April is her favorite meeting because at this meeting the Board celebrates the System's exceptional faculty with the Board's Faculty Awards, the highest faculty honor given by the Board. She acknowledged that award recipients were recognized at an earlier breakfast and that some of the awardees were present. Chair Gooden also recognized USM women selected for *The Daily Record's* Top 100 Women in Maryland, including Presidents Anderson and Breaux and two members of the Bowie State University community. Next, Chair Gooden reviewed the flow of the agenda. She noted that the Education Forum, which was on Title IX, was held the day before.

Public Comment. Two speakers participated in public comment. Mr. McMillan and Mr. Edwin, both UMD students, addressed the board on topics related to the BA/BS International Relation degree.

Welcome from Bowie State University. President Aminta Breaux welcomed everyone to Bowie State University and shared highlights related to the Racing to Excellence Strategic Plan, which includes growth in enrollment and the endowment along with enhancements to the campus infrastructure. She shared that BSU is now ranked 16th among more than 100 HBCUs in the nation and that the university has reached its capital campaign fundraising target two-and-a-half years early. To support more students, the university has set a higher bar to raise an additional \$25M before closing the campaign in December 2025. She asked everyone to save August 27, 2024, for the ribbon cutting of the new Martin Luther King Communication, Arts, and Humanities Building. President Breaux then invited Dr. Rose Shumba, Chair of the Department of Computer Science, to speak on the BSU Tech Pipeline and its partnerships with business and industry. Two BSU students followed and shared their experiences.

Campus Safety Vignette. Chief Booker provided a brief safety vignette. He focused on the university's response to the bomb threat in which Bowie State and several HBCUs around the country were targeted. He detailed the event and the protocols followed. Chief Booker noted lessons learned and spoke to the smooth coordination with law enforcement partners.

Chancellor's Report. Chancellor Perman presented his report to the Board of Regents. The Chancellor spoke to the strength of the System and highlighted university rankings, recent accomplishments, and new partnerships. He shared that the USM has joined the Maryland Tough Baltimore Strong Alliance, committing our expertise in response to the devastating Key Bridge collapse. He also shared the System's grant award from the Help American Vote College Program for poll worker funding. The full text of the Chancellor's Report is available at https://www.usmd.edu/usm/chancellor/letters/Chancellor_Board_Report_20240419.pdf

I. Council Reports

- a. Council of University System Staff (CUSS). Dr. Patricio presented the report. She shared that CUSS participated in Advocacy Day during the legislative session. Then discussed two shared governance surveys. The shared governance survey to collect feedback on those involved in shared governance has closed. There was a 68% response rate, an increase from last year. Findings show that shared governance is functional on most of the campuses and that there are areas for improvement. One area of concern is communication from leadership and administration. The full set of survey findings can be viewed using the hyperlinked in the CUSS report.

CUSS has also launched the first Shared Governance Awareness survey, which seeks to understand the awareness of shared governance at both the campus and System level of faculty and staff not involved in shared governance. The findings of this survey will hopefully be shared in June. Dr. Patricio also shared that the Board of Regents Staff Awards process is nearly finished, and that work is being done to finalize proposed revisions to the tuition remission policy by June.

- b. Council of University System Presidents (CUSP). President Breaux presented the report, noting that CUSP met on March 4th and April 8th. On March 4th, updates were given on legislative session activities and progress, consolidated collective bargaining negotiations, and proposed exempt and non-exempt salary adjustments. The council also discussed expanding ombuds services and creative ways to expand these services on smaller campuses. On April 8th, CUSP discussed the impact of FAFSA on students and shared strategies on assisting students that include provisional packaging, increased communication through social media, information sessions, and webinars. The presidents, she reported, acknowledged the hard work that financial aid and other staff are doing to help students. The presidents received notice that tuition policy guidance will be sent out regarding mandatory fees for employees. CUSP discussed shared governance and the meet and confer process. At this meeting, the presidents also received updates on legislative session, the USM budget, and collective bargaining. Senior Vice Chancellor Wrynn gave a presentation on pathways and credentials relative

to the strategic plan. During her report, President Breaux congratulated President Ginsberg on his inauguration.

- c. University System of Maryland Student Council (USMSC). Ms. Gambhir presented the USMSC report. She reported on the Board of Regents Student Excellence Scholarships. In March, the Council reviewed 206 applications and selected 12 students who were approved by the Education Policy and Student Life committee for Board today. Ms. Gambhir expressed appreciation to Chancellor Perman for attending the USMSC's April general meeting. She shared that the council held a second discussion about two resolutions. The first resolution called for the USM to address international graduate student housing needs. Voting on this resolution was tabled in order to incorporate new feedback on the resolution's language. Voting on international graduate student housing resolution will occur via email. The second resolution called for the USM institutions to divest from and commit to not investing in arms-producing companies. After representatives shared both support and concerns received from their campuses, the council voted and the resolution did not pass (4 in favor, 4 opposed, and 1 absention). At this meeting, the representatives received information about USMSC elections coming in May and the shared governance survey was distributed. A summary report on the survey results will be shared in the next council report to the Board. In closing, Ms. Gambhir reported that the USM Student Speaker Forum will be held at the University of Maryland, College Park on April 23rd and will feature presentations from five students that celebrate creative and diverse perspectives across the System.
- d. Council of University System Faculty (CUSF). Dr. Haverback presented the report. She reported that since the last meeting legislative session was in progress and CUSF had ten representatives at Advocacy Day. They met with legislators and discussed USM. Since February 2024, CUSF and the ExComm have met twice. She thanked Vice Chancellor Wrynn and her staff for attending to share USM updates and answering questions. She also thanked President Jenkins for attending and sharing highlight from Coppin State university. In the March meeting, Associate Vice Chancellor Caracao shared updates on the ARTSYS Bylaw Changes and transfer policies. Dr. O'Neal also discussed the Kirwan Center and listened to ideas for the future of the center. Dr. Haverback noted that the shared governance survey is out, and they look forward to the results. She expressed joy in working with CUSS so closely this year. The faculty share governance survey has gone out with a due date of May 1. She noted that CUSF Constitution is being amended and voted on over the next two meetings. They continue work on the AI conference which will take place via Zoom on April 26. This is a collaboration between the Kirwan Center, CUSF, Maryland Online, and Montgomery College. Registration is so high that there are plans to have another webinar next year and to share the meeting online at a later date. She also shared that the Faculty Concerns committee shared a white paper on mental health to be reviewed by ExComm. The research committee is focused on three topics: intercampus research portals, making the environment for foreign researchers more welcoming, and streamlining the IACUC approval process.

- e. The Executive Committee advanced a white paper on Mental Health and discussed faculty issues. Committees have been active: the Education Policy Committee organized a well-attended AI conference, the DEI Committee focused on mental health, and the Legislative Affairs Committee participated in Advocacy Day. The Research Committee is working on intercampus research portals, and the Rules Committee proposed updates to the CUSF Constitution. Additional activities include the Shared Governance Awareness Survey and finalizing the Board of Regents Staff Awards and a tuition remission policy adjustment.
2. Consent Agenda. The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. Regent Hasan made a correction to the February 16 closed session minutes noting that he was not present for the vote. With that change, Chair Gooden moved and Regent Pope seconded the motion to accept the consent agenda. The consent agenda was approved unanimously. The items included were:
- a. Committee of the Whole
 - i. Approval of meeting minutes from February 16, 2024, Public and Closed Sessions (action)
 - ii. Approval of Special Board Meeting minutes from March 15, 2024, Public and Closed Sessions (action)
 - b. Committee on Advancement
 - i. Approval of meeting minutes from April 4, 2024, Public Session (action)
 - c. Committee on Audit
 - i. Approval of meeting minutes from April 2, 2024, Public and Closed Sessions (action)
 - d. Committee on Education Policy and Student Life and Safety
 - i. Approval of Meeting Minutes from January 16, 2024, Public and Closed Sessions (action)
 - ii. Approval of Meeting Minutes from April 12, 2024, Public and Closed Sessions (action)
 - iii. Academic Program Proposal (action)
 - 1. Salisbury University: B.S. Engineering Physics
 - 2. Salisbury University: Music Therapy Program
 - 3. Towson University: B.S. Biophysics
 - 4. Towson University: B.S. Interdisciplinary Physics
 - 5. University of Baltimore: M.S. Artificial Intelligence for Business
 - 6. University of Maryland, College Park: B.A./B.S. International Relations
 - a. B.A.
 - b. B.S.
 - 7. University of Maryland, College Park: M.S. Quantum Computing

- 8. University of Maryland Eastern Shore: B.S. Aviation Maintenance Management
- iv. Results of Periodic (7-Year) Reviews of Academic Programs (information)
- v. Enrollment: New Program 5-Year Enrollment Review (information)
- e. Committee on Economic Development and Technology Commercialization
 - i. Approval of meeting minutes from March 29, 2024, Public Session (action)
 - ii. Renewing Committee Charge – Change of Committee Name
 - iii. Research and Economic Development Review
 - 1. New Awards of Distinction(information)
 - 2. Research IT Infrastructure provided by MDREN (information)
 - 3. University of Maryland Muri Awards (information)
 - a. Bala Balachandran – Minta Martin Professor; Distinguished University Professor Department of Mechanical Engineering Disorder – UMD: “Influenced Collective Dynamics of Nonlinear Oscillator Systems.”
 - b. Edo Waks – Professor in Electrical & Computer Engineering – UMD: “Piezoelectric Control of Quantum States in Solid-State Defects (PIQS).”
 - 4. Momentum Fund Update – Update on Minnowtech (information)
 - 5. Venture Heads and Major Resources Committee on Economic Development and Technology Commercialization (information)
- f. Committee on Finance
 - i. Approval of meeting minutes from April 3, 2024, Public and Closed sessions (action)
 - ii. University System of Maryland: Self-Support Charges and Fees for FY 2025 (action)
 - iii. Establishment of a New For-Profit Legal Entity – University of Maryland Faculty Physicians Enterprises, Inc. (information)
 - iv. University of Maryland, Baltimore: Sale of the Fayette Square Apartment Complex and Defeasance of Senior Student Housing Refunding Revenue Bonds, Series 2015 (action)
 - v. Recommended Adjustment to the Exempt Salary Structures (action)
 - vi. Recommended Adjustment to the Nonexempt Salary Structure (action)
 - vii. University System of Maryland: Advancement Consortium Proof of Concept for System of Record (CRM) replacement through Contemporary Salesforce Platform Subscription and Implementation (action)
 - viii. University of Maryland College Park on behalf of the University System of Maryland & Maryland Education Enterprise Consortium: Contract Extension for Microsoft Software Reseller (action)
 - ix. University of Maryland Global Campus: Facilities and Equipment Maintenance Contract-Option Renewal (action)

- x. Salisbury University: Acquisition of Exhibit Cases for the Museum of Eastern Shore Culture at Salisbury University in Exchange for Debt Reduction for the Ward Foundation, Inc. (action)
 - xi. Bowie State University: Public-Private Partnership Student Housing (action)
 - xii. Bowie State University: Modification to Food Services Contract (action)
 - xiii. University of Maryland, College Park: Public-Private Partnership for Graduate Student Housing (information)
 - xiv. Financial Condition and Financial Results of Intercollegiate Athletic Programs (information)
- g. Committee on Governance and Compensation
- i. Approval of meeting minutes from April 9, 2024, Public and Closed Sessions (action)
 - ii. Certification of Committee Charters (action)
- h. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
- i. Approval of meeting minutes from April 1, 2024, Public Session (action)
 - ii. Proposed Amendment to the Committee Charge, Role, and Responsibilities (Action)
 - iii. Mid-year Athletic Director Update – UMES (Information)
 - iv. Report from the Workgroup on the State of Athletic Trainers (Information)
 - v. Financial Condition and Results of Intercollegiate Athletic Programs (Information)
2. Review of Items Removed from Consent Agenda
3. Committee Reports
- a. Committee on Finance
- i. University System of Maryland: Fiscal Year 2025 Schedule of Tuition and Mandatory Fees. Regent Fish presented the proposed FY 2025 schedule of tuition and fees. The Board voted to approve the tuition and mandatory fees schedule as submitted. Moved by Regent Fish; seconded by Regent Pope; unanimously approved.
USM Enrollment Projections: FY 2025-2034. Chancellor Perman introduced the presentation. Associate Vice Chancellor for Decision Support and Chief Analytics Officer Chad Muntz presented enrollment projections for FY 2025-2034. The Board voted to approve the enrollment projections as submitted. Moved by Regent Fish; seconded by Regent Pope; unanimously approved.
- b. Committee of the Whole
- i. Update on Title IX Sexual Misconduct: Chair Gooden introduced a workgroup to examine operations across the system and make recommendations to the Board.

- ii. Update on Reporting Investigations workgroup: Chair Gooden introduced a workgroup to review existing policies and procedures and make recommendations to the Board.
 - iii. Affirmation of Selection of UMCES President: Chair Gooden and Chancellor Perman presented Dr. Fernando Morales as the selected president for UMCES. During this discussion, the recognized Interim President Dennison for his leadership. The Board voted to affirm its selection. Moved by Chair Gooden; seconded by Regent Pope; unanimously approved.
3. Reconvene to Closed Session. Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Pope, seconded by Regent Fish; unanimously approved.)

The meeting was adjourned at 11:20 a.m.



University System of Maryland Board of Regents
Bowie State University
April 19, 2024, Closed Minutes

Closed Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 11.31 a.m. on Friday, April 19, 2024, at Bowie State University. Those in attendance were Chair Gooden; Regents Breslin, Fish, Gonella, Gourdine, Hasan, Helal, Leggett, McMillen, Neuberger, Parker, Pope, Rauch, Smarick, and Wood; Chancellor Perman; Ms. Wilkerson, and AAGs Bainbridge and Langrill. The following individuals were present for a portion of the meeting: Presidents Sheares Ashby, Breaux, and Lepre; Vice Chancellors Herbst, Lawrence, Masucci, Raley, Wrynn and Mulqueen (interim).

1. Consent Agenda

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda.

The Regents voted to approve the consent agenda which included the items below (moved by Regent Fish; Seconded by Regent Pope, unanimously passed)

- a. Committee on Education Policy and Student Life and Safety
 - i. Board of Regents Student Excellence Scholarships (§3-305(b)(1) and (2))
- b. Committee on Finance
 - i. Salisbury University: Acquisition of 1216 Camden Avenue
 - ii. Salisbury University: Acquisition of 1121 South Division Street
- c. Committee on Governance and Compensation
 - i. Collective Bargaining Update (§3-305(b)(9))
 - ii. Consolidated Collective Bargaining Update (§3-305(b)(9))

2. Items Removed from the Consent Agenda

Regent Helal removed the following item from the Consent Agenda and led a discussion on divestment in specific areas in the investment portfolio.

1. USM Common Trust Fund Investment and USM Common Trust Fund Investment and Socially Responsible Investing (§3-305(b)(14))

3. Meeting with the Presidents

As part of their performance reviews, the Board met individually with Presidents Breaux, Ginsberg, Lepre, Sheares Ashby. (§3-305(b)(1)).

4. Review of Contracts Subject to Review under Policy VII-10.0

The Regents reviewed the appointment letter of a USM employee.

The meeting was adjourned at 1:54 p.m.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Proposed Amendments: I-2.00 – Policy on the Constitution for the Council of University System Faculty

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: The Policy on the Constitution for the Council of University System Faculty outlines the purpose and role of the Council, the constituent institutions, apportionment of members, and the functions of the Council.

The proposed amendments are two-fold:

1. Updating the names of the constituent institutions to reflect the current names of all USM institutions; and
2. Updating the explanation of apportionment of members to reflect the current process of determining apportionment.

More substantive amendments may be considered at a later time, but the Council wanted to ensure that these two changes happened quickly so that the constitution reflects the current institutions and processes.

ALTERNATIVE(S): The Regents could consider alternate wording.

FISCAL IMPACT: The changes to this policy will not have a fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the amendments to I-2.00 Policy on the Constitution for the Council of University System Faculty.

COMMITTEE ACTION:

DATE: June 14, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992



I-2.00-Constitution of the Council of University of System Faculty

(Approved by the Board of Regents, February 1, 1989; Amended June 11, 1993; Revised and Amended by CUSF, November 15, 2001; Amended by the Board of Regents, July 10, 2002; Revised and Amended by CUSF, January 18, 2018; Amended by the Board of Regents, April 20, 2018; [Revised and Amended by CUSF, May 15, 2024; Amended by the Board of Regents, June 14, 2024](#))

Basic to the effective operation of any system of higher education is the acceptance of the concept of shared governance. It is the faculty, whose careers are dedicated to the advancement of learning, who provide the thrust and direction of any academic institution. Therefore, the faculty shall have wide powers in determining professional and academic matters, an informed advisory role in areas of administrative responsibility, and a voice in basic decisions which affect the welfare of the system as a whole.

ARTICLE I

Section 1. Purpose.

The Council of University System Faculty advises the Chancellor and reports regularly to the Board of Regents. Its responsibility will be to consider and make recommendations on matters of System wide professional and educational concern to the faculty and matters to which faculty bring special expertise.

ARTICLE II

Section 1. Membership.

The Council will consist of faculty representatives elected by the faculties of the constituent institutions of the University System of Maryland. The faculty of each campus will determine the qualifications for, and procedures for selection of, its representatives.

Section 2. Constituent Institutions.

For purposes of representation on the Council, constituent institutions of the University System of Maryland are: Bowie State University (BSU); Coppin State ~~College~~ University (CSUC); Frostburg State University (FSU); Salisbury University (SU); Towson University (TU); University of Baltimore (UBalt); University of Maryland, Baltimore (UMB); University of Maryland, Baltimore County (UMBC); University of Maryland, College Park (UMCP); University of Maryland, Eastern Shore (UMES); University of Maryland ~~University College~~ Global Campus (UMUGUMGC); and University of Maryland Center for Environmental Science (UMCES); and ~~University of Maryland Biotechnology Institute (UMBI).~~

Section 3. Apportionment of Members.

~~Initial membership on the Council will be apportioned in the following manner: Membership of the Constituent Institutions will receive representation on the Council commensurate with the size of its full-time faculty and will be based on the following FTF:~~

1-250: 2 representatives
251-750: 3 representatives
751-1250: 4 representatives
1251-1999: 5 representatives
2000 or more: 6 representatives

~~UMCP-6; TU-3; UMB-3; UMBC-3; BSU-2; CSC-2; FSU-2; SU-2; UB-2; UMES-2; UMUC-1; UMGES-1; and UMBI-1.~~ An institution newly incorporated into the University System of Maryland will receive representation on the Council commensurate with the size of its full-time faculty.

Section 4. Terms of Members.

Members of the Council will serve three-year terms, with a staggering of the election of the membership at each constituent institution. The length of the terms of members initially elected will be determined by the Council.

ARTICLE III

Section 1. Officers.

The Council will elect annually a chair, a vice chair, a secretary, and two at large members of an executive committee. No more than one elected member of the executive committee will be from a single institution. The executive committee will set the agenda for meetings of the Council and monitor and bring matters of interest to the attention of the Council.

Section 2. Meetings.

The Council will meet as specified in its bylaws, but no less than twice during each academic year. Additional meetings may be convened by the chair of the Council or by procedures specified in the bylaws.

Section 3. Bylaws.

The Council will develop bylaws consistent with this constitution, will provide for committees, and will establish its own rules of procedure. At a minimum, there will be standing committees of the Council with responsibility for the following areas: academic affairs, faculty rights and welfare, research, and rules and organization.

ARTICLE IV

Section 1. Amendment.

Amendments to this constitution may be proposed either by a constituent institution or by a member of the Council. Adoption of amendments will occur according to the following procedures: (1) approval by a two-thirds vote of the Council at two different meetings; and (2) acceptance by the Board of Regents.

ARTICLE V

Section 1. Adoption.

This constitution will become effective following review by the faculties of the constituent institutions and approval by a two-thirds vote of the interim Faculty Council, and upon its acceptance by the

Board of Regents.



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference and Teleconference
May 16, 2024, 11:00 am**

Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on May 16, 2024, at 11:00 am. In attendance were Regents Linda Gooden, Hugh Breslin, Louis Pope, Farah Helal, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman, Vice Chancellors Leonard Raley and Michele Masucci; Associate Vice Chancellor Marianne Horrigan; Gina Hossick, Executive Assistant to Leonard Raley; Sapna Varghese, Director of Advancement Research; Vladimir Jirinec, Director of Advancement Services; Stephanie Senserini, Director of Professional Development Programs, Ann Kolakowski, Director of Gift Planning Services, Micaela Cameron, Advancement Communications Manager; and Rebecca Salsbury, VP and General Counsel, USM Foundation. Vice Presidents from USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Kim Robinson and Stanyell Odem (UMBC), Cathy Sweet (UMGC), Jim Harris (UMCP), John Short (FSU), Brian DeFilippis (TU), Greg Bowden (UMB), David Balcom (UMES), Brent Swinton (BSU), and Erin Harman (USMH).

Year-to-date fundraising April FY24 (information)

The System-wide goal for the year is a little over \$382 million, and our campuses have met 81% of that goal at \$310 million for April FY24, well ahead of the pace for meeting the goal this year. Several vice presidents commented on recent gifts and progress.

BOR Policy IX-2.00 – Affiliated Philanthropic Support Foundations, Section IV, Recognition of Existing Affiliated Foundation (action)

This policy was updated in February 2023. As part of that update, each foundation had to seek re-recognition from the Board of Regents. The USM just completed that process, and all documents have been submitted and show that all the affiliated foundations are in compliance with the policy. Regent Brelin moved recommendation, seconded by Regents Gooden and Helal, and unanimously approved.

BOR Policy IX-2.01 – Recognition of Affiliated Foundations (action)

This policy is being updated to align with the recognition of existing foundations. The updated list in the Policy on the Recognition of Affiliated Foundations reflects the reassignment of certain entities to business entities, which are subject to the Policy on Business Entities. Regent Brelin moved recommendation, seconded by Regents Gooden and Helal, and unanimously approved.

Changed purpose for Burgee Scholarship Fund (action)

The Burgee Scholarship Fund was established in 1987 by the bequest of Major Burgee, a graduate of College Park who made a gift to fund a scholarship whose endowment funds are now in the Common Trust account, which the System manages. Major Burgee set the requirements for the scholarship, which were “a full scholarship, renewable, intended for someone with good grades, good ‘moral character,’ financial need and male.” This last criterion is not in compliance with Title IX and must be changed to comply with federal law. We recommend a change so that the award may be available to a student of any gender who has a good academic and conduct record and has demonstrated service to others in some way. Regent Brelin moved recommendation, seconded by Regents Pope and Helal, and unanimously approved.

The meeting was adjourned at 11:25 am.

TOPIC: BOR Policy IX-2.00 – Affiliated Philanthropic Support Foundations;
Recognition of Existing Affiliated Foundations (action)

COMMITTEE: Committee on Advancement

DATE OF MEETING: May 16, 2024

SUMMARY: The Board of Regents Policy IX-2.00, Section IV, Recognition of Existing Affiliated Foundations, provides a process by which existing foundations verify that they are in compliance with new requirements in order to be recognized by the Board of Regents. Affiliated Foundations were required to submit the following:

- A. Operating agreement between the institution and the foundation.
- B. Affiliation agreement between the affiliated fundraising foundation and the Board of Regents. This is a one-time agreement that, once fully signed, will be kept in the file of each affiliated foundation.
- C. Articles of incorporation and corporate bylaws, the IRS Form 1023 and any IRS determinations letters for the affiliated philanthropic support foundation.

The USM Office has received these materials from affiliated foundations. In addition, the affiliation agreements between the affiliated fundraising foundation and the Board of Regents have been reviewed and approved by the Office of the Attorney General for legal sufficiency and signed by the Chancellor.

All affiliated foundations are now in compliance with the above requirements and can be recognized by the Board of Regents upon the recommendation of the Committee on Advancement.

ALTERNATIVE(S):

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: Recommend approval DATE: 5.16.24

BOARD ACTION: DATE:

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

TOPIC: BOR Policy IX-2.01 – Recognition of Affiliated Foundations (action)

COMMITTEE: Committee on Advancement

DATE OF MEETING: May 16, 2024

SUMMARY: This policy is being updated to align with the recognition of existing affiliated foundations as outlined in BOR Policy IX-2.00 Affiliated Philanthropic Support Foundations. The updated list in this policy also reflects the reassignment of certain entities to business entities, which are subject to the [Board of Regents Policy on Business Entities](#). (Those entities deleted in this draft now fall under the Business Entities policy.)

ALTERNATIVE(S):

FISCAL IMPACT: None

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: Recommend approval DATE: 5.16.24

BOARD ACTION: DATE:

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

IX-2.01-RECOGNITION OF AFFILIATED FOUNDATIONS

(Approved by the Board of Regents, March 1, 1989; Amended on July 7, 2000; Amended on December 12, 2003; Amended on December 3, 2010; Amended on September 22, 2023; Amended on June 14, 2024)

The Policy on Affiliated Foundations provides for Board of Regents' recognition of affiliated foundations. Consistent with the Policy, recognition is hereby granted to the list of foundations affiliated with the University System, a constituent institution, or component as identified in Attachment I. Following Attachment I are summaries for each foundation.

The Policy provides that the official responsible for relations with foundations and for monitoring compliance with System policies and agreements shall be the Chancellor for foundations affiliated with the University System of Maryland, the President for foundations affiliated with one of the eleven constituent institutions, and such official as the Board shall designate for foundations affiliated with any other component.

Attachment I

AFFILIATED FOUNDATIONS

- ~~1. Medical Alumni Association of the University of Maryland, Inc.
(affiliated with the University of Maryland, Baltimore)~~
- ~~2. M Club Foundation, University of Maryland, Inc.
(affiliated with the University of Maryland, College Park)~~
- ~~3. The Robert H. Smith School of Business Foundation, Inc.
(affiliated with the University of Maryland, College Park)~~
- 4.1. Bowie State University Foundation, Inc.
(affiliated with Bowie State University)
- 5.2. Towson University Foundation, Inc.
(affiliated with Towson University)
- 6.3. Frostburg State University Foundation, Inc.
(affiliated with Frostburg State University)

USM Bylaws, Policies and Procedures of the Board of Regents

~~7.4.~~ Coppin State College Development Foundation,
Inc. (affiliated with Coppin State College)

~~8.5.~~ University of Baltimore Educational Foundation,
Inc. (affiliated with the University of Baltimore)

~~9.6.~~ Salisbury State University Foundation,
Inc. (affiliated with Salisbury State
University)

~~10. The Maryland 4-H Club Foundation, Inc.
(affiliated with the University of Maryland, College Park) business~~

~~11.7.~~ The University of Maryland Foundation, Inc.
(affiliated with the University System of Maryland)

~~12.8.~~ University of Maryland, College Park Foundation,
Inc. (affiliated with the University of Maryland, College
Park)

~~13.9.~~ University of Maryland Baltimore Foundation, Inc.
(affiliated with the University of Maryland, Baltimore)

~~14. The Maryland Center at Bowie State University, Inc.
(affiliated with Bowie State University)~~

~~15. The Harry R. Hughes Center for Agro-Ecology
(affiliated with the University of Maryland, College Park)~~

~~Medical Alumni Association of the University of Maryland, Inc.~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes the Medical Alumni Association of the University of Maryland, Inc. as a foundation created and operated in support of the interests of the School of Medicine, University of Maryland, Baltimore. The Medical Alumni Association of the University of Maryland, Inc. has operated as a Maryland tax-exempt corporation since 1875. Its purpose is to support the School of Medicine by receipt and administration of alumni contributions to the School. The Medical Alumni Association of the University of Maryland, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Maryland, Baltimore, is the official responsible for relations with the Medical Alumni Association of the University of Maryland, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, Baltimore.~~

~~Recognition granted on March 1, 1989~~

~~M Club Foundation, University of Maryland, Inc.~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes the M Club Foundation, University of Maryland, Inc. as a foundation created and operated in support of the interests of the University of Maryland, College Park. The M Club Foundation, University of Maryland, Inc. has operated as a Maryland nonprofit corporation since October 1923. Its purpose is to provide funds to the general scholarship fund of the University of Maryland, College Park. The M Club Foundation, University of Maryland, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of University of Maryland, College Park, is the official responsible for relations with the M Club Foundation, University of Maryland, Inc. including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, College Park.~~

~~Recognition granted on March 1, 1989~~

~~The Robert H. Smith School of Business Foundation, Inc.~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes the Robert H. Smith School of Business Foundation, Inc. as a foundation created and operated in support of the interests of the University of Maryland, College Park. The Robert H. Smith School of Business Foundation, Inc., originally incorporated as the Business & Management Foundation, Inc., has operated as a Maryland nonprofit corporation since November 1973. Its purpose is to encourage grants and contributions and generate and maintain educational and support funds for the University of Maryland, College Park. The Robert H. Smith School of Business Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Maryland, College Park, is the official responsible for relations with the Robert H. Smith School of Business Foundation, Inc. including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, College Park.~~

~~Recognition granted on March 1, 1989~~

Bowie State University Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes Bowie State University Foundation, Inc. as a foundation created and operated in support of the interests of Bowie State University. Bowie State University Foundation, Inc. has operated as a Maryland nonprofit corporation since November 5, 1971. Its purpose is to enhance Bowie State University through solicitation of private philanthropy. Bowie State University Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of Bowie State University is the official responsible for relations with the Bowie State University Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and Bowie State University.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

IX-2.01

Towson University Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes Towson University Foundation, Inc. as a foundation created and operated in support of the interests of Towson University. The Towson University Foundation, Inc., originally incorporated as the Towson State University Foundation, Inc., has operated as a Maryland nonprofit corporation since December 14, 1970. Its purpose is to serve as the authoritative body to coordinate fund-raising activities carried out by the University. With this authority comes the responsibility of the foundation board to actively pursue gifts from all regular constituents for purposes and priority needs as established through the Office of the President of Towson University. Towson University Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of Towson University is the official responsible for relations with the Towson University Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and Towson University.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

Frostburg State University Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes Frostburg State University Foundation, Inc. as a foundation created and operated in support of the interests of Frostburg State University. Frostburg State University Foundation, Inc. has operated as a Maryland nonprofit corporation since 1970. Its purpose is to advance the goals and purposes of Frostburg State University through private gifts and support. Frostburg State University Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of Frostburg State University is the official responsible for relations with the Frostburg State University Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and Frostburg State University.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

Coppin State College Development Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes Coppin State College Development Foundation, Inc. as a foundation created and operated in support of the interests of Coppin State College. Coppin State College Development Foundation, Inc. has operated as a Maryland nonprofit corporation since March 9, 1971. Its purpose is to foster and promote the growth, progress and general welfare of Coppin State College. Coppin State College Development Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of Coppin State College is the official responsible for relations with the Coppin State College Development Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and Coppin State College.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

University of Baltimore Educational Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes the University of Baltimore Educational Foundation, Inc. as a foundation created and operated in support of the interests of the University of Baltimore. The University of Baltimore Educational Foundation, Inc. has operated as a Maryland nonprofit corporation since June 19, 1969. Its purpose is to college, solicit, and receive from any person, firm, or corporation by gift, conveyance, transfer, settlement, bequest, devise, or in any other manner, any and all kinds of property, real, personal, or mixed, and to manage, invest, and reinvest the same, exclusively for the benefit of the University of Baltimore. The University of Baltimore Educational Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Baltimore is the official responsible for relations with the University of Baltimore Educational Foundation, Inc. including monitoring compliance with USM policies and with agreements between the foundation and the University of Baltimore.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

Salisbury State University Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes Salisbury State University Foundation, Inc. as a foundation created and operated in support of the interests of Salisbury State University. Salisbury State University Foundation, Inc. has operated as a Maryland nonprofit corporation since September 28, 1979. Its purpose is to foster, encourage, and enrich the educational programs, the athletic activities, the granting of scholarships and/or grants and the establishment and maintenance of projects for the use and betterment of Salisbury State University. Salisbury State University Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of Salisbury State University is the official responsible for relations with the Salisbury State University Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and Salisbury State University.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

~~**The Maryland 4-H Club Foundation, Inc.**~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes The Maryland 4-H Club Foundation, Inc. as a foundation created and operated in support of the interests of the Maryland Cooperative Extension Service, which is associated with the College of Agricultural and Natural Sciences at the University of Maryland, College Park. The Maryland 4-H Club Foundation, Inc. has operated as a Maryland nonprofit corporation since 1958. Its purpose is to provide support to the University of Maryland Cooperative Extension Service 4-H Program. The Maryland 4-H Club Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Maryland, College Park, is the official responsible for relations with The Maryland 4-H Club Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, College Park.~~

~~Recognition granted on March 1, 1989~~

The University of Maryland Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes The University of Maryland Foundation, Inc. as a foundation created and operated in support of the interests of the University System of Maryland. The University of Maryland Foundation, Inc. has operated as a Maryland nonprofit corporation since August 4, 1978. Its purpose is to receive, hold, invest, manage, use, dispose of and administer property of all kinds, whether given absolutely or in trust, or by way of agency or otherwise for the benefit of the University System of Maryland or for all of the activities that may be conducted by components of the System ~~or the Medical System~~. The University of Maryland Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The Chancellor of the University System of Maryland is the official responsible for relations with The University of Maryland Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the University System of Maryland.

Recognition granted on March 1, 1989
Rerecognition granted on June 14, 2024

The University of Maryland College Park Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes The University of Maryland College Park Foundation, Inc., as a foundation created and operated in support of the interests of the University of Maryland, College Park. The University of Maryland College Park Foundation, Inc. has operated as a Maryland nonprofit corporation since August 17, 1999. Its purpose is to receive, hold, invest, manage, use, dispose of, and administer property and assets for the benefit of the University for the educational support activities that may be conducted by the University of Maryland, College Park. The University of Maryland College Park Foundation, Inc., shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Maryland, College Park, is the official responsible for relations with the University of Maryland College Park Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, College Park-

Recognition granted on July 7, 2000
Rerecognition granted on June 14, 2024

The University of Maryland Baltimore Foundation, Inc.

As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes The University of Maryland Baltimore Foundation, Inc., as a foundation created and operated in support of the interests of the University of Maryland, Baltimore. The University of Maryland Baltimore Foundation, Inc. has operated as a Maryland nonprofit corporation since July 13, 1999. Its purpose are to facilitate fund-raising programs and contributions from private sources to foster and promote the general welfare of the University of Maryland, Baltimore or one of its components; and to engage in activities to further the educational, research or service mission of the University of Maryland, Baltimore. The University of Maryland Baltimore Foundation, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the University of Maryland, Baltimore, is the official responsible for relations with the University of Maryland Baltimore Foundation, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, Baltimore.

Recognition granted on July 7, 2000

Rerecognition granted on June 14, 2024

~~The Maryland Center at Bowie State University, Inc.~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of~~

~~Maryland hereby recognizes The Maryland Center at Bowie State University, Inc. as a foundation created and operated in support of the interests of the Bowie State University. The Maryland Center at Bowie State University, Inc. has operated as a Maryland nonprofit corporation since April 13, 2000. Its purpose is to promote, sponsor and implement research and service activities aimed at reducing tobacco use and substance abuse and, where appropriate, similar externally funded research and service grants, exclusively for the benefit of the institution. The Maryland Center at Bowie State University, Inc. shall comply with the University System of Maryland Policy on Affiliated Foundations. The President of the Bowie State University is the official responsible for relations with The Maryland Center at Bowie State University, Inc., including monitoring compliance with USM policies and with agreements between the foundation and the Bowie State University.~~

~~Recognition granted on December 5, 2003~~

~~The Harry R. Hughes Center for Agro-Ecology~~

~~As provided by the University System of Maryland Policy on Affiliated Foundations adopted by the Board of Regents on March 1, 1989, the Board of Regents of the University System of Maryland hereby recognizes the Harry R. Hughes Center for Agro-Ecology as a foundation created and operated in support of research and education through the award and administration of grants. The Harry R. Hughes Center for Agro-Ecology shall comply with the University System of Maryland Policy on Affiliated Foundations but is granted an exemption from the requirement under IX-2.00-13. The President of the University of Maryland, College Park, is the official responsible for relations with the Harry R. Hughes Center for Agro-Ecology, including monitoring compliance with USM policies and with agreements between the foundation and the University of Maryland, College Park.~~

~~Recognition granted on December 3, 2010~~

TOPIC: Burgee Scholarship Fund criteria for selection (action)

COMMITTEE: Advancement

DATE OF COMMITTEE MEETING: May 16, 2024

SUMMARY:

Major Miel D. Burgee graduated from the University of Maryland with a Bachelor of Arts degree in Education. He went on to lead Charlotte Hall Military Academy in St. Mary's County. At some point in his later years, he made a gift to fund a scholarship, and those endowment funds are now in a Common Trust account. The Common Trust accounts date from prior to the creation of the University System of Maryland, and the System office manages transactions out of the accounts.

Major Burgee set criteria for the scholarship: a full scholarship, renewable, intended for someone with good grades, good "moral character," financial need, and male. This last criterion has to be addressed to bring the fund into compliance with federal law (Title IX of the Education Amendments Act of 1972 and the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution). The criterion of "good moral character" is unusual wording for scholarships but can be understood as demonstrating good conduct and serving others.

Major Burgee passed away in 1985 with no children; his wife has since passed away as well. It is therefore not possible to reach out to the family to adjust the requirements of the gift.

To change the requirements of the scholarship, the Board of Regents must approve the change. We respectfully request that the award be made available to a student of any gender who has a strong academic record, as we would expect with any full Regents Scholarship. In addition, recipients must have a good conduct record and demonstrate service to others in some way (civic engagement etc.).

ALTERNATIVE(S): The Committee may ask for more information or forfeit awarding the scholarships.

FISCAL IMPACT: The fund can support at least one full scholarship per year with a 4% draw.

CHANCELLOR'S RECOMMENDATION: That the Advancement Committee recommend that the Board of Regents approve the change to scholarship criteria for the Burgee Scholarship.

COMMITTEE RECOMMENDATION:	DATE: May 16, 2024
Recommend approval	

BOARD ACTION:	DATE:
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SUBMITTED BY: Alison Wrynn 301-445-1992	EMAIL: awrynn@usmd.edu
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PATRICIA BOYCE MEMORIAL FUND

Established January 26, 1978, by contributions from family and friends in memory of Patricia Ann Boyce, former member of the University's central administrative staff. The income is to be used to provide annual support for the Banneker/Key Scholarship Program at UMCP.

(CP - 0189)

Market Value \$68,881

J. EDMUND AND KATHRYN S. BRADLEY FUND FOR PEDIATRICS

Established January 2003, in accordance with the last will and testament of J. Edmund and Kathryn S. Bradley. The purpose of the fund shall be to provide unrestricted support to the Department of Pediatrics at the University of Maryland School of Medicine to promote love, concern, and excellence in the care of children.

(AB - 0382)

Market Value \$113,258

CATHERINE BRINKLEY FUND

Established September 26, 1938, by bequest from Catherine Moore Brinkley for the purpose of loaning money to worthy Maryland residents studying mechanical engineering or agriculture at UMCP.

(CP - 0044)

Market Value \$1,081,992

DR. PAUL R. BROWN RESEARCH FELLOWSHIP FUND

Established October 21, 1960, by bequest from Ralph Minthorne Brown in memory of his brother, Paul Richard Brown, M.D., an alumnus of the UMB School of Medicine, Class of 1901. The income is to be used for a fellowship in the School of Medicine to conduct research into genitourinary diseases.

(AB - 0086)

Market Value \$417,850

DR. LESLIE R. BUNDGAARD MEMORIAL FUND

Established September 17, 1969, in memory of Dr. Leslie Bundgaard, teacher and administrator at the University for 13 years. The income is to be deposited in the Chancellor's Discretionary Fund for use in meeting needs at UMCP.

(GU - 0045)

Market Value \$136,586

MIEL D. BURGEE SCHOLARSHIP FUND

Established in February 1987 by the bequest of Major Miel D. Burgee. The income is to be used to fund a full scholarship to a male student selected by the Board of Regents. The award is based on financial need, scholastic, and moral standing.

(GU - 0266)

Market Value \$1,503,303



USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
May 14, 2024
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Tuesday, May 14, 2024. The meeting was convened at 9:31 a.m. Committee members present were: Regents Smarick (vice chair), Gooden, Helal, Leggett, Parker, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Acquaaah, Dr. Allen, Dr. Alvarez, Dr. Amoussou, Ms. Bainbridge, Ms. Bannerman, Ms. Beckett, Dr. Caraco, Dr. Clark, Dr. Cooper, Dr. Esters, Ms. Feagin, Dr. Graves, Dr. Haverback, Sr. Vice Chancellor Herbst, Dr. Jenkins, Dr. Khademian, Vice Chancellor Lawrence, Dr. Lee, Dr. Marano, Dr. Masucci, Dr. Mueller, Dr. Owens, Dr. Sanford, Dr. Shapiro, Dr. Shumba, Dr. Skevakis, Ms. Sule, Dr. Taylor, and Dr. Whitehead.

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

Vice Chair Smarick welcomed everyone to the meeting and noted that he would be chairing the meeting in Chair Gourdine's absence. He remarked that it is Regent Helal's last EPSLS meeting, as her two-year term as a student Regent is coming to an end. He asked her to say a few words about her plans for the future. She said that she will be taking a gap year and then will attend the Teachers College at Columbia University. Regent Smarick thanked her for her time on the Committee.

Action Items

Academic Program Proposals

Bowie State University: B.S. in Virtual Reality and Gaming

Dr. Guy-Alain Amoussou, Provost & Vice President for Academic Affairs, Dr. George Acquaaah, Dean, College of Arts and Sciences, and Dr. Rosemary Shumba, Chair, Computer Science, presented Bowie State University's proposal to offer a Bachelor of Science in Virtual Reality and Gaming. The program prepares students to meet a need for a growing industry. It takes an interdisciplinary approach and will help address diversity in the gaming industry.

Regent Gooden noted how important degrees like this are in the military and defense industries. Regent Wood asked if there was any plan for this program to expand into gambling. Dr. Wrynn noted that virtual reality and gaming are being used in education, as evidenced on a recent trip to Arizona State University.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a B.S. in Virtual Reality and Gaming.

The motion was moved by Regent Smarick, seconded by Regent Helal, and unanimously approved.

Vote Count: Yeas: 5 Nays: 0 Abstentions: 0

Proposed Amendments: II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the proposed revisions to II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty. Two years ago, the USM provosts discussed a proposal at an institution for a new series of teaching titles for non-tenure-track (NTT) faculty members. This would provide clear promotion pathways for NTT faculty. The taskforce to review this policy included provosts, a CUSF representative, and USM staff. The titles were added to the policy and there were a number of technical edits.

Regent Gooden asked if we have a group looking at the entire tenure process. Dr. Caraco noted that the USM policy is quite general, but the campuses can provide more specificity. Dr. Wrynn stated that campuses keep an eye on their policies regularly. Regent Smarick said that there have been some interesting issues concerning tenure and asked if other activities should be more heavily considered in the tenure process. Chancellor Perman said there have been discussions at the presidential level.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed edits to II-1.00.

The motion was moved by Regent Smarick, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 5 Nays: 0 Abstentions: 0

Diversity, Equity, and Inclusion: 2024 Cultural Diversity Reports and Beyond

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented this report to the Committee. In 2008, a law was passed that required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. That law required that each institution annually submit its plan and a progress report to its governing body for review and, subsequently, to the Maryland Higher Education Commission.

Every year, before submitting our institutions' reports to MHEC, they come through this Committee and, subsequently, the full Board for approval. Although it's not required for MHEC, we create a

USM summary to identify themes and to highlight a few of the institutions' responses in order to contribute to our understanding of what's happening system wide. In addition to submitting their Cultural Diversity Plan, institutions had to respond to the following prompts:

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

Section 2: A summary of how the 2023 Supreme Court decision to strike down race-conscious admissions practices has affected your campuses policies and practices around outreach and support programs, community engagement, equity and access, and monitoring and evaluation.

Institutions were also asked to respond to the following USM addendum:

Please provide a summary of efforts to address the unique needs of the international student population. Please include, but you need not limit your answer to, what staff and/or offices are specifically dedicated to international students, three pressing challenges for this population and what is being done or is needed to address those challenges, and one recent significant achievement or point of progress for the population.

Dr. Lee offered highlights of each section and noted that all institutions have complied with the reporting requirements. A USM summary precedes the campus reports and offers more details.

Regent Smarick asked how global events of the past year have affected campus climate. Dr. Lee said that information is not in these reports, but we have had many conversations with the campuses. We'll continue to check in with the campuses and ensure that students are able to practice their rights while being safe.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the 2024 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

The motion was moved by Regent Smarick, seconded by Regent Leggett, and unanimously approved.

Vote Count: Yeas: 5 Nays: 0 Abstentions: 0

Information Items

Strategic Plan Update: Alternative Credentials and Innovative Pathways

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented an update on the USM's strategic plan, Vision 2030: From Excellence to Preeminence. Her presentation focused on two goals:

- Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands
- Goal 2.3: Develop innovative education programs resulting in new credentials

Dr. Wrynn presented an overview of the action plan for these two goals and how the USM plans to move forward with implementation.

Regent Wood asked if the strategic plan includes elements for participation with the community colleges. Dr. Wrynn noted that she had a meeting with the Maryland Association of Community Colleges. The full plan does include collaboration with several groups, including community colleges.

Regent Smarick noted that it could be a good way to think about P-20 activities. Dr. Shapiro said that we currently collaborate with community colleges on the teacher pipeline. Regent Leggett said that a challenge in Maryland is that we have a large number of teachers coming from other states and we want to make sure they're meeting our standards.

Campus Safety and Security Report

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented the campus safety and security report. She started by outlining current things that the USM is doing to address these issues including: a state-wide safety summit, a presentation at the BOR retreat, and safety vignettes at full Board of Regents meetings. She covered the data of the report which includes crime data required by the Clery Act and the Higher Education Opportunity Act. Dr. Lee said that most universities are in full compliance with the Clery Act and that there are audits when there are discrepancies.

Regent Wood asked if Maryland first responders are working on the same radio frequency and said we should keep that in mind as we're looking at campus safety and security.

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Status Update: Test Optional Status Across the USM

Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented an update on test optional status across the USM. The Board of Regents formalized the policy in 2022 that allows USM institutions to adopt test-optional policies in their admissions process, if they wish. The general report from the campuses is that it is too early to make definitive statements about the policy change, but admission applications and enrollments do not seem to have suffered. Early retention figures do not seem to show a clear impact.

Regent Smarick said that we expected a positive effect on enrollment and asked if there was one. Dr. Caraco did say that enrollment was up. Regent Smarick also asked about how making the test optional affects diversity, etc. Dr. Caraco said that most of our students come from in state, so this doesn't affect

us in the same way that it affects the Ivies. Dr. Wrynn said that we'll keep an eye on the data and what similar systems are doing.

Update: PreK-20 Initiatives

Regent Smarick opened this item by noting that it was Dr. Nancy Shapiro's last EPSLS meeting, as she's retiring this summer after almost 30 years. He congratulated her and wished her well on behalf of the Committee.

Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, shared a report on the P-20 outreach over the past year. The P-20 work encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The work of the P-20 office aims to address Maryland's most pressing education problems.

Dr. Shapiro shared some highlights from the past year. A new Director of the Maryland Center for Computing Education, Quiana Bannerman, started recently. The Civic Education and Community Engagement Council was established in January 2024 and includes representatives from all USM institutions, including student leaders. She provided an update on the Maryland's ABCs for Student Success grant, which was awarded in September 2023 and aims to improve retention, graduation, and sense of belonging among underserved students at USM universities. Dr. Shapiro presented highlights of teacher education at our campuses, discussed P-20 policy initiatives, and ended by reflecting on her almost 30 years of P-20 work in Maryland.

Chancellor Perman noted how all of this work represents systemness and helps the USM become more competitive, attract more funding, etc.

2024-2025 Agenda Brainstorming

Regent Smarick noted that the annual agenda for the Committee includes many standard reports, new academic program proposals, and other anticipated information items. She and the USM Academic and Student Affairs Office team meet during the summer to plan next year's agenda, but she offered this opportunity for committee members to share ideas they believe warrant attention by the Committee. Ideas included:

- A look at the tenure process
- Quality of life in residential housing
- Teacher shortage issues including what's happening, how the strategic plan and Blueprint aim to address, and our role in fulfilling the pipeline
- Humanities
- Honors Colleges
- Importance of civic education in the undergraduate curriculum
- P-20 update as a recurring matter to the Committee
- Test optional update next May
- Campus climate surveys
- Healthcare education

- Regional Higher Education Centers

Regent Smarick encourage committee members to keep sharing their ideas.

Motion to Adjourn

Regent Smarick thanked everyone for a productive meeting. He called for a motion to adjourn. The motion was moved by Regent Gooden, seconded by Regent Wood, and unanimously approved. Regent Smarick adjourned the meeting at 11:27 a.m.

Respectfully,

Regent Andy Smarick
Vice Chair

TOPIC: Bowie State University Bachelor of Science in Virtual Reality and Gaming proposal

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: The proposed program supports the university's mission to empower "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. This program contributes to the achievement of Bowie's FY 2019-24 Racing to Excellence Strategic Plan, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The degree will encourage entrepreneurship and help increase diversity, inclusion, and representation of women, minorities, and underserved communities in the gaming industry. This interdisciplinary program between the departments of Computer Science and Fine and Performing Arts, with opportunities for collaboration with the College of Business and the Entrepreneurship Innovation Center, builds on and applies expertise in computing, visual and media arts, and design to create engaging and immersive gaming systems and experiences. Leveraging existing partnerships with government agencies, studios, and the game design, extended reality (XR), and entertainment industries, we will bring real-world experience to the classroom and provide extracurricular learning opportunities to prepare students for careers in the industry. With industry salaries ranging from about \$55,000 to nearly \$80,000 annually, we aim to advance the education and knowledge of design, art, and technology for immersive game development, training students with transferable skills and practice to enable them to contribute to the economic development of the state and the region.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University for a B.S. in Virtual Reality and Gaming

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

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

awrynn@usmd.edu



Aminta H. Breaux, Ph.D.

President

Henry Administration Bldg., Ste. 2000
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February 16, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzert Road
Adelphi, Maryland 20783-1690

RE: New Academic Program Proposal – Bachelor of Science in Virtual Reality and Gaming

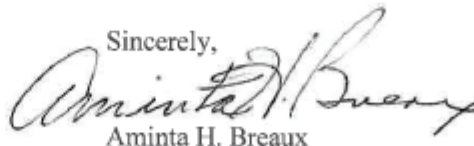
Dear Chancellor Perman,

Please find enclosed a proposal to offer a new Bachelor of Science in Virtual Reality and Gaming (HEGIS 070201/CIP 11.0104) at Bowie State University.

Gaming and entertainment arts require knowledge of computer programming, research, advanced mathematics, media arts, animation, design, film, production, and physics as well as artificial intelligence, immersive technology, and game engines that make up the game programs. The curriculum is based on a firm foundation and core skills in computer science, writing, design, animation, visual arts, virtual and cinematic production. Students will develop deeper skills in either the visual and media arts and/or computerscience. The courses simulate industry experience by creating games and experiences using a collaborative, entrepreneurial and interdisciplinary environment and by developing relationships with strategic partners in the gaming, XR, immersive and entertainment industries.

We respectfully request the System's consideration of this proposal.

Sincerely,



Aminta H. Breaux

Cc: Dr. Guy-Alain Amoussou, Acting Provost and Vice President for Academic Affairs
Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, USM
Dr. Jacqueline M. Cade, Manager of Institutional and Academic Programming.

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University

Institution Submitting Proposal

Virtual Reality and Gaming

Title of Proposed Program

Bachelor of Science

Award to be Offered

Fall 2024

Projected Implementation Date

0601.00

Proposed HEGIS Code

50.0411

Proposed CIP Code

Computer Science/Fine and Performing Arts
Department in which program will be located

Dr. Rosemary Shumba

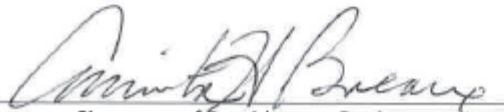
Department Contact

301-860-4446

Contact Phone Number

rshumba@bowiestate.edu

Contact E-Mail Address


Signature of President or Designee

2-18-24
Date

Bowie State University
BS in Virtual Reality and Gaming

A. Centrality to Institutional Mission and Planning Priorities

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

The Department of Computer Science proposes a new BS in Virtual Reality and Gaming. The Department of Fine and Performing Arts will also propose a new Bachelor of Science (BS) degree in BS in Game Design, Immersive Media, and Production and in collaboration with the Department of Computer Science. These exciting and interdisciplinary programs provide much-needed talent for the growing technical and creative positions pipeline in the game, XR, entertainment, and workforce training for companies. As Maryland's oldest HBCU/HBI located in Prince George's County, MD, BSU is uniquely positioned to offer such an innovative and collaborative program. The university is very close to the burgeoning metropolitan areas of Washington, DC, Baltimore, and Annapolis, MD. The proposed degrees between the Department of Computer Science (CS) and the Department of Fine and Performing Arts (DFPA), Visual Communication and Digital Media Arts program (VCDMA), will equip students and graduates with the skills and knowledge to apply gaming, computing, modeling, and simulation techniques for immersive media arts (art, animation, video, sound), game production, entertainment and the metaverse.¹

The DFPA and CS will continue to focus on enhancing and building its courses, curriculum, and capacity and emphasis on animation and motion graphics and of course incorporating more immersive media (XR) courses and skills for our graduates. XR is an umbrella term that encompasses augmented reality (AR), mixed reality (MR), virtual reality (VR), and other forms of alternate, expanded, or immersive reality applications. This new major builds on and applies expertise in computing, visual and media arts, and design to create engaging and immersive gaming systems and experiences. The innovation of this program lies in our goal to increase diversity, inclusion, and representation of women, minorities, and underserved communities and also to encourage entrepreneurship. The strategic partnership will mainly be between the two departments, however, not limited to others in the College of Arts and Sciences, College of Business, and the Entrepreneurship Innovation Center. The collaborative nature of the new degrees and shared experiences between faculty and students of both departments will also greatly enhance the effectiveness of this degree. This proposal will allow for a high level of creative and technical research and production outside of traditional class structures. Graduates may also continue to a terminal degree either in Computer Science, Gaming, Visual Arts, Design, and related majors in digital media, immersive media (XR), and production. The program will equip students and graduates with the skills and knowledge to apply computing, modeling, and simulation techniques, media arts (art, design, animation, video, sound, motion capture), and virtual production for entertainment, research, education, military, sports, and other disciplines.

¹ https://about.meta.com/immersive-learning/?gclid=Cj0KCQjwteOaBhDuARIsADBqReilYNUl-1z7WJQ_q0V1MBz1OkWuQexeFpPf6tv9arzqK6hyhW4v2ywaAhUyEALw_wcB&gclsrc=aw.ds

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

The new majors will respond to the following institutional goals (based on BSU’s Strategic Plan):

Goal 1: Achieve Academic Excellence Supported by Curricular as well as Co-curricular Experiences, Goal 2: Promote a Holistic and Coordinated Approach to Student Success, Goal 3: Encourage Academic Innovation to Meet Student Needs, Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement; and Goal 5: Ensure Long-term Viability of BSU

The two, new majors would respond to the following institutional goals (based on BSU’s Strategic Plan)²: *Goal 1: Achieve Academic Excellence Supported by Curricular as well as Co-curricular Experiences Goal 2: Promote a Holistic and Coordinated Approach to Student Success, Goal 3: Encourage Academic Innovation to Meet Student Needs and Goal 5: Ensure Long-term Viability of BSU*

The proposed new degrees would also contribute to the university’s strategic goals (1, 2, 3, 4, and 5) as follows:

Goal 1 - Achieve academic excellence supported by curricular and co-curricular experiences: The, two, new Bachelor of Science degrees also would contribute to the achievement of Bowie’s 2019 – 2024 Racing to Excellence Strategic Plan, specifically *Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs.*

Goal 2 - Promote a holistic and coordinated approach to student success: The new BS degrees consist of components from various disciplines and utilizes an approach designed to create a well-rounded student.

Goal 4 - Enhance our campus culture of diversity, inclusion, and civic engagement: BSU is among the top five universities in Maryland that graduate African Americans with bachelor’s degrees in nursing, biology, and computer/information sciences (*Diverse: Issues in Higher Education*).³ The university is committed to providing opportunities to traditionally underrepresented populations in the gaming, entertainment, and STEM/STEAM fields. The new BS degrees will empower “a diverse population of students to reach their potential, by providing innovative academic programs” and by supporting Maryland’s workforce and economy.

Goal 5 - Ensure the long-term viability of Bowie State University (BSU): The current high demand for Game Developers, Animators, XR, and Game Designers will attract many students which in turn will enhance the viability of BSU. The demand for graduates in this field is anticipated to increase and grow. According to Linked In, “Extended Reality will pivot with predictions that the industry will reach a total of US billion in 2024, or a 54% annual growth rate between 2020 and 2024. XR (augmented reality, virtual reality and mixed reality) is one of the fastest-growing industries that are changing our world in dramatic ways. It is a new way to teach,

² <https://bowiestate.edu/about/administration-and-governance/office-of-the-president/reports/bsu-strategic-plan-fy19-fy24.pdf>

³ <https://bowiestate.edu/about/news/2019/diverse-issues-ranks-bsu-as-top-100-producer-of-minority-degrees.php>

train, communicate and connect with customers...”⁴

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

The funding of the program will come from tuition and course fees for the first five years. The two departments will fund the programs through existing resources and budgets. Additional funding would be further supported through possible grants, partnerships, and research opportunities with related companies, organizations, agencies, and the industries of game design, XR, and entertainment. The programs rely on existing Computer Science, VCDMA (Fine Arts), and related courses and will require limited new expertise beyond current faculty resources. We intend to use existing courses from among the programs and will need to create only a few new courses to support this program. The Departments of Computer Science and Fine and Performing Arts (VCDMA) has existing partnerships, collaborations, and MOUs with government agencies, studios, and the game design, XR, and entertainment industry. We will leverage the existing partnerships with industry partners to bring real-world experience to the classroom and provide extracurricular learning opportunities. For example, VCDMA has a partnership with Laika Animation Studios as well as MOUs with television and film studios and with local arts, and film organizations such as A + E Networks, Megamind Media, Octet Productions, and the Prince George’s Arts and Humanities Council (PG Film Office).⁵ These strategic partnerships will further create pathways and a pipeline into the professional animation, film, and entertainment industry. Course projections will be monitored annually, and over time, increased demand for courses could necessitate acquiring additional full-time faculty. A request for new faculty will be made to the university administration if the need arises.

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

a. Ongoing administrative, financial, and technical support of the proposed program

BSU has demonstrated its unwavering commitment to technology-related programs. The administration supported the ABET accreditation of the Computer Science program, which involved a four-year preparatory period followed by another year of study and campus visit by ABET to earn the credential. The administration supports the same process for the planned BS degrees in Game Design and Development (CS); and Game Design, Immersive Media, and Production (DFPA), and especially as the VCDMA and this major will seek accreditation from the National Association of Schools of Art and Design (NASAD)⁶ in 2023. The university's policy is to support program growth by providing funds to hire new faculty, support the development of new courses, and provide additional library resources. Both programs will receive similar support from the university administration. The four computer labs located in the Thurgood Marshall Library support all technology-related classroom instruction and currently have sufficient capacity to simultaneously support most of the new courses proposed for the new BS degrees and programs. The CS department also has several labs which the students use. In addition to these campus labs, the university has also approved the acquisition of access to cloud-based laboratory resources, providing students with state-of-the-art computing resources. The Fine and Performing Arts Center (DFPA) has (2) computer and digital media arts labs, artists’ studios; stop-motion animation studio, video edit suite, film production equipment and facilities to support animation, film, media arts production; sound design, music technology

lab, recording studio and much more.

b. Continuation of the program for a period sufficient to allow enrolled students to complete the program.

Given the established nature of the computer science degree and fine arts programs, the proposed degrees will be able to manage the incremental resource needs by leveraging the existing curriculum and laboratory infrastructure. With each new year of the new degree offering, only those required for the initial student class will need to be added. Thus, only new freshman classes will be added to the class offerings in the first year of the program. In the second year, the freshman classes will be repeated, and sophomore-level courses will be added. This incremental increase in curricular offerings requires only a gradual increase in expenditure, to which the administration has committed. If, at any point after the full program is launched, the university decides to discontinue the degree program, no new students will be admitted to the program. Currently, enrolled students will be provided with the required classes to complete their degrees.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a. The need for the advancement and evolution of knowledge

The need for innovative curriculum instruction continues to grow with demands from the marketplace to provide an employable, skilled workforce that can assume new roles of productivity, responsibility, and leadership. Bowie State University, as a HBCU provides support to the postsecondary education goals set forth in the 2013-2017 Maryland State Plan for Postsecondary Education. The proposed BS degrees at Bowie State University (BSU) advance the education and the knowledge of design, art, and technology for immersive game development. It provides training in transferable skills and practice for training and preparing a local workforce that will contribute to and participate in many current and future aspects of economic development in the State of Maryland. The market for immersive gaming continues to grow. In November 2019, the revenue in the United States for the video game industry amounted to approximately 2.25 billion U.S. dollars. As the 2020 publication “Essential Facts About the Game Design Industry” by the Entertainment Software Association (ESA), the author mentions that players of all ages and backgrounds embrace video games. There are more than 214 million video game players across the United States, three quarters of all U.S. households have at least one person who plays video games, and 64 percent of U.S. adults and 70 percent of those under 18 regularly play video games. As a computer science degree, the development of a game is only of marginal scope.⁴ It requires additional STEM/STEAM interdisciplinary collaboration with the Department of Computer Science and as supported by the Department of Fine and Performing Arts such as animation, design, sound/music, storytelling, and production. Other discipline areas could include writing, business, marketing, communications, and entrepreneurship.

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

⁴ <https://www.theesa.com/resource/2020-essential-facts/>

The programs focus primarily on the science, algorithms, concepts, and theory behind computer games and the virtual reality of scientific phenomena. It introduces students, primarily those who are African American as well as other minorities and underrepresented groups to graphic visualization, artificial intelligence, machine learning, human-computer interaction, animation, sound, and immersion. Students at an HBCU such as BSU will further research the socioeconomic, political, and cultural considerations and impact of these new experiences and vice versa as they also learn to conduct themselves as ethical professionals and creatives while further deepening their understanding of XR/AR/VR digital media, design thinking, operating systems, information security, and object-oriented programming.

Table 1: Race/Ethnicity Completion of Degrees within CIP Codes Maryland Region

Race/Ethnicity	Percent of Completions Within CIP Codes	Percent of Completions All CIP Codes
White	37%	49%
Black or African American	22%	21%
Asian	11%	10%
Hispanic or Latino	8%	8%
Two or more races	6%	4%
Race/ethnicity unknown	3%	3%
Nonresident alien	15%	4%
Native Hawaiian or Other Pacific Islander	0%	0%
American Indian or Alaska Native	0%	0%

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 6– March 2021)

c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Bowie State University recruitment strategies actively seek a diverse student population from Maryland and beyond who will add diverse insights and experiences to the program and the game industry. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in game design. Major companies and organizations are seeking greater diversity and inclusion and especially in the gaming and entertainment industry where they will often face challenges related to diversity, inclusion, ethics, and hands-on skills. The implementation of this new degree can be a catalyst to assist BSU in meeting its strategic goals to achieve academic excellence supported by curricular and co-curricular experiences.

1. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The Maryland State Plan for Postsecondary Education has three basic tenets: **Access, Success, and Innovation.**

Access: BSU provides opportunities for many underrepresented Maryland residents to obtain a college education at affordable cost. The new BS degrees and program will provide an avenue for underrepresented students to enter the high demand fields of Gaming, Animation and XR production as well as in the entertainment industry.

Success: Students entering either program at BSU will have access to affordable education, mentoring by a caring faculty, quality advising, and a nurturing environment that will help ensure their success in the program.

Innovation: Students in both programs will be involved with research projects with faculty mentors and industry partners. This exposure to research and innovative techniques under the guidance of academic and game design, animation, XR and entertainment industry experts will continue to help develop the innovative techniques and networking needed to become successful entrepreneurs. The new degrees address the state's perceived need for postsecondary education that enhances the quality and effectiveness of its offerings, provides service to and advances diversity in the fields of entertainment and training, and contributes to workforce development and economic growth in Maryland, as addressed in the Maryland Ready 2013-17 Maryland State Plan. Bowie State University's Departments of Fine Arts and Computer Science have established a record of accomplishment of high-caliber undergraduate education in computer science as well as in visual communication, advertising design, digital media, animation and motion graphics, digital cinema (filmmaking), and fashion design.

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

Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

The current outlook for skilled positions in the field of video game design and related professional support is reported by O*NET as well as the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, and in the section, *Special Effects Artists and Animators*.⁵ According to this information, video game design and related computer occupations are expected to grow rapidly in the State of Maryland from the 2018 reported employment of 1,840 to the 2028 projected employment of 2,140—a 16 percent projected increase.⁶ Game design is a vital and growing field, with high demand in the District of Columbia, Maryland and Virginia (DMV) region. A market survey and report (Education Dynamics Gaming Report) on game design in Maryland were conducted on behalf of Bowie State University by Aslanian Market Research/Education Dynamics in March 2021 and are included in this proposal.

Number of Annual Openings in Region

⁵ <https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

⁶ <https://www.onetonline.org/link/summary/15-1255.01>; Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. From this information, applications are created to facilitate the development and maintenance of a skilled workforce.

There was a total of 6,256 job openings in 2019 within the region. The leading areas with job openings were software developers and software quality assurance analysts and testers. Other positions include entertainment/recreation managers, designers, and computer programmers.

Table 2: Game Design and Related Occupations in the Maryland Region

Occupations	Annual Openings
Software Developers and Software Quality Assurance Analysts and Testers	3,503
All Other; Entertainment and Recreation Managers, (Except Gambling); and Game Development Studio Managers, All Other	1,498
Graphic Designers	407
Computer Programmers	310
Computer and Information Research Scientists	139
Art Directors	107
Artists and Related Workers, All Other	78
Fine Artists, Including Painters, Sculptors, and Illustrators	75
Special Effects Artists and Animators	56
Designers, All Other	47
Commercial and Industrial Designers	38

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 16 – March 2021)

The field offers ample job opportunities across multiple industries with strong salary potential, both immediately and over a career in industry and even government. There is also significant potential for developing academic pipeline partnerships with the local game industry, which boasts of over forty-five companies located in the DMV area and nearby areas, such as Hunt Valley, MD.

Table 3: Gaming Careers and Average Salary

Top 5 Gaming Careers:	Annual Average Salary
Games Designer	\$66,282 per year
Software Developer & Game Programmer:	\$72,000 per year
Special Effects Animator	\$77,700 per year
Games Artist	\$60,213 per year
Game Play Tester & Quality Assurance	\$53,030 per year

Video games have grown to resemble competition-based, interactive movies, and the COVID-19 pandemic has propelled the industry to make more money than movies and North American sports combined. According to Market Watch, “Global videogame revenue is expected to surge 20% to \$179.7 billion in 2020, according to IDC data, making the videogame industry a bigger moneymaker than the global movie and North American sports industries combined. The global film industry reached \$100 billion in revenue for the first time in 2019, according to the Motion Picture Association, while PwC estimated North American sports would bring in more than \$75

billion in 2020.”⁷

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

There has been increasing academic and artistic attention paid to the study of games and play. Along with a significant serious study of the cultural, pedagogical, and ethical implications of games, designers and artists are attempting to use the power of games and play to address social, civic, and health issues. Gaming and entertainment arts are now included in immersive simulation and occupation training for medical and military applications. This industry is taking a front-row seat to promote user experience for mental health and wellbeing. The gaming industry continues to grow in designed interactive user experiences in education and occupational training at all levels.

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

The two new degrees and programs empower its graduates for entry and advanced positions in the gaming, XR and entertainment industries. According to the Bureau of Labor Statistics, the job outlook for multimedia artists and animators shows a 6 percent growth rate from 2014-2024 with a median salary of \$63,970 a year, while software developers can expect 17 percent growth and a median salary of over \$100,000 a year.⁸

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

Please refer to Tables 4 and 5.

Table 4: Enrollment Projections and Estimated Growth

Year	2013	2014	2015	2016	2017	2018	2019
Estimated Number of Enrollments	576	630	942	750	666	996	954

Source: Aslanian Market Research Education Dynamics for Bowie State University (March 2021 – Page 10)

⁷ <https://www.marketwatch.com/story/videogames-are-a-bigger-industry-than-sports-and-movies-combined-thanks-to-the-pandemic-11608654990>

⁸ <https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm>

The following table indicates a steady growth in the number of completed degrees across all baccalaureate level programs at institutions operating within Maryland.

Table 5: Number of Graduation Completions in Maryland

Year	2013	2014	2015	2016	2017	2018	2019	Percent Change 2013- 2019
Number of Completions	96	105	157	125	111	166	159	67%

Source: Aslanian Market Research Education Dynamics for Bowie State University (March 2021 – Page 9)

D. Reasonableness of Program Duplication:

There are comparable academic programs in game design and related disciplines in the geographic region. There are a few institutions in the state of Maryland that offer game design degrees, but there is no duplication with the proposed new degrees and programs at Bowie State University. Several community colleges (e.g., Montgomery College, and Frederick Community College) offer an associate degree in gaming and simulation development. The University of Maryland, Baltimore County (UMBC) offers undergraduate concentrations in animation and interactive media and, through the computer science program, a concentration on game development.

The University of Baltimore offers a Bachelor of Science in simulation and digital entertainment that is structured through courses in the Department of Computer Science. The Bowie State University program is a unique undergraduate degree, in that the strengths are in collaboration, innovation, diversity, entrepreneurship, and inclusion within the partnership between the Departments of Fine and Performing Arts and Computer Science. This is further enhanced through strategic partnerships with companies and organizations in the gaming and entertainment industries.

The uniqueness of this proposal is the emphasis not only on game development and design, but also on virtual production, immersive media (XR) and interactive, user experiences as well as collaboration and interdisciplinary approach between computer science and the fine and performing arts, as well as other departments and disciplines at BSU. We also have an added focus on entrepreneurship and a focus on animation, special and visual effects for the entertainment industry.

Table 6: Similar Institutions in Maryland and Degree Completions

Institution	Bachelor's Degree Completions (2019)	Game Design Related Degrees
Maryland Institute College of Art	79	Animation Film & Video & Humanistic Studies Game Design General Fine Arts
University of Maryland-Baltimore County	32	Design
Bowie State University	19	Visual Communication & Digital Media Arts
Stevenson University	19	Graphic Design
University of Baltimore	7	Integrated Arts
Capitol Technology University	3	Information Technology
University of Maryland, College Park	--	Immersive Media Design

Source: Aslanian Market Research Education Dynamics for Bowie State University (Page 11 – March 2021)

2. Provide justification for the proposed program.

Both departments and their various majors have growing recognition in the state and nationally. BSU strives to meet goals of excellence in the delivery of its programs and has the systems and structures in place to support the achievement of these goals. This degree will increase minority participants in the workforce as well as the connections to the local business sector, federal and state government agencies, entertainment companies, and venues that use the new major to continue with the university’s mission to be a model for academic excellence, innovation, and student success. Hunt Valley and Baltimore, Maryland, for example, serve as hubs for several game design companies in the state.⁹ Some of these companies include Firaxis, ZeniMax, Big Huge Games, Sparky Pants and others.¹⁰ The Washington-DC metropolitan area also hosts several animation game design, immersive studios and companies such as that would benefit from this major in terms of graduates such as Bethesda Soft Works, ZeniMax Media and others.¹¹ Enrolling students in these programs will build strong and ongoing relationships with the faculty and industry advisors who can serve as mentors on the projects, products and thesis.

⁹ <https://www.baltimoresun.com/maryland/baltimore-county/towson/ph-tt-neighbor-cockeyville-whatley-0125-20170126-story.html>

¹⁰ <https://builtin.com/companies/location/baltimore/type/gaming-companies>

¹¹ <https://bethesdagamestudios.com/>

This new degree and program support the advancement of diversity and inclusion in the targeted workforce. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in game design. Major companies and organizations are seeking greater diversity and inclusion in the gaming and entertainment industries where they often face challenges related to diversity, inclusion, ethics, and practical skills. The implementation of this new degree can be a catalyst to assist BSU in meeting its mission and strategic goals to achieve academic excellence supported by curricular and co-curricular experiences.

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

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

As Maryland's first historically Black institution (HBI/HBCU), Bowie State University is committed to providing access to high-quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019- 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt. Specifically, Bowie State University continues to:

Support educational opportunity for Marylanders (Success, Strategy 4).

Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5).

Provide alternative modalities, new programs, and pedagogies, and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9).

Integrate high impact practices (HIP) into the student experience, including career advising and planning into internship experiences (Success, Strategy 7).

Partner with business, government, and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8).

Expand support for grant participation and research (Innovation, Strategy 10).

Innovate and change management strategies with Bowie State faculty, staff, students, and administrators engaging in and embracing experimentation to better meet the holistic needs of the students (Innovation, Strategy 11).

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

Bowie State University is a historically Black institution, and this new program does not impact other Maryland HBIs/HBCUs. No other institution of higher education in the state offers this kind of undergraduate program. Bowie State University is compliant with all stipulations of Title VI, Title IX, and Section 504. Furthermore, Bowie State serves an underrepresented minority population, and respect and understanding of diversity is central to its mission of advancing minority student achievement. Accordingly, a student graduating from an HBI/HBCU hopefully will always be concerned about others, especially those who are under-represented and/or marginalized and have great appreciation for the global market and community. The relevance of the proposed degrees is both supported by the marketplaces' need to improve diversity and opportunity across a broad spectrum, to include stories and entertainment production with a

cultural sensitivity as the anchor. The goals of this new program are motivated by these high educational aims. It is axiomatic that HBIs/HBCUs have placed an emphasis on elevating persons who have experienced a multitude of disadvantages, including those accruing from the pattern of racial discrimination. Historically, HBIs/HBCUs have stressed the importance of educating both the head and the heart. The adage that we educate the whole person is a cornerstone of such institutions.

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

The proposed degrees from both departments share the goal to include helping to close the gap between Black students who seek a STEM/STEAM degree and those able to achieve this goal. It will help meet the demand for additional STEM/STEAM programs at HBCUs, support other STEM/STEAM programs on campus, and increase the number of minority gaming/XR developers, animators, and design experts in a geographical area desperate to hire qualified graduates to serve in the field. This degree is positioned to be the only program of its kind for an HBCU within a 50-mile Baltimore/Washington, DC metropolitan radius. The degrees also emphasize fundamentals such as entrepreneurship, diversity, inclusion, ethics, and immersive technology. The merging of these areas forms a unique innovative partnership opportunity to advance the education frontier between the Computer Science and Fine and Performing Arts departments and Bowie State University. The relevance of the proposed degrees is supported by the marketplace’s need to improve diversity and opportunity across a broad spectrum and include the stories, images, experiences and creation from a base of cultural sensitivity and awareness. As more images of people of color appear in games, animation, and thorough interactive and immersive experiences (metaverse), students from underrepresented groups will be drawn to the opportunities in this booming industry.

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

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

The computer science and fine and performing arts (VCDMA) faculty and Game Design Advisory Board and consultants¹² designed the proposed degree program according to the MHEC, ABET & NASAD guidelines. These same members will assist with review, assessment and overseeing the two programs. The development of this program was driven in part by the growing demand by students in the VCDMA and computer science programs and inquiries by potential students. A program coordinator for each degree and in each department will oversee the programs.

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

¹² The BSU Game Design proposal consultants included Solomon Jagwe, Film Director, 3D Artist/Animator, Marianne Hayden, Lead Cinematics Animator, Skydance New Media, Alton Glass, Head of Immersive Media, GRX Immersive Labs, Christine Marsh, Adjunct Instructor (VCDMA) & Metaverse Platform Co-Founder, VCDMA; Roderick Woodruff, Co-Founder/Instructional Designer, Urban Video Game Academy

Program Educational Objectives: *Both BS degrees and programs through their respective departments will develop computer scientists, creatives, technicians, and designers who can:*

Demonstrate fluency in at least one programming or scripting language used in the production of interactive games and be an expert in at least one game development platform.

Demonstrate elements and principles of art/design, principles of animation, problem-solving and design thinking.

Develop and prototype a successful game, entertainment, and/or XR product and/or experience from concept to completion including but not limited to XR (VR, AR & MR).

Produce productions using motion capture, animation, films, special/visual effects, virtual production, and other innovations in technology in the gaming and entertainment industries.

Apply strategies to the gaming and entertainment industries with an entrepreneurial mindset and emphasis on innovation, collaboration, and diversity.

Student Learning Outcomes: *Both BS degrees and programs will develop graduates who will be able to successfully and respective to each degree:*

Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.**

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. **

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing Practice based on legal and ethical principles. * *

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Apply computer science theory and software development fundamentals to produce computing-based solutions. **

Apply principles of visual organization, including the ability to work with visual elements in two and three-dimensions, color theory and its applications, and drawing. ***

Demonstrate knowledge and skills in the use of basic principles, concepts, tools, techniques, procedures, and technologies sufficient to produce animation art from concept to a finished product that communicates ideas and/or stories to a viewer or to an audience. ***

Demonstrate knowledge of the principles of animation, including its visual, spatial, and sound, motion, and temporal elements and features, and how these elements are combined in the development of animation art. ***

Utilize the characteristics and capabilities of various animation methods and technologies in creative and project development contexts (examples include but are not limited to stop motion, traditional animation, 2D Digital, 3D Digital, etc.). ***

Demonstrate knowledge of the history of animation, game design, immersive media, artistic and technological evolution, and an understanding of basic aesthetics, visual communication, and critical theory.

Collaborate and communicate with all members of teams at multiple stages of animation project development and in associated production processes (examples may include but are not limited to working with background artists, layout artists, title artists, lighters, riggers, production managers, writers, technicians, etc.).

Analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically mediated communication, objects, and environments. ***

Understand the importance of diversity, inclusion and the history, culture, and contributions of African Americans and other underrepresented groups in gaming, entertainment, and related industries.

Produce unique and innovative XR (AR, VR & MR) experiences and products to be used in other industries including but not limited to education, business, health, military, sports, the arts, humanities, and natural sciences, and demonstrate a successful portfolio with examples of research, gaming and/or entertainment products, writing and creative content.

****ABET: Accreditation Board for Engineering and Technology (Computer Science)**

***** NASAD: National Association of Schools of Art Design (Fine and Performing Arts, VCDMA)**

3. Explain how the institution will:

- a. provides assessment of student achievement of learning outcomes in the program**
- b. document student achievement of learning outcomes in the program**

Courses and curricula will be reviewed annually for effectiveness via course evaluations, course reviews, and assessments of student work, research, and projects that include senior capstones (products), portfolio reviews, and demonstrations to be reviewed by faculty and an advisory board. This board will consist of industry experts, strategic partners, and university faculty from other institutions. There will also be an extensive and periodic program review of the entire major through external reviewers as well as the College of Arts and Sciences and Academic Affairs. Additionally, there will be periodic program and curriculum reviews by the accrediting bodies such as the Accreditation Board for Engineering and Technology (ABET) and the National Association of Schools of Art and Design (NASAD) to retain membership and demonstrate program success, effectiveness, and accountability.

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

Course and credit hours requirements for the two majors and programs are listed in the tables below. Course descriptions are provided in Appendix A.

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

All students in the two majors and programs are required to take the general education courses listed in Appendix A. These courses are incorporated into each degree and to further strengthen the two programs.

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

Course and credit hours requirements for both BS degree programs are listed in the tables below and appendices A, B and C. Course descriptions are provided in Appendix C.

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

All students in both majors and programs are required to take the general education courses listed in the tables below and incorporated into each concentration to further strengthen the program.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students. None needed and/or not Applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract. Not Applicable

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

The advisement and course scheme sequences as well as requirements, program goals will be provided to potential students at admission events as well as through intensive advisement, mentoring and program administration. Both CS and the DFPA will work with the Advisement Center, Admissions and URM to provide clear course schema and 4 –year plans for graduation. Please see Appendix A.

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

The program will use the existing promotion mechanisms in the Department of Computer Science and Department of Fine and Performing Arts and within the overall University. These include the undergraduate course catalog, departmental and university web pages, videos, social media and marketing literature. Additionally, folders with information on the major will be available at the admissions open house events and scholarship meetings. More information is available online:

Computer Science: <https://www.bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/computer-science/>

Fine and Performing Arts: <https://bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/fine-and-performing-arts/> and VCDMA program: https://bowiestate.edu/academics/colleges/college-of-arts-and-sciences/departments/fine-and-performing-arts/undergraduate_programs/vcdma-major/

H. Adequacy of Articulation

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

Computer Sciences has existing articulation agreements with Prince George’s Community College and the College of Southern Maryland. VCDMA will seek to obtain relevant articulation agreements with Prince George’s Community College, College of Southern Maryland. BSU is working to develop others to include. additional local public school systems and others in the region to expand partnerships and agreements further.

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

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

Table 9. Computer Science Faculty. The table below catalogs the current full-time, tenure/tenure track faculty members from the Computer Science department who will support the launch of the Virtual Reality and Gaming program. Other part-time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Ms. Patricia Hughes	Tenured / Asst Professor	MA-Univ of Wisconsin Madison	Computer Science	Full Time	Programming courses
Dr. Soo Yeon Ji	Tenured / Assoc Professor	Ph.D.-Virginia Commonwealth Univ	Computer Science	Full Time	AI, Discrete Structures
Dr. Darsana Josyula	Tenured / Professor	Ph.D.-Univ of Maryland College Park	Computer Science	Full Time	AI courses
Dr. Jie Yan	Tenured / Professor	Ph.D.- Harbin Institute of Technology	Computer Science	Full Time	Gaming and Virtual Reality courses

Dr. Bo Yang	Tenured / Professor	Ph.D.- Pennsylvania State University	Computer Science	Full Time	All Computer Science courses
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Table 10. DFPA Faculty. The table below catalogs the current full-time, tenure/tenure-track, long term contractual faculty members from the Department of Fine and performing Arts (DFPA & VCDMA program) who will support the launch of the Game Design, Immersive Media and Production major. Other part time faculty are rotated each semester.

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Tewodross Melchishua Williams	Tenured / Assoc Professor	MFA, Intermedia & Digital Arts, UMBC	VCDMA	Full Time	2D Animation, Stop Motion Animation, Motion Graphics, Film production Cinematography Internship, History of Animation, Visual Culture, Portfolio review and Assessment (I and II); and Senior Thesis Exhibition and Capstone courses
Arthur Vidrine	Assist Professor	MFA, Fine Arts, School of Visual Arts	Studio Arts (Fine Arts)	Full Time	2D, 3D Design, Art History, Photography
Robert Bartlett	Tenured / Assoc Professor	MFA, Playwriting, Catholic University; MA, English Language, Literature and Culture, Bowie State University	Theatre Arts/ VCDMA	Full Time	History of Animation, Screenwriting

Table 10. DFPA Faculty – cont’d

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Ogechi Chieke	Assistant Professor	MFA, Computer Art, School of Visual Arts	VCDMA	Full Time	2D Animation, Video Editing, Cinematography, Computer Graphics, Visual Literacy, Visual Communication Design, Hip-Hop Studio
Robert Bartlett	Tenured / Assoc Professor	MFA, Playwriting, Catholic University; MA, English Language, Literature and Culture, Bowie State University	Theatre Arts/ VCDMA	Full Time	History of Animation, Screenwriting
Amina Hammond	Adjunct Professor	MFA, Web Design, New Media, Academy of Art University	VCDMA	Part Time	Web Design, New Media, Animation and Motion Graphics
Kevin Holder	Adjunct Professor	MFA, Fine Arts, Howard University	VCDMA & Studio Arts (Fine Arts)	Part Time	Computer Graphics, Drawing, Painting
Prince Ikegwuno	Adjunct Professor	D, Sc, Information and Interaction Design, University of Baltimore MFA, Animation, SCAD	VCDMA	Part Time	XR, VR, 2D, 3D Animation, Game Design, Immersive Media, and Multimedia
Myron Smith	Adjunct Professor	Master of Design, Illinois Institute of Technology	VCDMA	Part Time	Design History
Richard Zandler	Adjunct Professor	MFA, Sculpture, University of Pennsylvania	Studio Arts (Fine Arts)	Part Time	Sculpture and 3D Design, Drawing
Hasani Claxton	Adjunct Professor	MFA, Studio Art, Towson University	VCDMA & Studio Arts	Part Time	Illustration, Drawing, 2D Design

			(Fine Arts)		
Amina Hammond	Adjunct Professor	MFA, Web Design, New Media, Academy of Art University	VCDMA	Part Time	Web Design, New Media, Animation and Motion Graphics
John Stephan	Adjunct Professor	MFA, 3D Animation, Savannah College of Art and Design (SCAD)	VCDMA	Part Time	3D Animation and Modeling

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a. Pedagogy that meets the needs of the students**
- b. The learning management system**

c. Evidence-based best practices for distance education if distance education is offered. Bowie State University provides:

- Continuous training for faculty in all departments relative to the Blackboard learning management system (virtual, hybrid, hyflex and in-person) and various modalities.
- Teaching best practices (for both classroom and online courses).
- Other tools, resources, and techniques to support course delivery.
- Through CETL workshops, Faculty Institute, Assessment and Course Development Coordinators, etc.

Additionally, the University supports faculty member involvement in discipline-specific professional memberships, which provide access to best practices in teaching subject matter. Faculty evaluations include how individual faculty members avail themselves of the available resources and implement improvements in their courses. Continuous faculty improvement also factors into ABET accreditation self-studies, providing additional incentive for all professors to remain engaged with their discipline and craft.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)

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

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Gaming, Immersive Media, Animation and Computer Science. The library also supports this proposed major with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (Research Port) to over 70 databases, VERVERSI as well as videos and DVD recordings, and an experienced staff. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University of Maryland system and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of (USMAI), Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the proposed new major and program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in all this program's core and elective courses, the program's faculty are making requests for acquisitions of hundreds of additional volumes, and those requests will be fulfilled during the coming academic year.

**K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment
(as outlined in COMAR 13B.02.03.13)**

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

Computer Science the Computer Science Building opened to the BSU community in 2002 as a “state of the art” facility that houses instructional, laboratory, and research spaces for Computer Science and related disciplines. The laboratory space will serve the complete needs of Game Design and Development students. The computer science building includes sufficient flexibility in both classroom, office space, and laboratory space to accommodate the student body increases resulting from the launch of the new degree. The computer resources are available to faculty members and students in the Computer Science Department at BSU. These include fifteen general-purpose computing labs and five research labs. The research labs are described in the project description. Each of the general-purpose labs has 10 to 20 computers. Ten of the labs have computers with 22-inch monitors of the following specification:

- Platform: Windows 10 (64bit), Memory: 16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0K240Y,
- Graphics: NVIDIA Quadro K620 2.0 GB,
- Audio: NVIDIA High-Definition Audio, Realtek Audio,
- Optical: Tschopp DVD+-RW SH-216DB,
- Network: Intel(R) Ethernet Connection I217-LM, and
- Hard Drive: 500GB

Another ten labs have computers with the following specifications:

- Dell Precision Tower 5810,
- Platform: Windows 10 (64bit), Memory:16 GB,
- Processor: Intel Xeon CPU E5-1620 v3 @ 3.50GHz,
- Motherboard: Dell Inc. 0HHV7N,
- Graphics: AMD FirePro W2100 (FireGL V) Graphics Adapter 2.0 GB
- Audio: AMD High Definition,
- Audio Device Realtek Audio,
- Optical: HL-DT-ST DVD+-RW GTA0N,
- Network: Intel(R) Ethernet Connection I217-LM, and
- Hard Drive: 350GB

There are also conference rooms where faculty and students meet to discuss research and make presentations when needed.

The Department of Fine and Performing Arts (DFPA) The Department of Fine and Performing Arts (DFPA) students prepare for success in the Fine and Performing Arts Center (FPAC) a beautiful space featuring a movement studio, band room, Steinway piano rooms and rehearsal studios, a recital hall, a multimedia recording studio, fashion design studio, costume shop, digital music lab, and two theaters. FPAC also hosts two Apple computers and digital media labs with 36 stations; painting, visual art studio, printmaking, painting drawing, ceramic,

3D design/sculpture and photography rooms and studios, and a stop-motion animation studio powered by Laika Studios and a video edit suite set to launch in 2022-23. There are adequate faculty and staff support offices; a conference room, a student lounge and an additional art resource room for possible instruction, collaboration research and presentations to meet with outside guests, presenters, and partners. The Visual Communication & Digital Media Arts program (VCDMA) provides the latest in technology, film/video, and media production equipment and 4K DSLR and digital cinema cameras, audio, lighting, rigging, dollies and much more. The VCDMA program offers 2D/3D animation software, large format printers and resources for research in design, media arts, fashion/costume design, film, animation, visual communication as well as hip-hop studies and visual culture. BSU recently received generous funding and support from Adobe and is now offering the Adobe Creative Cloud suite of creative applications to all students and faculty on campus. The digital media labs in FPAC provide access to the following software: Autodesk Maya, CLO3D, Cinema 4D, Adobe After Effects, Photoshop, Illustrator, Animate, Premiere, Audition, XD, Acrobat; as well as Apple based software such as Final Cut Pro, Compressor, Motion, and screenwriting software, Celtx. Additional animation software includes Toon Boom Harmony, Storyboard Pro and DragonFrame. Most classrooms and spaces in both the Computer Science building and Fine and Performing Arts Center are equipped with smart boards, computers, and hyflex classrooms, AV projection capabilities. The small incremental increase in class sections each semester for the majors will not strain the usage of classroom space or instructional resources. Bowie State provides all students with full access to campus counseling, academic advisement services, IT support services, retention support and other administrative resources.

Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a. An institutional electronic mailing system, and
- b. A learning management system that provides the necessary technological support for distance education

Students that take online course offerings within both programs will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including University email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel. The Department of Computer Science has signed an agreement with Tele-Communications Systems to provide a cloud-based virtual lab environment and lab exercises accessible to online and residential students. The Department of Fine and Performing Arts also provides mixed modalities of instruction through classrooms/labs that are also equipped with smart boards, cameras, monitors, mobile and stationary hyflex/hybrid teaching spaces, and studios to support blended and flipped classrooms and support of students no matter where they are (online or in person); synchronous or asynchronous.

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

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department.

Table 11. Resources. This table projects revenue for full-time-equivalent students and part-time equivalent students for the initial five-year period. The department estimates that 10 new students will be admitted in the first year, 2-5 the second year, etc., increasing to a max of 30 full-time students in Years Four and Five, respectively. Part-time students are expected to be nominal. Graduates are expected by the fourth year.

TABLE 1: DEPARTMENTS OF COMPUTER SCIENCE & FINE AND PERFORMING ARTS RESOURCES					
Resource Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+ g below)	72,577	85,887	152,988	214,288	302,704
a. #Full-Time Students	10	12	18	25	30
b. Annual Tuition/Fee ⁴	8,753	8,928	9,107	9,289	9,475
c. Annual Full-Time Revenue (a x b)	87,530	107,137	163,919	232,219	284,236
d. # Part-Time Students	3	4	6	8	10
e. Credit Hour Rate ⁵	258	263	268	274	279
f. Annual Credit Hours	18	20	40	40	60
g. Total Part-Time Revenue (d x e x f)	13,932	21,053	64,422	87,613	167,560
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	72,577	83,887	152,988	214,288	302,704

1. Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and the way the reallocation is consistent with the institution’s strategic plan.

2. This value represents 67% of the projected total Tuition & Fee revenues for Full-Time & Part-Time students since mandatory fees are allocated to Auxiliary PT rate only reflects the tuition rate.

3. Whenever external funds are included among the resources; the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

4. Tuition Rate is based on the posted FY 2023 Proposed Tuition and Rate schedule with a 2% increase in the subsequent years.

5. Credit Hour Rate is based on the FY 2023 Proposed Tuition & Rate Schedule with a 2% increase in the subsequent years.

Table 12. Department of Computer Science Expenditures

This table describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Computer Science (CS), it is anticipated that the new proposed program will require an additional full-time faculty member and one adjunct faculty.

TABLE 2: EXPENDITURES COMPUTER SCIENCE					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Total Faculty Expenses (b + c below)	92,249	94,094	95,975	97,895	99,852
a. # FTE	1	1	1	1	1
b. Total Salary ¹	69,360	70,747	72,162	73,605	75,077
c. Total Benefits ²	22,889	23,347	23,813	24,290	24,775
2. Total Assistant Systems Administrator Expenses (b + c below)	71,559	72,990	74,451	75,940	77,459
a. # FTE	1	1	1	1	1
b. Total Salary ³	53,804	54,880	55,978	57,098	58,240
c. Total Benefits ⁴	17,755	18,110	18,473	18,842	19,219
3. Total Adjunct Expenses (b + c below)	42,120	42,962	43,822	44,698	45,592
a. # FTE	1	1	1	1	1
b. Total Salary ⁵	39,000	39,780	40,576	41,387	42,215
c. Total Benefits ⁶	3,120	3,182	3,246	3,311	3,377
4. Equipment ⁷	10,000			10,000	
5. Library					
6. New or Renovated Space					
7. Other Expenses	5,000	5,000	5,000	5,000	5,000
TOTAL (Add 1 - 7)	220,928	215,046	219,248	233,533	227,903

1-Average Salary for Assistant Professors in Computer Science for FY 2021 with a 2% increase in subsequent years.

2-Average Benefits for Assistant Professors in Computer Science for FY 2021 is 33% of salary with a 1% increase in subsequent years.

3- Average Salary for Assistant Systems Administrator in FY 2021 with a 2% increase in subsequent years.

4- Average Benefits for Assistant Systems Administrator in FY 2021 is 33% with a 1% increase in subsequent years.

5- Average Salary for Adjunct Faculty (\$6,500 per course x 6 courses) in FY 2021 with a 2% increase in subsequent years.

6- Average Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years. 7-Equipment is the cost for (2-3) computers on a three-year replacement cycle.

Table 13: DFPA Expenditures. This table describes projected expenditures. Although most of the faculty and support staff, instructional tools, and facilities are already in place in the Department of Fine and Performing Arts (DFPA), it is anticipated that the new proposed program will require an additional full-time faculty member, one program coordinator/faculty and an adjunct professor. Additional costs for advertising and promotional materials are estimated at \$3, 500/year.

TABLE 2: EXPENDITURES DFPA					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Total Faculty Expenses (b + c below)	86, 450	88, 179	89, 942	91, 742	93, 817
a. # FTE	1	1	1	1	1
b. Total Salary ¹	65, 000	66, 300	67, 626	68, 979	70, 539
c. Total Benefits ²	21, 450	21, 879	22, 316	22, 763	23, 278
2. Total Faculty Coordinator Expenses (b + c below)	94, 750	99, 070	101, 153	103, 176	105, 240
a. # FTE	1	1	1	1	1
b. Total Salary ³	70, 000	71, 400	72, 828	74, 285	75, 771
c. Total Benefits ⁴	24, 750	27, 670	28, 325	28, 891	29, 469
3. Total Adjunct Expenses (b + c below)	6, 480	6, 610	6, 741	6, 876	7, 014
a. # FTE	1	1	1	1	1
b. Total Salary ⁵	6, 000	6, 120	6, 242	6, 367	6, 494
c. Total Benefits ⁶	480	490	499	509	520
4. Equipment ⁷	50, 000		75, 000		
5. Library					
6. New or Renovated Space					
7. Other Expenses	2, 500	2, 500	2, 500	2, 500	2, 500
TOTAL (Add 1 - 7)	240, 180	196, 359	207, 836	204, 294	208, 571

1-Average Salary for Assistant Professors in DFPA for FY 2021 with a 2% increase in subsequent years.

2-Average Benefits for Assistant Professors in DFPA for FY 2021 is 33% of salary with a 1% increase in subsequent years.

3-Average Salary for Program Coordinator in FY 2021 with a 2% increase in subsequent years. 4-Average Benefits for Program Director in FY 2021 is 33% with a 1% increase in subsequent years.

5-Average Salary for Adjunct Faculty (\$3, 000 per course x 2 courses) in FY 2021 with a 2% increase in subsequent years.

Average Benefits for Adjunct Faculty in FY 2021 is 8% with a 1% increase in subsequent years.

6-Equipment is the cost for computers, upgrades, motion capture suits, software on a three-year replacement cycle.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15) 1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Courses and curriculum will be reviewed annually for effectiveness via course evaluations, course reviews and assessments of student work, research, projects, including capstones, portfolio reviews and demonstrations to be reviewed by faculty and an advisory board. This board will consist of industry experts, strategic partners as well as university faculty from other institutions. There will also be extensive program review of the entire major by external reviewers as well as the College of Arts and Sciences and Academic Affairs. The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented by the ABET Council on Computing. Industry and graduate schools recognize ABET accreditation as the hallmark of excellence in undergraduate STEM education.

Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation input from students, administrators, and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

- Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of the two majors and programs—this will include the size, specialization, credentials, and experience of the faculty.
- Analysis of faculty workload; and
- Professional development opportunities for each faculty member.

Evaluation of student learning outcomes in Computer Science will be based on assessment of the stated ABET and outcomes using the continuous improvement processes. Additionally, for the Department of Fine and performing Arts (VCDMA) once membership is obtained, there will be periodic reviews by accrediting bodies such as NASAD: National Association of Schools of Art and Design to retain membership and demonstration of program success, effectiveness, and accountability.

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

The evaluation of the program educational objectives will follow the same process currently used for both BS degrees and majors and for each department. Evaluation of the program's educational effectiveness will include:

- Ensuring that the program's educational objectives are aligned to the BSU mission.
- Ensuring that the program's educational objectives align to the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives. Following a documented process to ensure that the student outcomes are mapped to the program educational objectives.
- Analyzing how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the Game Design, Animation, XR and entertainment fields as they evolve. Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
- Analysis of class size on achievement of learning outcomes.
- Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

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

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

As Maryland’s first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University’s Racing to Excellence FY 2019 – FY 2024 Strategic Plan supports student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to:

- Support educational opportunity for Marylanders (Success, Strategy 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5).
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9).
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7).
- Partner with business, government, and other institutions to support workforce development and
- Graduate readiness (Innovation, Strategy 8).
- Expand support for grant participation and research (Innovation, Strategy 10).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11). Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity.

O. Relationship to Low Productivity Programs Identified by the Commission

This new program has no relationship with a low productivity program identified by the Commission.

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

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

The university has the resources to offer a quality distance education program. The university utilizes the state-of-the-art Blackboard system as well as cloud based virtual laboratories. And all faculty are trained in offering distance learning education courses.

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

The institution has met the nine guidelines as required by the Council of Regional Accrediting Commissions (C-RAC).

APPENDIX A. – Course Schema and 4 –Year Plans for both BS degrees

BS in Virtual Reality and Gaming. Core Courses (for both majors) shared by CS and DFPA:

Course #	Course Title	Credit Hours
COSC 109	Gaming I	3
COSC 112	Computer Science I	4
COSC 113	Computer Science II	4
COMM 220	Gaming Industry: Principles, Strategies and Fundamentals	3
COSC 209	Gaming II	3
COSC 214	Data Structures and Algorithms	4
COSC 309	Gaming III	3
COSC 317	Augmented, Virtual & Mixed Reality	3
Course #	Course Title	Credit Hours
VCDM 394	History of Animation or VCDM 367 Design History	3
VCDM 396	2D Digital Animation I or VCDM 392 Motion Graphics	3
COSC 477	XR Virtual Reality and its Principles	3
COSC 479	Immersive XR Virtual Reality	3
COSC 494	Gaming IV (Capstone)	3
Total Core Courses		42

Supporting Courses:

Course #	Course Title	Credit Hours
MATH 155	Probability and Statistics (CS)	3
MATH 225	Calculus I	4
COSC 208	Discrete Structures	3
MATH 228	Linear Algebra	3
ENGL 362	Technical Writing	3
BIOL 101	Biological Science (Life Science)	4
PHYS 271	General Physics I (Physical science)	4
Total Supporting Requirements Credits		24

Additional supportive courses (suggested):

IDIS 110 Introduction to Entrepreneurship and or IDIS 210 Problem-Solving Using Design Thinking, MGMT 101 Introduction to Business (- 3 CREDITS each). Other COSC, VCDM, ART, ENGL, MGMT & MKTG elective courses in Computer Science and VCDMA, Studio Arts (Fine Arts), Language, Literature and Cultural Studies, Business and Marketing.

Course #	Course Title	Credit Hours
COMM 101	Oral Communications	3
Arts and Humanities elective		3
Social Sciences		6
HIST 114 or HIST 115	African American History to 1865 African American History since 1865	3
Social Sciences Elective		3
Technology FULFILLED BY MAJOR		3/4
Total General Education		46/47

BS Degree in Gaming and Virtual Reality, Computer Science Required Courses

Course #	Course Title	Credit Hours
COSC 374	Object-Oriented Design	3
COSC 375	Object Oriented Design and Development	3
COSC 402	Software and Operating System Security	3
COSC 418	Principles of Computer Graphics (required)	3
COSC 431	Database Management (required)	3
COSC 465	Software Engineering (required)	3
COSC 469	Advanced Software Engineering (required)	3
COSC 473	Artificial Intelligence (required)	3
COSC 474	Machine Learning and Discovery	3
COSC 476	Natural Language Processing	3
COSC 485	Data Communications and Networks	3
Total Required Course Credits: 33		

BS, Gaming and Virtual Reality course scheme and 4-year plan General Education and Institutional Requirements

Freshman Year

<u>First semester</u>	<u>Credit</u>	<u>Second Semester</u>	<u>Credit</u>
COSC 112 Computer Science I	4	COSC 113 Computer ScienceII	4
MATH 225 Calculus I	4	MATH 226 Calculus II	4
ENGL 101 Expository Writing	3	ENGL 102Argument and Research	3
FRSE 101 Freshman Seminar	3	COMM 101 Oral Communication (COMM 220) choose one (GE)	3
COSC 109 Gaming I	3	COSC 209 Gaming II	3
Total:	17	Total:	17

Sophomore Year

<u>First semester</u>	<u>Credit</u>	<u>Second Semester</u>	<u>Credit</u>
COSC 208 Discrete Structures	3	COMM 220 Gaming Industry: Principles and Fundamentals or elective (COSC, VCDM, 100/200)	3
COSC 214 Data Structures and Algorithms	4	MATH 228 Linear Algebra	3
IDIS 110 Introduction to Entrepreneurship	3	BIOL 101 Biological Science	4
MATH 155 Probability and Statistics	3	HIST 114 or 115 African American History	3
Social /Behavioral Science Gen Ed Elective	3	Health and Wellness Elective	3
Total:	16	Total:	16

Junior Year

<u>First semester</u>	<u>Credit</u>	<u>Second Semester</u>	<u>Credit</u>
PHYS 271 General Physics	3	COSC 418: Principles of Computer Graphics	3

COSC 309 Gaming III	3	VCDM 394 History of Animation	3
COSC 317 Augmented, Virtual & Mixed Reality	3	ENGL 362 Technical Writing for Computer Science (suggested)	3
		Arts and Humanities Gen Ed Elective	3
COSC 431: Database management	3	COSC 465: Software Engineering	3
Total:	12	Total:	15

Senior Year

<u>First semester</u>	<u>Credit</u>	<u>Second Semester</u>	<u>Credit</u>
VCDM 396 2D Animation I	3	COSC 429: Data Visualization	3
COSC 477 Virtual Reality & its Principles	3	COSC 479 Immersive Virtual Reality	3
COSC 469: Advanced Software Engineering	3	COSC 499 Gaming IV	3
COSC 473: Artificial Intelligence	3	COSC 474 Machine Learning	3
Elective	3		
Total:	15	Total:	12

APPENDIX B. COURSE DESCRIPTIONS

COMPUTER SCIENCE

COSC 109: GAMING I - 3 CREDITS *Prerequisite(s): None.* This course will introduce students to the process of good game design. Students will work in teams in an iterative process to design, implement, and evaluate a 2D game. Topics will include idea generation, storyboarding, and human-computer interaction. The course will include readings and play testing, and each team will present their completed game in a game showcase at the end of the course.

COSC 209: GAMING II - 3 CREDITS *Prerequisite(s): COSC 109 or COSC 112.* This the course focuses on designing simple playable games, each exploring different aspects of game design such as rule design, game balance, multiplayer strategy, complexity, randomness, narrative, psychology, emergent behavior, and aspects of physical game bit and interface design. The course will cover game design concepts through readings, presentations, and play testing and emphasize the hands-on development of games.

COSC 309: GAMING III - 3 CREDITS *Prerequisite(s): COSC 113, 209.* This course introduces techniques used to create computer animation. Topics include principles of animation, motion planning, and generation, key framing, kinematics, inverse kinematics, and motion technology. Students will develop a game using Computer Graphics Library.

COSC 317: Augmented, Virtual and Mixed Reality - 3 CREDITS *Prerequisite(s): COSC 113, 209:* This course introduces students to the design process for producing virtual reality (VR), augmented reality (AR), and mixed reality (MR) games. The course covers a wide range of literature and practice starting from the original computer science and HCI concepts through the evolution of all supporting technologies including visual displays (for VR, AR, and MR), motion tracking, interactive 3D graphics, multimodal sensory integration, immersive audio, user interfaces, IoT, games and experience design.

COSC 489: Immersive Virtual Reality - 3 CREDITS *Prerequisite(s): COSC 317, 477:* This course covers the technical and experiential design foundation required for the implementation of immersive environments in virtual, augmented, and mixed reality platforms. This course will apply player-centric game design frameworks to create immersive 3D experiences using the latest hand-held and wearable devices. Project work will explore how VR-AR game design can make immersive experiences more fun, how game engines with extended reality devices are becoming the film cameras of the future for immersive cinema and 3D animation.

COSC 499: GAMING IV - 3 CREDITS *Prerequisite(s): COSC 309, 477:* This game design and development capstone course will involve a full production cycle of game development from brainstorming concepts to designing, implementation, playtesting, and evaluating a complete game. Topics will include graphics game engines, motion generation, behavioral control for autonomous characters, interaction structure, and social and interface issues of multi-user play. The course will emphasize hands-on development of games and students will document their work in the form of written reports and oral presentations.

COSC 112: Computer Science I - 4 CREDITS *Prerequisite(s): None.* (Students without programming experience may be advised to take COSC 111 before or concurrently with COSC 112.) This course is a study of the formal syntax and semantics of a programming language. Topics include expressions, assignments, declarations, control structures, arrays, data abstractions, subprograms, user interfaces, error handling, end of file handling, and string handling. Aspects of Software Engineering include top-down design, structured programming, and style in programming conducted in a block structured language. Ethical and social issues include information privacy, data reliability, data security, including wiretapping and encryption and ergonomics. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 113: Computer Science II - 4 CREDITS *Prerequisite(s): COSC 112.* Prerequisite or taken concurrently: MATH 141 or MATH 150. Students are introduced to the programming tools required to solve a more advanced set of problems. Students further develop their knowledge of the principles of object-oriented design and programming, including the use of interfaces and inheritance. Topics include arrays, strings, records, classes, inheritance and composition, pointers, recursion, and linked lists. It is designed for students who have prior training in computer concepts and terminology. Professional ethics and social issues (including sustainability) which relate to professionalism in Computer Science are also considered. This course may be used to satisfy the General Education Requirement in the Technology category.

COSC 214: Data Structures and Algorithms - 4 CREDITS *Prerequisite(s): COSC 113 or COSC 190.* This course explores the definitions and implementations of basic data structures such as stacks, queues, linked lists, binary trees, etc.; internal searching and sorting algorithms; and garbage collection algorithms. Design of sort and search algorithms and introductory analysis associated with the basic data structures, as well as recursive algorithms, are discussed.

COSC 208: Discrete Structures - 3 CREDITS *Prerequisite(s): COSC 113 or COSC 190 and either MATH 141 or MATH 150.* The course covers fundamental mathematical concepts and algebraic structures, such as Logic, Sets, Relations, Functions, Induction and Recursion, Probability & Statistics, and an introduction to the theory of graphs and trees. It is a course in discrete mathematics that is an integral part of computer science's undergraduate curriculum. The course's purpose is to ensure that the students become comfortable with the theoretical framework within which ideas in computer science are expressed.

COSC 374: Object- Oriented Design and Development - 3 CREDITS *Prerequisite(s): COSC 214.* This course covers the design and development of object-oriented programs. Specifically, students will study object-oriented design methods, classes, inheritance, polymorphism, and software engineering issues. Students will acquire the ability to analyze a problem using object-oriented techniques. They also will learn a widely used object-oriented language such as JAVA, using a Unix platform.

COSC 477 – Virtual Reality and its Principles - - 3 CREDITS *Prerequisite(s): or taken concurrently: COSC 113; or consent of instructor.* This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

COSC 402: Software and Operations System Security - 3 CREDITS *Prerequisite(s): COSC 330 or Consent of Instructor.* This course will examine security principles and practices important to operating systems and programming. Topics include OS security architecture; memory security; authentication, including account and password protection mechanisms; assessing OS vulnerabilities; programming security and attacks such as buffer overflow attacks and writing secure code; application interaction; module control; auditing host security, including operational logs; malicious logic including viruses and virus protection; and security applications.

COSC 410: Data Communications and Networks - 3 CREDITS *Prerequisite(s): COSC 214 and COSC 284.* This course explores the fundamentals of data communication and computer networking: common carrier implications, tariffs, exchanges, concentrators, multiplexors, and buffering; circuit, message, and packet switching; network architectures and protocols; protocol standards, modeling, and analysis; cost and design; software considerations are emphasized. (Formerly: COSC 485)

COSC 418: Principles of Computer Graphics - 3 CREDITS *Prerequisite(s): COSC 214 or MATH 228.* This course introduces students to basic concepts and essential principles of Computer Graphics from programming perspective. It includes topics such as Geometric Modeling, Lighting/Shading, Subdivision of Curves and Surfaces, Mesh Parameterization, Texture Mapping, Morphing, and Animation. Students will use a standard Computer Graphics Library and develop simple algorithms of Computer Graphics to reinforce the concepts.

COSC 431: Database Management - 3 CREDITS *Prerequisite(s): COSC 214.* This course is an introduction to concepts, design objectives, tools, and principles database management system software. Descriptors, structures, database system architectures, entities, relationships, and data models. The relational, network and hierarchical database models, normal forms, and canonical data structures will be studied as a basis for logical organization. Relational algebra and calculus, introduction to concurrency, and transaction management are studied.

COSC 465: Software Engineering - 3 CREDITS *Prerequisite(s): COSC 214.* This course introduces the student to major topics in software engineering such as: requirements specification, analysis and design, testing, project management, and implementation. Additional topics such as software life cycle models, the Unified Modeling Language (UML), agile software development techniques, configuration management, change control and version control tools, object-oriented design, and project documentation will be discussed.

COSC 473: Artificial Intelligence - 3 CREDITS *Prerequisite(s): or taken concurrently: COSC 113; or consent of instructor.* This course introduces students to Virtual Reality (VR) hardware and software. It provides an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

COSC 474: Machine Learning and Discovery - 3 CREDITS *Prerequisite(s): COSC 214.* Artificial intelligence techniques for knowledge acquisition by computers. Fundamental problems in machine learning and discovery. Systems that learn from examples, analogies, and solved problems. Systems that discover numerical laws and qualitative relationships. Projects centering on implementation and evaluation.

COSC 476: Natural Language Processing - 3 CREDITS *Prerequisite(s): COSC 474.* This course covers a broad range of topics in natural language processing. It is intended for students who are familiar with machine learning fundamentals. Topics include finite-state methods; context-free and extended context-free models of syntax, parsing and semantics interpretation; n-gram and Hidden Markov models; part-of-speech tagging; coreference resolution; discourse structure; and natural language applications such as machine translation, automatic summarization, sentiment analysis and question answering.

COURSE DESCRIPTIONS DEPARTMENT OF FINE & PERFORMING ARTS (STUDIO & VCDMA)

ART 101: 2D Design - 3 CREDITS this course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied.

ART 102: 3D Design - 3 CREDITS this course is a study of visual organization. Theories of spatial organization and designing in various materials will be studied.

ART 110: INTRODUCTION TO DRAWING - 3 CREDITS This course provides the fundamentals in the practice of drawing in various media, development of artistic discrimination, and drawing skills.

ART 111: LIFE DRAWING - 3 CREDITS This course is a study of the costumed and nude figure.

ART 310: PORTRAIT & FIGURE SCULPTURE - 3 CREDITS Armature construction and practical experience in creating basic forms in metal, clay, plaster, wood, and stone will be provided

VCDM 215: ANIMATION, DESIGN CONCEPTS AND PRINCIPLES - 3 CREDITS
An introductory course to cover an overview of the basics of animation and motion graphics, principles of animation, drawing for animation, character, scenic design, and storyboarding. **proposed new course*

VCDM 220: VIDEO GAMING, ANIMATION & ENTERTAINMENT DESIGN I - 3 CREDITS This hands-on studio course provides the foundations of interactivity, immersive technology, and visual approaches to using design tools to create animation, motion graphics, sound, film to produce a successful game, immersive, and/or interactive experience.
**proposed new course*

VCDM 267: Video Gaming, Entertainment Arts, & Immersive Media in Society - 3 CREDITS Prerequisite: ENGL 102. A course in theory and critical and overview of the history of the video gaming industry, entertainment media and immersive technology and its impact on society, business, and connections to popular culture. **proposed new course*

VCDM 320: VIDEO GAMING, ANIMATION & ENTERTAINMENT DESIGN II - 3 CREDITS Prerequisites VCDM 220. This studio course will provide students with hands-on storytelling, conceptualization, design, and creation of visual, interactive, and immersive experiences for entertainment such as motion capture, advanced animation, motion graphics, and cinema production techniques. **proposed new course*

VCDM 315: CONCEPTUAL THINKING IN DRAWING AND ILLUSTRATION

3 CREDITS. Prerequisite(s): ART 110 or 111. Through a series of illustration-based exercises and problems students will be helped to enhance creative and technical skills for communicating visual concepts. Students will learn the professional processes of collecting reference work, creating thumbnail sketches and rough drafts. Projects are designed to increase knowledge and understanding of compositional strategies, color theory, conceptualization and exploration of materials and techniques. Students will use prior experience in drawing, painting, graphic arts, digital media or art made from repurposed materials to develop strong and effective illustrations for the purpose of marketing, journalism or personal expression.

VCDM 360: DIGITAL CINEMATOGRAPHY I - 3 CREDITS This course is a study of the principles of digital video/cinema including the use, operation, basic digital video editing, as well as the developing narratives and scripts for short video projects and exercises.

VCDM 361: DIGITAL CINEMATOGRAPHY II: ADVANCED DIGITAL EDITING & COMPOSITING TECHNIQUES - 3 CREDITS Prerequisite(s): Junior Standing, VCDM 360 formerly Cinematography II. This course is a continuation of ART 360. Emphasis is on special digital video and compositing techniques, as students will develop a short digital video project over the course of the semester.

VCDM 367: DESIGN HISTORY - - 3 CREDITS Prerequisite(s): ENGL 102. The course will focus on the historical and technological developments in design over the 19th, 20th and current century. This course will look at how design has helped shape and communicate with society's values, and contributions in design and technological innovations.

VCDM 368: ANIMATION, GAME DESIGN & PRODUCTION I. - - 3 CREDITS Prerequisite(s): VCDM 320 & 496. Students work collaboratively to design, prototype and develop all phases of production of a final game, virtual, immersive entertainment product, and/or prototype for the senior capstone, portfolio.

VCDM 370: SCREENWRITING 3 CREDITS Prerequisite(s): ENGL 102. An overview of screenwriting and provides VCDMA students and introduction to the basic principles of writing and developing narratives for film and television. The course will also provide a foundation in writing narratives for digital video/film production and provide students an understanding the screenplay format, editing and revision process as well as the basics of the business of screenwriting.

VCDM 378: IMMERSIVE MEDIA ARTS & DESIGN 3 CREDITS Prerequisite(s): VCDM 320. Students are provided techniques the best practices in design, art, and aesthetics for immersive, interactive experiences and production as well as XR, VR, AR technologies; and as they intersect with visual media and content creation. **proposed new course*

VCDM 392: MOTION GRAPHICS - 3 CREDITS Permission of instructor only. Advanced Standing and/or VCDM 340. This course provides an overview of industry-standard motion graphics tools and techniques, and provides training in advanced compositing techniques, animation, and modeling used in real-world studio situations.

Students are guided through 2D animation, visual effects, compositing, rendering, lighting, and setup for animation. Motion Graphics further covers 3D modeling for objects, environments, particle systems, materials, lighting, and 3D simulation.

VCDM 394: HISTORY OF ANIMATION - 3 CREDITS Prerequisite: ENGL 102. This course will explore the history of American animation from film to television. In addition to the major animation studios, the course will explore the role of minority and female animators. The influence of animation on media will be addressed from the aesthetic, technical, business, and cultural perspectives.

VCDM 395: STOP-MOTION ANIMATION - 3 CREDITS This is a hands-on studio course that focuses of stop-motion and experimental animation, as well as the genres of replacement animation, pixilation, puppet, paper, cut-out, object animation, motion graphics and visual effects. The course emphasizes the principles of animation as it intersects film and digital media production, technology, and the television and film industry.

VCDM: 396 2D DIGITAL ANIMATION I - 3 CREDITS this course is an introduction to animation using state-of-the-art software and hardware for motion graphics. It provides a study of animation principles as well as techniques in producing two dimensional digital animations.

VCDM 397: 2D DIGITAL ANIMATION II - 3 CREDITS As a continuation of VCDM 396, this course allows students to develop skills in two-dimensional digital animation production, character animation, motion graphics, and advanced animation principles. Students will work on a variety of lessons throughout the semester and on an extended animated production.

VCDM 407: AFRICAN AMERICAN CINEMA - 3 CREDITS Prerequisite(s): Advanced standing; ENGL 213 or ENGL 250, and VCDM 360. This advanced course examines in depth the art, history, aesthetics, and cinematography of films produced by African Americans and women of color. This examination will focus on several elements, including

the filmmakers, directors, actors, production (studio produced vs. independent), technical and production elements, characterization, genre and film language.

VCDM 408: VISUAL CULTURE - 3 CREDITS A visual study and critical discourse on the aesthetics of contemporary art and theory as it intersects with urban culture and artistic movements such as hip-hop. This course explores the aesthetics, philosophies, and foundations of hip-hop by focusing on musical, poetic (spoken word), and visual expressions rooted within the culture. Visual and performance artists who have been influenced by and who incorporate hip-hop into their work will also be studied. Students will also study the relationship between hip-hop to visual art, multimedia, video/film, as well as with other cultures, and the political, social, and historical movements in African American history.

VCDM 410: HIP-HOP STUDIO - 3 CREDITS An interdisciplinary and advanced course that incorporates an innovative approach to combining workshop, lecture and studio into actual creative projects using hip-hop and the elements of MCing, DJing, Graffiti, B-Boy/B-Girl (Dance) and Knowledge as the catalyst for creative, collaborative research projects rooted within hip-hop and visual culture.

VCDM 450: MULTIMEDIA WORKSHOP: WEB DESIGN & DIGITAL STUDIO - 3 CREDITS Prerequisite(s): ALL: Junior Standing. This course is designed to give the student an opportunity to explore the creative possibilities in multimedia including interactive, web design, and presentation graphics media.

VCDM 451: ADVANCED TOPICS IN MULTIMEDIA, WEB DESIGN, XHTML & CSS - 3 CREDITS. This course is a continuation of VCDM 450 Multimedia Workshop. This advanced course focuses on web design, hand-coding and scripting for web design, and specifically using XHTML, CSS, ActionScript and other technologies. Student will also research and produce examples of web design and/or interactive media and incorporate current trends and practices for both the internet and mobile devices.

VCDM 464: SPECIAL TOPICS: VIRTUAL PRODUCTION STUDIO - 3 CREDITS Permission Only. Advanced Standing. This advanced studio course will provide students hands-on storytelling, conceptualization, virtual design and the creation of immersive experiences for entertainment such as motion capture, advanced animation, motion graphics and digital cinema production techniques, including special and visual effects as well as other topics focusing on technology, culture and diversity. **proposed new course*

VCDM 468: Game Design and Development Project II - 3 CREDITS A continuation of VCDM 368. Students work collaboratively to complete production of a final game, entertainment product and/or prototype for senior capstone, portfolio. **proposed new course*

VCDM 470: SELF PROMOTION & MARKETING IN THE ARTS - 3 CREDITS Prerequisite(s): Junior/Senior Standing; Permission only. The course focuses on developing and expanding the students' use of technology components, skills and practices such as: the integration of video, print design and online media to create proper marketing materials to promote the student's future chosen careers in the visual and/or performing arts.

VCDM 491: INTERNSHIP IN ART & VISUAL COMMUNICATION - 1 CREDIT.

Prerequisite(s): Junior/Senior Standing; Permission only and at least 24 credit hours (upper level) in area of concentration. This advanced internship and apprenticeship course is intended to help students in Art and VCDMA (computer graphics) make their way into the professional art, design/ multimedia, and visual communication world. The class serves as a bridge between students and professionals in the various art/design, industries, and students.

VCDM 492: INTERNSHIP IN THE GAMING AND ENTERTAINMENT INDUSTRY

- 1 CREDIT. Prerequisite(s): Junior/Senior Standing; Permission only and advanced standing in area of concentration. This advanced internship course is intended to help students under the gaming major (gaming and entertainment concentration) make their transition into the game or entertainment design industry by getting valuable work experience, build skills and develop networks with professionals and mentors.

**proposed new course*

VCDM 496: 3D ANIMATION AND MODELING I - 3 CREDITS this course is an overview of 3D computer animation & modeling. Through in-class lectures, assignments, and homework, you will be instructed on how to use 3D software for basic modeling, rendering, lighting, and setup for animation. Different methods of conceptualizing characters will be discussed and illustrated. There will also be instruction in using a bitmap-based paint and illustration application to create textures. The student will also learn some basic compositing techniques and computer simulation. The students will also be exposed to how the applications are used in real-world studio situations.

VCDM 497: 3D ANIMATION AND MODELING II - 3 CREDITS this course is a continuation of VCDM 496 3D Modeling & Animation. Students are instructed and guided through advanced technique for modeling, rendering, rigging, lighting, and setup for animation. Advanced character, scene and object design as well as 3D simulation will also be covered. The course provides training in advanced compositing techniques, animation and modeling used in real-world studio situations

ADDITIONAL DFPA & COMMUNICATION & OTHER SUPPORTIVE COURSES

Music Technology

MUSC 230: INTRODUCTION TO SOUND DESIGN FOR VISUAL MEDIA - 3 CREDITS This course serves as an engaging introduction to the basic skills needed to design immersive, high quality sound design for various forms of visual media including animation, film, and game design.

Theatre Arts

THEA 100: ACTING (FOR NON-MAJORS) - 3 CREDITS this course introduces students to the craft of acting on and off stage through theatre exercises, improvisations, and scene studies, as it develops an appreciation for acting as an art form.

THEA 441: SCENE DESIGN - 3 CREDITS Prerequisite(s): Stagecraft, Lighting, Technical Production. Recommended: ART 101 Design, and ART 102-103 Drawing. Preparation of sketches based on the principal styles and periods in the theatre; balance,

composition, color, and unity of stage settings as applied to a script. Study and practice using various techniques and media stressing line, mass, color, lighting, and form.

Communications

COMM 220: Gaming Industry: Principles, Strategies and Fundamentals - 3

CREDITS the focus of this course is to introduce students to the fundamental concepts of the gaming industry and provide historical, theoretical, and logical approaches to digital and visual gaming strategies. The students will learn various applications of streaming and digital communications technologies, the assessment of gaming audiences, the gaming industry, and an overview of game production. This course expands on gaming fundamentals, strategies, and game development with an emphasis on diversity and inclusion. **proposed new course*

Business and Marketing

MGMT 101: INTRODUCTION TO BUSINESS - 3 CREDITS This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology and functional issues facing managers. This course acquaints students with international aspects of business.

MKTG 231: PRINCIPLES OF MARKETING - 3 CREDITS this course is an introduction to the field of marketing and the issues of marketing management. Areas of study include consumer behavior, social responsibility of marketers, marketing of goods and services, industrial marketing, and logistics of distribution, pricing, product-planning and development, promotion, the selling function, and government regulations.

MKTG 341: ENTERTAINMENT MARKETING - 3 CREDITS Prerequisite MKTG 231. This is an introductory course which helps students develop a thorough understanding of the marketing concept and theories through various entertainment events. The areas this course covers include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and entertainment marketing plans. This course also delves into the components of promotion plans, sponsorship proposals and the key elements needed in operating successful entertainment events.

Entrepreneurship Academy Courses

IDIS 110: INTRODUCTION TO ENTREPRENEURSHIP - 3 CREDITS Introduction to Entrepreneurship provides participants with the tools necessary for applying entrepreneurial thinking in their work and life. This course introduces participants to the fundamentals of entrepreneurship, providing them a blueprint for the ideas and strategies to build a successful venture.

IDIS 210: PROBLEM SOLVING USING DESIGN THINKING - 3 CREDITS this course provides an overview of design thinking to help students understand the concept as a problem-solving approach and an innovation tool. Design Thinking encompasses concept development, applied creativity, prototyping, and experimentation thinking, as it relates to understanding customers' needs.

Language, Literacy and Cultural Studies

ENGL 253: STUDIES IN POPULAR CULTURE - 3 CREDITS Prerequisite: ENGL 102.

This course will examine and analyze popular culture and its representation in different media ranging from hip-hop music to sci-fi cinema. Specifically, the manifestations of pop culture in literature, film, television, music, and advertising will be assessed, as will the growing role of technology in the creation and understanding of culture. In addition, this course will assess the rhetorical situation of the examined texts and analyze those texts through the application of traditional rhetorical and literary methods.

ENGL 261: GENDER, CULTURE, AND IDENTITY - 3 CREDITS this course is designed to introduce students to the basic concepts and perspectives in Women's Studies/Gender Studies. This course will place the category of gender and culture at the center of analysis it is an inter-disciplinary, transnational study of the significance of gender in shaping the cultural experience of communities and individuals.

ENGL 333: GRAPHIC NOVELS - 3 CREDITS Prerequisite(s): ENGL 102. This course uses the analytic tools or literary theory and cultural studies to study the graphic novel and the way in which this medium creates narrative meaning through the dynamic interplay of images and words. Students will learn the history of graphic novels and read works created domestically and internationally with special attention given to image-text relationships, form, style, and the cultural identities of characters, artists and readers.

ENGL 361: TECHNICAL AND REPORT WRITING - 3 CREDITS Prerequisite: ENGL 102. This course is a study of the requirements of technical and report writing, coupled with a review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments using sophisticated software packages.

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**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
COLLEGE OF SOUTHERN MARYLAND
AND
BOWIE STATE UNIVERSITY REGARDING TRANSFER ASSOCIATE OF SCIENCE
IN COMPUTER SCIENCE TO BACHELOR OF SCIENCE IN VIRTUAL REALITY
AND GAMING**

This Academic Program Articulation Agreement (“Agreement”) is entered into by and between College of Southern Maryland (the “Sending Institution”) and Bowie State University (the “Receiving Institution”) (collectively, the “Institutions”) to facilitate the transfer of academic credits from the Associate of Science in Computer Science for the completion of the Bachelor of Science in Virtual Reality and Gaming (the “Program(s)”).

A. Qualifying Students

This Agreement pertains to the transfer of “Qualifying Students”, *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing;
3. Are accepted for admission to the Receiving Institution;
4. Graduate from CSM with the Associate of Science in Computer Science; and
5. Maintain a 2.0 cumulative grade point average.

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits for towards completion of the Program include:

SEMESTER 1						
COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
ENG-1010	Composition and Rhetoric	3	ENGL-101	Expository Writing	3	General Education on English

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Virtual Reality and Gaming

Articulation Agreement
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CSC-1100	Practical Programming with Python	3	FRSE-101	Freshman Seminar	3	Major Requirement
MTH-1200	Calculus I and Analytic Geometry	4	MATH-225	Calculus I	4	General Education
ITS-1055	Introduction to Computing	3	Lower Level Elective		3	Elective
Total Credits		13				

SEMESTER 2

COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
MTH-1210	Calculus II	4	MATH-226	Calculus II	4	General Education
ENG-1020	Composition and Literature	3	ENGL-102	Argument and Research	3	General Education English
CSC-2591	Computer Science I	4	COSC-112	Computer Science I	4	Major Requirement
BIO-1060/L	Principles of Biology I and Principles of Biology I Lab	4	BIOL-101	Biological Sciences	4	General Education
Social/Behavioral Sciences		3	Social Sciences		3	General Education
Total Credits		18				

SEMESTER 3

COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
CSC-2592	Computer Science II	4	COSC-113	Computer Science II	4	Major Requirement
CSC-2750	Computer Architecture	4	COSC-354	Computer Architecture	3	Major Requirement
COM-1010	Basic Principles of Speech Communication	3	COMM-101	Oral Communications	3	General Education
MTH-2500	Discrete Mathematics	3	MATH-344	Math Statistics	3	Major Requirement
MTH-2220	Introduction to Linear Algebra	4	MATH-228	Linear Algebra	3	Major Requirement

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Total Credits	18
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SEMESTER 4						
COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
CSC-2740	Data Structures and Algorithms	4	COSC-214	Data Algorithms	3	Major Requirement
PHY-1310	Calculus-Based Physics I with Lab	4	PHYS-271	General Physics I	4	General Education
Social/Behavioral Science with Cultural and Global Awareness		3	General Education Elective		3	General Education
ITS-2090	Computer Security	3	COSC-245	Cybersecurity Fundamentals	3	Major Requirement
Total Credits		14				

Additional Coursework Students Can Take at College of Southern Maryland

COLLEGE OF SOUTHERN MARYLAND			Receiving Institution Comparable Course			
Course Number	Course Name	Credits	Course Number	Course Name	Credits	Applied to*
MTH-1015	Introduction to Statistics	3	MATH-155	Probability and Statistics	3	General Education
WFS-1701	Personal Wellness and Fitness	3	HEED-102	Life and Health	3	General Education
HST-1061 or HST-1062	History of African Americans to 1877 OR History of African Americans Since 1877	3	HIST-114 or HIST-115	African American History to 1865 OR African American History Science 1865	3	General Education
Total Credits		9				

Remaining Courses to be Taken at Bowie State University

Students who complete the plan above including all recommended courses and earn the A.S. in Computer Science will take the following courses at Bowie State University to meet the Bachelor of Science in Virtual Reality and Gaming requirements. Students who transfer before completing the associate degree may have more general education and program requirements to take and fewer free credits.

- General Education Requirements (9 credits)
- Arts and Humanities (3 credits)
- 6 General Education Elective credits

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- Major Requirements (42 credits)
- COSC-109: Gaming I (3 credits)
- IDIS-110: Introduction to Entrepreneurship (3 credits)
- COSC-208: Discrete Structures (3 credits)
- COMM-220: Gaming Industry: Principles, Strategies, and Fundamentals (3 credits)
- COSC-209: Gaming II (3 credits)
- COSC-309: Gaming III (3 credits)
- COSC-317: Augmented, Virtual & Mixed Reality (3 credits)
- COSC-465: Software Engineering (3 credits)
- VCDM-394: History of Animation OR VCDM-367: Design History (3 credits)
- VCDM-396: 2D Digital Animation I OR VCDM-392 Motion Graphics (3 credits)
- COSC-477: XR Virtual Reality and its Principles (3 credits)
- COSC-479: Immersive XR Virtual Reality (3 credits)
- COSC-494: Gaming IV (Capstone) (3 credits)
- ENGL-362: Technical Writing for Computer Science and Computer Technology (3 credits)

Students will need to take free elective credits to meet the 120 credit requirement for the Bachelor of Science degree.

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

3. The Receiving Institution will share a list of graduates each semester with the Sending Institution. A representative from the Sending Institution will serve as the point of contact for this and will be required to complete a FERPA release form.
4. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Jacqui Rogers-Frere	Dr. Yvette Galloway
Title of staff person	Interim Assistant Registrar	Director of Advisement Center; Transfer Partnership Coordinator

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Email address	jgrogers@csmd.edu	yalloway@bowiestate.edu
Telephone Number	301-934-7571	301-860-4074

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

	Sending Institution	Receiving Institution
Name of person	Lakisha Ferebee	Rosemary Shumba
Title of person	Chair	Professor and Chair
Email address	ldferebee@csmd.edu	rshumba@bowiestate.edu
Telephone Number	240.725.5476	301.860.4446

5. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).
6. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
7. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
8. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.
9. Changes (including non-substantial changes) to an academic program for which an institution has an articulation agreement may not be made without review of the articulation agreement to determine if revisions are needed based on the change.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 60 days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to meet every year to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

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Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

College of Southern Maryland

Bowie State University

By: *Yolanda Wilson*
Yolanda Wilson (Aug 9, 2023 17:27 EDT)

By: _____

Dr. Yolanda Wilson
President

Dr. Guy-Alain Amoussou
Acting Provost

Aug 9, 2023

Date

Date

TOPIC: Proposed changes to II-1.00 USM Policy on Appointment, Rank, and Tenure of Faculty

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: Approximately two years ago, the USM provosts discussed a proposal at one of the institutions for a new series of teaching titles for non-tenure-track (NTT) faculty members. There was an interest in working together to add titles to the USM policy that would provide clear promotion pathways for NTT faculty. The provosts appointed a task force that included some of their members, a representative from the USM College and University System Faculty senate (CUSF), and System office staff. The task force worked through last summer, and then this year the resulting document was circulated for feedback from campuses in the fall. A tracked version with the suggestions received was then circulated again to CUSF and to campuses. Feedback was accepted and some adjustments were accordingly made. The proposed changes add a series of titles for faculty focused on teaching, as well as titles related to certain kinds of field work. The changes also correct a numbering error, make an adjustment specific to one of the professional schools at the University of Maryland, Baltimore, and make non-substantive editorial corrections that were recommended for consistency, clarity, and correctness.

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

FISCAL IMPACT: No additional funds are required.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed edits to II-1.00.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

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

awrynn@usmd.edu



II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY

(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005{1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016); Amended [date any changes might be approved by BOR]

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland ~~System~~. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY

A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full- time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.
2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution’s procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.
3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action. ~~and~~ shall be widely publicized within the institution.
4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution; or designee.
2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include Ssystem-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

- ~~1. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.~~
- ~~2. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.~~

~~—The following provisions are to be furnished to all new faculty a~~At the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure-track appointments, the year in which the appointee is entitled to tenure review under this policy (“mandatory tenure-review year”) shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.
2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment.

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Appointments to the rank of Instructor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.
4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank

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of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years; and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years; and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under

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paragraphs I.C.6 through I.C.11.

Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the chief executive officer or a faculty board of review as provided for by the relevant institutional policy body. With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty calendar days to request a hearing. The hearing shall be held no sooner than thirty calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

(b) Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of ~~the appointee's his or her~~ institutional duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of his or her choice throughout termination proceedings.

8. If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is

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terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.

9. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
10. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.
11. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
12. Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.
13. If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.
14. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.
15. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
16. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.
17. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.

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18. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A. GENERAL PRINCIPLES

1. The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f) and such other ranks as the Board of Regents may approve. Appointments to all other ranks, including any qualified rank in which an additional adjective is introduced (such as “Clinical Professor” or “Medical School Professor”), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored ~~S~~system-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion

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and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.
3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

1. The criteria for tenure and promotion in the University ~~System~~ of Maryland ~~System~~ are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.
2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.
3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University ~~of Maryland~~ System ~~of Maryland~~.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

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1. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE

- (a.) Instructor: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.
- (b.) Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.
- (c.) Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.
- (d.) Professor: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

- (a.) Assistant Staff Scientist: The appointee shall hold the doctoral degree in the field of specialization; and shall have indicated promise of a high degree of ability in research in some subdivision of the field.
- (b.) Associate Staff Scientist: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.
- (c.) Senior Staff Scientist: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.
- (d.) Faculty Research Assistant: The appointee should be capable of assisting in research under the direction of the head of a research project and should have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.
- (e.) Research Associate: The appointee ordinarily should hold the doctoral degree in the field of specialization; or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.
- (f.) Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer: ~~This rank is generally parallel to Assistant Professor.~~ In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and

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competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.) Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer: ~~This rank is generally parallel to Associate Professor.~~ In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.) Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer: ~~This rank is generally parallel to Professor.~~ In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

3. FIELD FACULTY

(a.) Associate Agent: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position, and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.

(b.) Faculty Extension Assistant: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.

(c.) Faculty Extension Associate: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

(d.) Agent: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.

(e.) Senior Agent: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.

(f.) Principal Agent: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or

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national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.

(g.) Assistant Field Professor: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.

(h.) Associate Field Professor: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.

(i.) Field Professor: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.) Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.) Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

~~(f.)~~(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.) Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall

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hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and

clinical and professional practice sufficient to establish an outstanding regional and national reputation among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

(d.) Clinical Instructor: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) Clinical Assistant Professor: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) Clinical Associate Professor: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) Clinical Professor: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian,

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curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure-track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

- (a.) Librarian I: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.
- (b.) Librarian II: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.
- (c.) Librarian III: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be at a level comparable to the rank of Librarian II at the appointing USM institution.
- (d.) Librarian IV: ~~Appointment or promotion to this rank is exceptional.~~ This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

6. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UMGUC

- (a.) Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.
- (b.) Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.
- (c.) Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.
- (d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION

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USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(c.) Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

a.—

(d.) **ADDITIONAL FACULTY RANKS**

(a.) Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner, but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

(b.) Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

(c.) Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer), and shall have established a record of teaching excellence and a record of service. Fewer than six years' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(d.) Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the

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appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

~~(e.)~~(e.) Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable. ~~These titles do not carry tenure.~~

~~(d.)~~(f.) Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

(i.) Emeritus Faculty Appointments: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) Distinguished University Professor: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

(k.) Professor of the Practice: This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having that stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title. Each institution shall establish guidelines and procedures for awarding this title.

(l.) [Institution] Professor: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and the dean. This is a non-paid non-tenure track title.

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(Amended – Paragraph added per BOR June 22, 2005 meeting)

III. APPLICABILITY

- A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland ~~System~~ as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.
- B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.
- C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. 1.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs 1 through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs 1 through 14 of this policy shall apply pursuant to paragraph III. A.
- D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS

TOPIC: 2024 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

SUMMARY: Effective July 1, 2008, the Maryland General Assembly required each institution of postsecondary education to develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. Annually, each institution shall submit its plan through its governing body for review. Subsequently, the governing body shall submit to the Maryland Higher Education Commission (MHEC) a progress report regarding the institutions' implementation or improvement of their plans. Following is a USM summary and each institution's cultural diversity submission.

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to MHEC. Regents may approve these reports or make recommendations or inquiries by May 31, 2024. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 14, 2024 BOR meeting, when the full Board will be asked to take action on this report.

FISCAL IMPACT: Fiscal impact for the Institutional Programs of Cultural Diversity Annual Progress Report is a function of resource needs identified by each institution.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2024 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION:

DATE: May 14, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison M. Wrynn

301-445-1992

awrynn@usmd.edu



UNIVERSITY SYSTEM
of **MARYLAND**

**ANNUAL PROGRESS REPORT:
INSTITUTIONAL
PROGRAMS OF CULTURAL DIVERSITY
2024**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP; UMD)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

**Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on
Education Policy and Student Life and Safety
University System of Maryland Office
Tuesday, May 14, 2024**

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2024

The University System of Maryland's mission, vision, and values statements reflect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

Our Mission

To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship that solve the world's greatest problems.

We instill in students a commitment to diversity, inclusion, and justice; an understanding of the social, economic, and environmental challenges facing our world; and the will and ability to address them.

Through learner-centered academic programs and support services, we prepare students who have the knowledge, skills, creativity, and confidence to succeed and to lead in a global, digital economy.

Our Vision

To be a preeminent system of public higher education respected around the world for our leadership in developing learner-centered postsecondary education for all levels and life stages; creating knowledge that solves problems, strengthens communities, and makes meaningful change; and relentlessly pursuing equity, opportunity, and justice for all.

Our Values

Our core values reflect the fundamental principles that guide our work. They serve not just as standards for those engaged in the System's day-to-day operations but, to those outside the System, as affirmation of what we stand for. Values aligned with this report include:

Diversity, Equity, and Inclusion

We are strengthened by the many perspectives, cultures, and traditions that exist within our System. We seek out and engage a diverse range of voices and viewpoints, and we make resources and opportunities equitably available to those we employ and serve.

Civility

Learning cannot thrive in a climate lacking mutual respect and civil engagement. We treat all people with respect and civility, and demonstrate that in our words, our actions, and our demeanor.

In 2008, the Maryland General Assembly began requiring higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. For 2024, MHEC notes, "This year's reporting guidance is designed to balance ensuring compliance with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

Section I: A summary of the institution's plan to improve cultural diversity as required by Education Article §I I-406 (attached).

Section 2: A summary of how the 2023 Supreme Court decision to strike down race-conscious admissions practices has affected your campuses policies and practices around outreach and support programs, community engagement, equity and access, and monitoring and evaluation.

Following are (1) highlights and themes from institutions' responses to the MHEC guidance; (2) USM office and multi-institutional diversity, equity, inclusion, and justice highlights; (3) each institution's response to the MHEC guidance followed by their Plan for Cultural Diversity; and (4) an appendix pertaining to international students. The entirety of an institution's work cannot be captured in the highlights below or in their seven-page responses to MHEC. More details can be found in institutions' cultural diversity plans, which are attached.

Highlights and Themes from USM Institutions' Responses to the MHEC Guidance

Section I

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.

Bowie State University

As the University aspires to even greater racial diversity, Bowie State University (BSU) it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. BSU continues to progress in adopting the institution's cultural diversity plan via an inclusive and intensive process. As intended, the plan is designed to assist the campus in key areas of inclusion and belongingness by infusing all divisional program development with the following practices:

- a) reviewing selected existing data regarding the state of institutional diversity, equity, and inclusion efforts
- b) engaging with those charged with leading organizational diversity, equity, and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges
- c) determining collaboratively the vision and strategy for diversity, equity, and inclusion within the organization
- d) providing guidance on promising practices to enhance diversity, equity, and inclusion across the institution; and
- e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined.

Coppin State University

The diversity of the students, faculty, and staff of Coppin State University (CSU) has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of Coppin, an urban, Historically Black College/University, is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those who have been underrepresented in higher education. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development." Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities.

Frostburg State University

Frostburg State University's Plan for Cultural Diversity continues to provide a framework for university efforts that is specifically monitored and implemented by the Division of Student Affairs, Office of Diversity, Equity, and Inclusion (ODEI). Each academic year, in concert with the University Council on Diversity, Equity, and Inclusion, ODEI establishes goals and priorities that are aligned with the Division of Student Affairs and

university's strategic plans. These goals and priorities are informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Select Student Affairs, ODEI, and University Council on Diversity, Equity, and Inclusion goals for academic year 2023-2024 include:

- a) Facilitate the successful recruitment, transition, and retention of students by providing guidance, knowledge, and access to experiences, programs, and services.
- b) Create a safe, inclusive, and supportive campus community to foster student growth and education.
- c) Provide campus environments that foster student wellness and development.
- d) Provide engaging experiences that challenge students to excel.
- e) Expand regional outreach and engagement.
- f) Provide diversity, equity, and inclusion for students, faculty, and staff.
- g) Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming.
- h) Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion.

Salisbury University

A commitment to cultural diversity is a fundamental aspect of Salisbury University's (SU) institutional mission and values. SU's mission and values state, "The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion." They recognize that diversity enriches the educational experience and prepares students to "contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world." In alignment with its strategic plan, SU is dedicated to cultivating a diverse and inclusive campus environment. Goal 2 of the strategic plan focuses on efforts to "Inspire a campus culture of inclusive excellence, support, and collaboration." SU strives to achieve this by implementing initiatives that promote diversity, equity, and inclusion across all areas of the campus community. Moreover, SU's commitment to diversity is embodied in the Salisbury Seven, a set of shared values that guide actions and decisions. The third point pledges, "We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging". Salisbury has created a cabinet-level position, the Vice President of Inclusion, Access, and Belonging, and hired a new coordinator of student diversity recruitment and retention to lead and strategize around these issues.

Towson University

Creating a more diverse and inclusive campus is a priority for Towson University (TU), linked to and aligned with their strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives, and beliefs held by members of the community. TU's diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group). The Towson University Diversity Strategic Plan outlines four overarching goals: 1) Education and Scholarship; 2) Recruitment, Retention and Success; 3) Campus Climate; and 4) Evaluation and Assessment. TU will continue to build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come. Towson University seeks to continue supporting an inclusive community by pursuing one or more of the Department of Education Minority Serving Institution designations.

University of Baltimore

The University of Baltimore (UBalt) fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24). Through programming, every semester, UBalt is celebrating cultural heritage and identity, as the University moves forward in equipping its learners with holistic and global leadership skills to create

equitable cultural and social spaces across all schools and colleges. A recent audit of The University of Baltimore's Diversity Strategic plan focused on the five goals of the plan and the activities that were conducted. The goals included:

- Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- Goal 2: Recruit, employ, and retain a diverse faculty.
- Goal 3: Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- Goal 5: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and underrepresented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion, and faculty diversity.
- Communication - Develop clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

University of Maryland, Baltimore

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the Core Values, the UMB 2022-2026 Strategic Plan, and the UMB Diversity Strategic Plan. Four of UMB's eight Core Values, Equity and Justice and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on university culture, engagement, and belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility." In addition to UMB's 2022-2026 Strategic Plan, the University is achieving progress through its first-ever diversity strategic plan, launched in Fall 2023. This plan serves as a roadmap and framework to advance diversity, equity, and inclusion at UMB.

University of Maryland, Baltimore County

University of Maryland, Baltimore County (UMBC) continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated Minority Serving Institution (MSI) and a newly designated Asian American Native American Pacific Islander Serving Institution (AANAPISI). UMBC has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university. Diversity is defined in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign

nationality, non-traditional student status, and other important characteristics. The University's DEI-related goals include:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff. However, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations, without designating them as diversity programs. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included may not be labeled "diversity", but they are, nevertheless, an important part of the ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

University of Maryland, College Park

In spring of 2022, the University of Maryland, College Park adopted Fearlessly Forward, a new strategic plan that centers diversity, equity, and inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This principle continues to guide the University's work as they advance and develop institutional programs that center, honor, and provide education around the rich cultural diversity of the university. UMCP knows that diversity encompasses the entire population; every unique individual can contribute to the community and beyond. To do so, it is important that everyone understands that they belong. Belonging is essential for individual and community well-being, for personal, academic, and professional success, and for ensuring everyone in the community can thrive. A recent campus climate survey will inform next steps and results-based actions towards increasing belonging on campus. It will inform the creation of an action plan designed to improve belonging at UMD, including the development of programs and policies aimed at enhancing inclusivity. It will enable administrators to identify gaps in services and resources as well as specific places or instances in which people encounter exclusive behaviors or situations. Data from the survey will also be used by the colleges and units to improve the climate within their spaces, working closely with central offices through the established network of diversity officers.

University of Maryland Center for Environmental Science

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings to the organization, scientific research, and graduate education. UMCES leadership and the broader community appreciate that a culture of respect, compassion, curiosity, inclusion, and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing diversity, equity, and inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of the community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large. Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally underrepresented groups in its operations, its research, and its education activities. UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised to reach diverse populations. UMCES has also partnered with other USM institutions to increase underrepresented students in its graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences exist or are development. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and they are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks. UMCES also strives to advance cultural awareness by undertaking several work climate assessments and initiatives, including education on microaggressions in higher education.

University of Maryland Eastern Shore

Cultural diversity continues to serve as a cornerstone at the University of Maryland Eastern Shore (UMES). Following the Driving Change Self-Study (as part of the HHMI Grant Initiative), the University completed work on its strategic plan. Part of that process included the creation and development of Priority 5: Diversity, Equity, and Inclusion. While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, those efforts propelled the University to move forward with creating a priority area over the next five years with multiple goals and strategies associated in that document. UMES has continued to progress and advance forward with work intended to promote Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). The Assistant Vice President of Institutional Equity, Diversity, and Inclusion is charged with leading the efforts of Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The work of Priority 5 will be enhanced through the UMES University-Wide Campus Climate Survey and Focus Groups starting in the Fall 2024 to gather significant information, details, and data to further inform the direction of Priority 5. Through the University Priority, the Justice, Equity, Diversity, and Inclusion plan will be integrated into every university process and procedure. Diversity goals from Strategic Plan Priority #5 include:

- Increase and recruit the diversity of students, faculty, and staff.
- Seek out and promote best practices to enhance inclusion and promote equity.
- Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
- Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
- Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
- Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion.

University of Maryland Global Campus

The University of Maryland Global Campus (UMGC) launched its first Diversity and Equity Strategic Plan in December 2021. The plan was designed to provide a transparent call to action that would be built into the foundation of the university. Each department had to review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals were accomplished. The four strategic priorities include:

- 1) Student Life, Support, and Advocacy
- 2) Workplace, Classroom, and Community Inclusivity
- 3) Recruitment, Retention, and Development of Diverse Faculty and Staff
- 4) Outreach and Community Engagement

Select key goals for these priorities include:

- 1) Providing a culturally relevant and student-focused curriculum
- 2) Removing barriers to education and career access
- 3) Creating advisory councils to gather community feedback
- 4) Expanding workplace equity and awareness
- 5) Monitoring workforce demographics
- 6) Providing professional growth and advancement
- 7) Strategically collaborating with external partners for support and connectivity

UMGC enrolls the largest number of underrepresented students in the University System of Maryland. Fifty-three percent are students of color, and more than half are the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically underrepresented minority groups, which led to the university receiving the Minority Serving Institution (MSI) designation. This designation has positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis, as 32% of graduates in FY 2022 identified as Black.

Section 2:

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices around outreach and support programs, community engagement, equity and access, and monitoring and evaluation.

Bowie State University

The 2023 Supreme Court decision to strike down race-conscious admissions practices has not affected the university's policies and practices or commitment to upholding the desire of Bowie State University's (BSU) founders nearly 160 years ago. As Maryland's first HBCU, Bowie State continues to uphold its mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. The University continues to develop and offer programming for students, faculty, and staff that engage the community in and promote cultural awareness. As BSU develops new, high-demand academic programs, the university is exploring programs that appeal to diverse student groups to maximize recruiting efforts. This includes dual enrollment, continuing education, and adult learners, as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduates. They have also increased the number of programs offered online to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Coppin State University

For Coppin, the impact is anticipated to be minimal especially since it is not a highly selective institution for admission. Coppin State University emphasizes equitable access to higher education within its admissions policies and practices. Additionally, the university is careful when administering its scholarships to ensure greater inclusivity of students from all racial and ethnic groups. The institution had already been compliant with all state and federal laws regarding scholarship awards and administration. Beyond admissions, the impact of the SCOTUS decision on policies related to scholarships, outreach, and support programs has been minimal.

Frostburg State University

Historically, race has not been a factor in Frostburg State's admissions decision process. The university's holistic admissions process also gives students multiple avenues to gain admission to the institution without standardized testing. Criteria such as employment, service, extra-curriculars, strength of essays, community involvement, and more are all areas that are reviewed in the process to continue to provide equal access opportunities for all. Careful consideration is appropriately focused on processes that may impact underrepresented students who may be disproportionately affected by decisions, or positive impacts that benefit all students are identified as potential growth opportunities. For fall 2023 new student enrollment, there were increases in the number of applications and enrollments of students from underrepresented populations.

Salisbury University

As a public institution, SU embraces its responsibility to serve all residents of Maryland — and beyond. This includes not only making sure programs remain accessible and affordable, but providing the support needed to ensure everyone has an equal opportunity to succeed on campus, in the classroom, and on their chosen paths once they have earned their degrees. Instead of focusing on admissions, SU is continuing and enhancing programs and initiatives (i.e., Powerful Connections TRiO) that create pathways for students to SU from diverse backgrounds. Salisbury will also continue to support academic excellence and high-impact practices and invest in the recruitment, retention, graduation, and social mobility of first-generation students. To effectively assess the impact of policy changes, SU will continue to regularly monitor student demographics shifts and will also continue to analyze educational outcomes, such as retention rates, graduation rates, and academic performance, disaggregated by demographics. This information will be utilized for strategic planning, budget decision-making processes, and setting goals for improving diversity.

Towson University

TU will thoroughly review and comply with the court's decision. TU employs a holistic admissions review process to fully consider all factors regarding an applicant's accomplishments and goals. While TU does not factor in race or ethnicity when considering an applicant for undergraduate admissions, the University continues

to increase diversity through eliminating barriers and providing a supportive climate and inclusive experiences. They remain proud of their diverse higher education experience but know there is more work to be done. Towson University's *The American Talent Initiative* seeks to expand access and opportunity for talented low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. Additionally, other outreach and support programs and community engagement initiatives are designed to target new groups of students for enrollment and provide varying levels of support to help students succeed.

University of Baltimore

The University of Baltimore is a predominately minority serving institution (PMI), with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-White. As a PMI, the University has not had to use race-conscious admission practices. The Second Chance program and programs within the School of Law and Schaefer Center for Public Policy and beyond are key outreach, support, and community engagement programs that continue to make UBalt a welcoming and accessible place for diverse students.

University of Maryland, Baltimore

The University of Maryland, Baltimore has existing and new initiatives or programs that support underrepresented minority (URM) groups or enhance opportunities for access to higher education for historically marginalized communities. One example is the first of its kind National Institute's (NCI) Continuing Umbrella of Research Experience Scholars Program (CURE) established by NCI's Center to Reduce Cancer Health Disparities. The year-round CURE program "seeks to empower middle school and high school students in West Baltimore for competitive and rewarding research, health care, and STEM-related career opportunities." In addition to the CURE program, UMB's schools have initiatives or programs to attract and support URM students. UMB engages with students, staff, faculty, alumni, and community partners to ensure ongoing commitment to diversity, equity, and inclusion via community engagement efforts such as the Community Engagement Center and school-specific initiatives. UMB's Core Values, Equity and Justice, are a collective commitment to diversity and demonstrate a culture that values inclusive and just communities and opposes racism and oppression in all forms. These efforts cross various elements of diversity (religion, race, ethnicity, sexual orientation, etc.) and are not directly tied to admissions, although enhancing access, increasing diversity, and facilitating student success remain primary goals.

University of Maryland, Baltimore County

UMBC has long championed and served as a national model of inclusive excellence. They know that diversity, equity, and inclusion are not merely moral imperatives; they are necessary for excellent teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives. The University continues to offer programs to support underrepresented minority groups and to enhance access for historically marginalized communities. Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes.

University of Maryland, College Park

Given the University of Maryland's long-standing commitment to diversity, the university worked diligently to ensure preparation for the SCOTUS decision and to set the foundation necessary to advance the goals of the university within the confines of the ruling. In direct preparation for the decision, UMCP assembled a working group comprising leaders from across campus to ensure preparedness to react to the decision and to publicly

reaffirm our commitment to diversity. An expansive community engagement effort has been realized through a comprehensive communication plan which has included in-person presentations, university sponsored webinars (with on-campus and off-campus constituencies), webinars in partnership with national organizations, written communications, published articles, and Maryland State legislative presentations and testimony. In addition to the expansive recruitment measures to ensure a diverse applicant pool, the University of Maryland utilizes a holistic application review process which considers all available information about a student and considers race within the context of that information, but no longer as a discrete, specific factor. The University has always and continues to strive to understand students within the context of who they are, where they are from, the full range of opportunities available to them, how they have chosen to take advantage of those opportunities, and their performance within those opportunities. Therefore, the University works to understand the impact that race may have had on the student's opportunities (or lack thereof), their academic performance, and their ability to be successful at UMD. This strategy aligns with the SCOTUS decision which indicates that "Nothing in the opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life...The touchstone of an individual's identity must be with respect to challenges bested, skills build, or lessons learned, not the color of their skin."

University of Maryland Center for Environmental Science

Admission of prospective UMCES graduate students into the Marine, Estuarine, and Environmental Sciences (MEES) program is organized by the MEES Office at UMCP, with significant participation by UMCES faculty on the Admissions Committee. Because our students matriculate through the University of Maryland, College Park we follow all UMCP policies and procedures surrounding admissions, including UMCP procedures developed in response to the 2023 Supreme Court decision regarding race-conscious admissions.

University of Maryland Eastern Shore

UMES does not consider race in its admissions process, aligning with the ruling's parameters. Therefore, the decision had minimal direct impact on University admissions and recruitment policies. In response to changes in student application patterns following the Supreme Court's decision, UMES has observed a shift in application trends, with Black students showing less inclination to apply to primarily White institutions. Consequently, UMES has experienced increased applications for admission. UMES has taken proactive steps to enhance cultural diversity within its faculty and staff programming via programs such as Fireside Chats and Faculty Welcome Back Week, where DEI and student success issues are raised and discussed. UMES has partnered with RNL to conduct a sense of belonging survey among students during the Spring 2024 semester, reflecting the institution's dedication to understanding and enhancing the student experience.

University of Maryland Global Campus

The Supreme Court's decision had no bearing on UMGC because it is an open access institution with no admission criteria. As an open access university, UMGC remains committed to diversity and equity and implementing lawful and creative approaches that create educational opportunities for all students, including those from underrepresented minority groups and historically marginalized communities. Outreach and support programs such as the Latino Student Support Group, community engagement efforts such as a diversity dialogue series, and enhanced equity and access initiatives including hiring more bilingual advisors are all designed to establish educational opportunities for all students – those from historically marginalized communities, underrepresented minority groups, and those who are not.

USM Office and Multi-Institutional Diversity, Equity, Inclusion, and Justice Highlights

[USM's Strategic Plan: Vision 2030 From Excellence to Preeminence](#)

Priority 5: DIVERSITY, EQUITY, AND INCLUSION

The University System of Maryland is committed to promoting diversity, equity, and inclusion in all of our policies, practices, and endeavors, and instilling in students appreciation and support for fairness, open-mindedness, civic engagement, and service to others. We are committed to contributing to a civic culture that values civility and respect for all people. As a first step toward developing an ambitious set of DEI goals and strategies, the Board of Regents has charged the chancellor and USM leaders with implementing a framework to help identify and dismantle structural racism within the System and our institutions; elevate issues of race

and racism in our teaching, research, and scholarship; and redress racial inequities and advance social justice within the USM and in the communities we serve.

Guided by this framework, and building on the strength of our people and institutions, we must infuse DEI and civic engagement into our teaching, research, scholarship, and service. We must move relentlessly toward our goal of becoming truly reflective of our state and its people, and applying our expertise, influence, and assets to improving their lives. Short-term goals (2022-2025) include:

- Increasing the diversity of our students, faculty, and staff.
- Seeking out and promoting best practices to enhance inclusion and promote equity.
- Increasing the visibility of our HBCUs, highlighting their missions and contributions to the System's strength.
- Educating students to be informed and engaged citizens and social change agents.

Mid-term and long-term goals can be found in the strategic plan. Mid-term goals will build on the success of short-term goals, and long-term goals will build on the success of the short-term and mid-term goals to ensure the USM has reached its DEI goals by 2030.

USM Diversity and Inclusion Council

In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:

1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
2. Determine the role of the Board of Regents
 - Embrace the mission statement with a focus on “educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence”
 - Review data and background materials as needed
3. Determine actions to be taken
 - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
 - i. Collecting and providing materials and research for the Board
 - ii. Educating the BOR and broader community on the issues, goals, and actions

The BOR workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. Council membership includes representatives from each USM institution, regional higher education center, and shared governance body. The most current membership list is attached. Since last year's report, the Council met in October 2023 and February and April 2024. Below is a partial listing of agenda items discussed at those meetings:

- Supreme Court's Ruling on Race-Based Admissions
- USM Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance (III-5.10)
- Campus Goals, Initiatives, Successes, and Challenges
- Campus DEI office staffing and structure
- Land Acknowledgements
- Employee Resource Groups
- Legislative Session: DEIJ-Related Bills
- USM Student Success Symposium
- Title IX
- Palestine/Israel-Related Campus Protests
- International Students
- Outlook for 2024-2025

Advancing Civic Health and Health Equity: 2024 USM Health Equity Convening

The 2024 USM Health Equity Convening, held on April 17th, brought institutions together to share campus action plans, engage in cross-institutional learning, and discuss critical issues related to motivating students to build community and change the future of health through political and civic engagement. Institutional teams were engaged in a facilitated workshop-style event to discuss how to pursue collective efforts to inspire students as leaders in advancing health equity. The keynote address was offered by Dr. Trinidad Jackson, Assistant Dean for Culture and Liberation and Assistant Professor in Health Promotion and Behavioral Sciences from the University of Louisville, and plenary sessions revolved around the theme of Centers as Agents of Change for Civic and Health Equity.

NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)

The vision of RISE UPP is to diversify STEM faculty by implementing facilitated postdoctoral pathways into tenure track faculty positions within university systems. The RISE UPP Alliance leverages the successful inter-institutional frameworks developed by two “Core Model Partners”, University of California’s President’s Postdoctoral Fellowship program and the University System of Maryland’s AGEP [PROMISE Academy Alliance](#), to assist with the adoption or adaptation of similar models at three “Scaling Partner” systems: the University of Texas System, the Texas A&M University System, and the University of North Carolina System. RISE UPP hopes to help these partners build inter-institutional programs that facilitate the recruitment, training, community and network building, and subsequent hiring of minoritized postdoctoral scholars into tenure-track positions within their university systems. Because the USM PROMISE Academy will be expanding to all STEM disciplines (it used to focus on the biomedical sciences) and to additional institutions within USM, we are simultaneously a Core Model Partner and a Scaling Partner. An important aspect of the RISE UPP model is the emphasis on institutional change in addition to scholar preparation. To recruit, retain, support, and advance minoritized scholars equitably, the RISE UPP Alliance supports improving departmental, institutional, and system policies, practices, and philosophies. Therefore, RISE UPP activities center on four areas of evidence-based interventions: postdoctoral professional development, academic climate, mentoring support, and pathways to tenure-track conversion. This past year, the RISE UPP PROMISE Academy Leadership team has focused this year on developing a system-wide survey for postdocs, creating resources for institutions to initiate or expand their own postdoctoral conversion approaches, piloting departmental “readiness” assessments and resources for inclusive departmental climates, and launching a [database](#) of USM postdoctoral scholars and advanced graduate students interested in career opportunities in Maryland (this is also a directory of such opportunities, and all USM institutions can post positions/opportunities).

USM institutions serving on the leadership team of RISE UPP currently include: Salisbury University, Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; The University of Maryland, Eastern Shore; and University of Maryland, Center for Environmental Science. Each institution has their own approach to identifying, supporting, and converting postdocs to faculty. Postdocs may transition to the tenure track at their current institution, or may apply to other positions within USM or beyond. Note: *All USM institutions are welcome to join this initiative and participate in RISE UPP.*

Results are promising! Nationally only 17% of postdocs become tenure track professors. However, 7 of the 10 PROMISE Academy Fellows that started between 2018 and 2022 have secured tenure track positions, with 5 of those staying within USM (note: 2 are still interviewing for tenure track positions and 1 has left for industry). In 2023, eight new Fellows began in the PROMISE Academy, and 2 have already secured tenure-track positions. We are recruiting for 2024. Fellows must be US Citizen/permanent residents and be underrepresented in STEM to qualify. Our current Fellows can be viewed on our [website](#).

Baltimore Pathways Initiative

Understanding both the challenges and promises within Baltimore, Chancellor Perman has begun the Baltimore Pathways Initiative to join the System’s institutions in and surrounding the city and other key partners, including the Baltimore City Public Schools and Baltimore City Community College, to help educate more of its citizens by leveraging and connecting these assets early in a child’s schooling—ideally by middle school—and getting

that child into and through college. This work is in its early stages, and it is dedicated to increasing access to and success in college to enhance social mobility.

Conclusion

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions are enhancing work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. This speaks well to the breadth and depth of the work that needs to happen and is happening. This work will continue, as there is no quick or singular fix. USM universities cite the need for additional resources to most effectively implement or sustain some of their initiatives. In the meantime, they find ways to make progress on this important work. The USM Office and USM institutions will be implementing and/or aligning with the USM Strategic Plan, complying with the statute guiding this report, and, most importantly, doing the work needed to make USM institutions among the most representative, welcoming, equitable, social justice-focused communities of higher education in the United States.

Addendum I: USM Addendum

Please provide a summary of efforts to address the unique needs of the international student population. Please include, but you need not limit your answer to, what staff and/or offices are specifically dedicated to international students, three pressing challenges for this population and what is being done or is needed to address those challenges, and one recent significant achievement or point of progress for the population.

A number of stakeholder groups have expressed a variety of challenges faced by international students. This addendum was designed to gather information from the universities to guide future conversations with university academic affairs, student affairs, and international affairs officers.

Following is a selection of pressing challenges for international students as noted by USM institutions. It is important to note that most of the challenges were repeated several times across the 12 universities' submissions.

- Lack of student housing (particularly for graduate students)*
- Financial concerns (financial aid, scholarships, rent, groceries, tuition, etc.)
- Lack of student organizations; difficulty establishing community/social connection
- Career development/employment
- Mental health concerns
- Visa compliance and related implications
- Ensuring a smooth transition to campus including considerations for travel, housing, etc.
- Homesickness
- Language barriers/proficiency
- Navigating cultural differences; cultural adjustment to the United States
- Identifying and providing clear guidance on campus resources
- Accessing official documents to meet admissions requirements
- Limited staff in international student services offices
- Academic adjustment to U.S. higher education
- HR and payroll processing for international student workers
- English Language Institute

*The importance of international student housing has also been acknowledged in a May 2024 resolution from the USM Student Council calling for USM institutions to appropriately address international graduate student housing needs and offering recommendations.

In addition to offices and units that are designed to service all students, regardless of demographics (ex., Office of Admissions, Residence Life), all institutions have staff dedicated to international student issues, and nine of our twelve institutions have offices dedicated to international student services. Below is a sampling of initiatives underway to address some of the aforementioned challenges:

- Creation of centralized resource services, so international students know where to go for support and legal help
- Focus on internationalization of the university
- English Language Institute, which provides an alternative pathway for non-native speakers of English by allowing students to enter on an ESL F-1 visa, acclimate to campus life, improve their English skills, and then to transition to a degree-seeking program by completing the ELI curriculum as evidence of English competency
- Comprehensive support to international students from pre-matriculation through post-graduation including issuing immigration-related guidance
- Advising international students on how to attain and maintain legal status while in the United States
- Pre-arrival and post-arrival orientation, programming to assist in the transition to life in the United States, ongoing advising, and liaising with other campus offices to ensure student wellbeing and success
- Multi-department/unit infrastructure to provide full service and assistance. Units could include: global engagement/international affairs, academic affairs, admissions, enrollment management, student affairs, graduate school, and the DEI office
- Section of student handbook addressing common questions and/or concerns of students unfamiliar with navigating life in the United States (e.g., banking, taxes, transportation, housing, health care, etc.)
- Establishing an international scholarship page
- Support with financial documentation
- Guidance/Prep for English as a Foreign Language (TOEFL) exam
- International orientation leaders (fellow students) who welcome and support new international students
- Support creating or maintaining student organizations
- Individual appointments, information on websites, and online workshops about work authorization international students are eligible for after graduation

Finally, our universities have identified points of progress or pride for this population:

- Increased recruitment of international student-athletes, which is often accompanied by scholarships and results in greater student success (FSU)
- Creation of pathways that is yielding a modest number of students getting international/study abroad experiences and enhanced services (removing barriers, need-based scholarships, etc.) for international students (SU)
- Career readiness workshop series that provides customized support and guidance for students from entry through completion (TU)
- Global Ambassador Program brings together a diverse group of current international students who help create a welcoming and considerate community for UMBC's international students by ensuring they feel connected to the campus, in the classroom, and community
- Resourcing and development of the International Student & Scholar Services Office (UMCP)
- Intentional focus on developing a global mindset for all students at the university, to work toward a more inclusive campus with the goal of educating students so that they can understand better who they are, who other people are, and develop ways to work together to solve complex issues that affect them collectively (UMCP)
- Enhanced support for international students through the ongoing process of purchasing Interstride, an integrated platform designed to streamline support for international students from admission to graduation (UMES)

- International students tend to complete courses at 6% higher rate than the general student population at the undergraduate and graduate levels and make up roughly 2% of the student base (UMGC)
- UMB's Student of the Year for 2023 was Tural Mammadli, a Ph.D. student from Azerbaijan in the School of Social Work. Tural was recognized for their efforts to improve supports for international students in the School of Social Work
- Increased opportunities for international students to gain work experience in part-time paid fellowships via University partnerships (UBalt)
- Development/Administration of international-student specific surveys (multiple institutions)

Enclosures:

Education Article §11-406

Diversity and Inclusion Council Membership

Appendix I: USM Institutional Responses to MHEC Guidance and Cultural Diversity Reports

Article - Education

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§11-406.

(a) In this section, “cultural diversity” means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

(b) (1) (i) Each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity.

(ii) If an institution of higher education already has a program of cultural diversity, the institution of higher education shall develop and implement a plan for improving the program.

(iii) A plan developed and implemented under this subsection shall include an implementation strategy and a time line for meeting goals within the plan.

(2) A plan developed under paragraph (1) of this subsection shall include:

(i) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

(ii) A description of how the institution plans to enhance cultural diversity, if improvement is needed;

(iii) A process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and

(iv) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

(3) A plan developed under paragraph (1) of this subsection shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.

(c) (1) On or before July 1 of each year, each institution shall submit the plan developed under subsection (b) of this section to the governing body of the institution for the governing body's review.

(2) On or before September 1 of each year, the governing body of an institution shall submit a progress report regarding the institution's implementation of its plan to the Commission.

(d) (1) The Commission shall review the progress report submitted by each governing body under subsection (c) of this section to monitor compliance with the diversity goals of the State Plan for Higher Education.

(2) On or before December 1 of each year, the Commission shall submit a report, in accordance with § 2-1257 of the State Government Article, to the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Appropriations Committee, and the House Committee on Ways and Means on the extent to which the institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

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UNIVERSITY SYSTEM
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Spring 2024

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University

Date Submitted: April 17, 2024

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Purpose of Report:

The Institutional Programs of Cultural Diversity Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity.

Section I – Summary of Institution's Plan to Improve Cultural Diversity

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. This commitment is evident in our mission, "Bowie State University empowers a diverse population of students to reach their potential..." The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University continues to progress in adopting the institution's cultural diversity plan. The 23-member task force representing all areas of the University's Shared Governance groups completed more than 6 listening sessions with faculty, staff, and students and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. The working draft of the Plan derived from that data is being finalized. Once approved, the plan is scheduled for implementation in the coming fiscal year. As intended, the plan is designed to assist the campus in key areas of inclusion and belongingness by infusing all divisional program development with the following practices:

- a) reviewing selected existing data regarding the state of institutional diversity, equity, and inclusion efforts

- b) engaging with those charged with leading organizational diversity, equity, and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges
- c) determining collaboratively the vision and strategy for diversity, equity, and inclusion within the organization
- d) providing guidance on promising practices to enhance diversity, equity, and inclusion across the institution; and
- e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined.

Moreover, as we close out the University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, we have assessed our progress across each of our goals. In particular, Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion, and Civic Engagement outlined objectives to enhance further the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Several accomplishments are noted in this effort:

- Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available. In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all.
- OPAA routinely administers the NSSE, the Ruffalo Noel-Levitz Student Satisfaction Inventory, and the internally developed graduating student survey to gather student voices. OPAA also hosts "pulse" student surveys to gather feedback on specific issues facing the institution.
- The Center for Academic Programs Assessment (CAPA) assesses student values regarding diversity and to measure their intercultural competency and experiences. The HEIghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.
- Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution's Affirmative Action Plan (AAP). The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback, as well as faculty and staff "pulse" surveys to gather feedback on specific issues facing the institution.

The University continues to support and expand its community's education about inclusivity and belongingness through programs throughout the year. We have implemented key high-impact initiatives to further promote an inclusive, culturally aware academic community. To ensure our diversity programming was effective, rapid data collection was implemented after each diversity event.

QR codes at each event allow participants to give feedback regarding services provided. Additionally, direct, real-time engagement with activity participants provided informal yet useful feedback. The following examples highlight just a few of our new or expanded diversity programming successes and outcomes.

BSU Native American Pow Wow Cultural Experience (New)

The Office of Multicultural Programs and Services successfully hosted the inaugural Native American Pow Wow Cultural Experience in November 2023. The Pow Wow has become a way for Native American people representing all tribal backgrounds to join together to share experiences, reconnect with old friends, and make new ones. In honor of Native American Heritage Month, the Bowie State University community had over 14 Native American tribes from the Mid-Atlantic region share cultural dances and songs to acknowledge the ancestral stewards of this land. Over 450 students, staff, faculty, alumni, and community members attended this first-ever Native American Pow Wow held at an HBCU in Maryland. This inclusive excellence program garnered local news in November ([Native American Pow Wow celebrates veterans and culture at Bowie State University - WTOP News](#)).

BSU My Bulldog's Keeper Academic Excellence Initiative (New)

In September 2023 and February 2024, the Office of Multicultural Programs and Services, in partnership with the LGBTQIA Resource Center, launched a new academic excellence initiative for the LGBTQIA+ and First Generation community. During the first two weeks of the Fall and Spring semesters, all students in the House of Bowie (Gay Straight Alliance) were afforded the opportunity to connect with Student Support professionals to design an academic excellence action plan. The action plan outlined time management, visiting student tutoring, and realistic academic expectations. After the midterm evaluation period, students attended a follow-up session to revise their academic excellence action plan. During this inaugural year, more than 50 students participated in My Bulldog's Keeper Academic Excellence Initiative. The students reported that the My Bulldog's Keeper program is a safe, supportive initiative that increases their sense of belonging at Bowie State University.

BSU Who Am I: Social Identity and Ancestry Pathway (expanded)

In September 2023, the Office of Multicultural Programs and Services, in partnership with Ancestry, the largest genealogy company in the world, hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 70 participants. During the interactive Genealogy Student Opportunities Day, 2 students were selected for a summer 2024 internship, 3 students received academic scholarships, and Ancestry afforded BSU 150 Ancestry Kits so students could uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who Am I: Middle Passage to Uncovering DNA Ancestry.

BSU Diversity and Inclusion Welcome Reception (ongoing)

During BSU Welcome Week (August 2023), over 300 first-year students participated in the Diversity and Inclusion Welcome Reception. First year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Diversity and Inclusion Welcome Reception, over 120 first-year students registered for the Social Justice and Student Advocacy retention initiative. More than 250 students have participated in ongoing

social justice and student advocacy programs and events on campus. The ongoing social justice and student advocacy co-curricular programs have included Protecting Our Voting Rights DC March, Tunnel of Oppression, Understanding Critical Race Theory, Safe Space Training, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

Section II – Effects of Supreme Court 2023 Decision Ending Affirmative Action in Admissions

Bowie State University is an outgrowth of a school opened in Baltimore, Maryland, by an organization dedicated to offering educational opportunities that the state failed to provide for its black citizens. The 2023 Supreme Court decision to strike down race-conscious admissions practices has not affected the university's policies and practices, or commitment to upholding the desire of our founders nearly 160 years ago. As Maryland's first historically black public university, Bowie State University continues to uphold our mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. We continue to develop and offer programming for students, faculty, and staff that engage our community in and promote cultural awareness.

Bowie State University ranks among the nation's top comprehensive universities, cultivating next-generation leaders by providing opportunities for students to discover their strengths through focused academic experiences and opportunities to tackle real-world problems in a diverse society. As we develop new, high-demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners, as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

Appendix I

University's Cultural Diversity Plan

As previously noted, Bowie State University is in the final stages of adopting the institution's cultural diversity plan. The 23-member task force representing all areas of the University's Shared Governance groups completed more than 6 listening sessions with faculty, staff, and students and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. Once approved, the plan is scheduled for implementation in the coming fiscal year.

As the State's oldest Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State's proposed DEI Action Plan supports and celebrates working and learning opportunities that exemplify diversity of persons, thoughts, backgrounds, and protected characteristics within the context of our rich history. The University will continue to ensure that equal opportunity of access to academic and related programs shall be extended to all persons and make reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans unless such accommodations would impose an undue hardship on the University's business. In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.

All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination, including, but not limited to, Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.



INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the University System of Maryland

Submitted April 17, 2024



Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

April 17, 2024

INTRODUCTION

Diversity, Equity, and Inclusion (DEI) have evolved to be among the defining features of Coppin State university. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution’s history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University’s achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University’s Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program’s activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University’s strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that “Coppin State University, a historically black institution in a dynamic urban setting, serves a

multigenerational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution’s history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland’s past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,810 undergraduates and 291 graduate students for a total enrollment of 2,101. The institution has a second-year retention rate of 73% and a six-year graduation rate of 25%. The average age of all students is 27, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, California, North Carolina, Virginia, and the District of Columbia. The institution offers 64 academic programs; 34 bachelor’s, 14 master’s, 15 certificates, and one doctorate. Coppin is a member of the Mid-Eastern Athletic Conference (MEAC) and National Collegiate Athletic Association (NCAA) Division I with sports in baseball, basketball, track and field, bowling, tennis, volleyball, softball, and eSports. Coppin is accredited by the Middle States Commission on Higher Education and by six subspecialty accrediting agencies.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution’s mission, which “fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

Strategic Alignment of Cultural Diversity

The university is currently reviewing and updating its strategic plan. Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan aligns with the university’s strategic plan goals, which is currently in progress throughout the spring semester of 2024. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s

diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

Vision - Become a University of Choice

- **Goal 1 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 2 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 3 - Become a Greater University at Which to Work**
- **Goal 4 - Enhance Our Teaching and Research Excellence**

As the institution continues to make progress with the new CSU Strategic Plan, various measures related to increasing diversity, inclusion, and social justice will be included. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has stabilized its 6-year graduation rate with the goal of increasing. The impact of plan alignment is expected to have positive outcomes on diversity, equity, and inclusion, and ultimately, student success, especially among the number of degrees awarded within the USM and State.

SECTION 2: IMPACT OF THE SUPREME COURT’S DECISION

The recent Supreme Court ruling on affirmative action in college admissions has significant implications for all institutions of higher education. However, for Coppin the impact is anticipated to be minimal especially since it is not a highly selective institution for admission. The ruling removes a law that has been in place since 1978 and was key in promoting diversity in many facets of higher education and the workplace. Due to the recent ruling of *Students for Fair Admissions v. Harvard (SFFA)* colleges and universities are unable to align with the Equal Protection Clause, necessitating changes in how race and ethnicity are used in admissions decisions.

Coppin State University emphasizes equitable access to higher education within its admissions policies and practices. Additionally, the university is careful when administering its scholarships to ensure greater inclusivity of students from all racial and ethnic groups. The institution had already been compliant with all state and federal laws regarding scholarship awards and administration. Beyond admissions, the impact of the decision on policies related to scholarships, outreach, and support programs has been minimal.

Outreach and Support Programs

Coppin State University Summer SOAR Program

Coppin State has a reputation for service to the campus community and community at large. The institution continues to offer tax services for individuals at a certain income level and provides clinical services in its health clinic located on campus. Furthermore, summer wellness programs are offered for the community as well as basketball programs and other camps.

Coppin also provides advancement opportunities for students wanting to get a head start on college. The Summer Soar program allows students to receive up to 6.0 of free academic credit hours during the institution’s summer session if they meet certain requirements. Students must be

undergraduate degree-seeking students; and commit to enroll and pass a total of 30 credit hours during the Fall, Winter, and Spring terms. Students are required to meet with an academic advisor to plan courses and enroll each year on May 15th prior to the start of the summer session.

Eagle Achievement Center (EAC). The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Community Engagement

In addition to the tax services provided by the VITA tax program through the College of Business, the institution's faculty within the Department of Social Sciences provide voter registration drives to the public and to students along with programs and activities related to civic engagement.

There is also **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:

- Training given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
- The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
- The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
- SkillsSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.

Equity and Access

The university has noted that an emerging group in which to pay close attention is minority women as it continuously reviews its data. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

Monitoring and Evaluation

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. As a sample measure, the committee met in the fall of 2023 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

APPENDIX 1: CSU CULTURAL DIVERSITY PLAN

CSU CULTURAL DIVERSITY PLAN AND INCLUSION STATEMENT

Diversity, Equity, and Inclusion Statement

(Adopted 2019)

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of various personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the university's achievement of excellence and can enhance the ability of the institution to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the university's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and

promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.”

CSU Diversity Implementation Plan – AY 2023-2024

I. Implementation Plan and Strategy for Meeting Goals

Timeline: 2020-2025

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan aligns with the university’s strategic plan goals, which is currently in progress throughout the spring semester of 2024. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **Vision - Become a University of Choice**
- **Goal 1 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 2 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 3 - Become a Greater University at Which to Work**
- **Goal 4 - Enhance Our Teaching and Research Excellence**

Measures and Projected Outcomes for Enrollment

As it relates to the revised strategic goals, the institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. However, there is a major initiative in progress that involves the president’s six-point enrollment plan. The impact of the plan is expected to have positive results on diversity, equity, and inclusion, and ultimately, student success.

Coppin State University’s Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary markets, which includes undergraduate, graduate, and transfer students. The six-point enrollment strategy is a multi-year plan to guide Coppin’s efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

- Expanding enrollment goals by geographic markets (in/out of state), student academic parameters, and school board/systems MOU agreements; and by
- Aligning resources strategically to achieve desired enrollment goals by utilizing HBCU settlement funds and CSU need-based funds to create scholarships and mitigate financial

barriers of recruitment and enrollment. Finally, CSU continues to partner with the Information Technology Division to assess and examine how to best leverage technology.

Essential to enrollment growth is retention. In March 2023, the University has plans to officially open all remaining units within the new Eagle Achievement Center (EAC). The Center will provide essential services such as advisement, veterans affairs, student accessibility, career services, diversity, equity, and inclusion activities, counseling, and other essential student support services.

Alignment to USM's Strategic Plan

Alignment to the USM's Strategic Plan In support of the USM's Strategic Plan, Coppin State is committed to the following:


USM Strategic Plan Goal 1.1 - Attracting, retaining and graduating more Maryland students at the undergraduate and graduate level. CSU is committed to regaining, stabilizing, and growing our in-state and out-state freshman, transfer, and graduate student numbers as articulated demonstrated in our projections. Retention of existing students and recruitment of new students are essential elements of its recruitment strategies.


USM Strategic Goals 2.1 and 2.2 - Increasing enrollment and improving transfer pathways. Coppin continues to promote transfer pathways by building upon existing and adding new articulation agreements. For example, an arrangement with CCBC allows guaranteed admissions for students who meet the criteria and as a result, go on to graduate with an associate degree. Also, since the inception of the Transfer Success act, additional agreements are in progress. Finally, the use of Quotly addresses processes, barriers, and the enrollment process for incoming transfer students.

USM Strategic Goals 3.2 & 3.3 - Expanding the number of graduates in fields critical to Maryland's economy -- STEM, Cyber, Teaching, and Health Care; and diversifying and strengthening Maryland's knowledge workforce. The USM Board of Regents Committee on Education Policy and Student Life recommended to the full Board, approval of a new B.S. in Cybersecurity Engineering. The program is expected to be implemented fall 2023.

USM Strategic Goals 5.1 & 5.6 - Increasing the diversity of our students while also ensuring that USM's HBCUs have an ambitious set of enrollment management and student success strategies. Coppin State will remain committed to growing the campus community in a way that promotes inclusion and diversity. Core to its history and mission, Coppin's projections reflect growth in attracting, retaining, and graduating diverse, aspiring students. Furthermore, the institution is favorably reviewing a proposal to create a Center for Diversity, Equity, and Inclusion.

Second-Year Retention and Six-Year Graduation Rates

Export Data: 



COPPIN STATE UNIVERSITY
EST. 1962
Coppin State University

Retention and Graduation Rates
Retention and Graduation Rates for First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2013 - 2023

Fall Semester	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Years or Less	5-Years or Less	6-Years or Less		2nd Year	3rd Year	4th Year	4-Years or Less	5-Years or Less	6-Years or Less	
2013	100% (353)	68% (241)	45% (159)	38% (135)	12% (41)	19% (66)	24% (83)	5% (19)	69% (244)	49% (173)	43% (153)	12% (41)	20% (69)	25% (90)	9% (32)
2014	100% (267)	69% (185)	48% (127)	42% (113)	11% (30)	25% (68)	28% (76)	4% (11)	71% (190)	51% (137)	46% (122)	12% (32)	27% (73)	31% (82)	6% (15)
2015	100% (242)	61% (148)	43% (105)	38% (91)	12% (28)	19% (46)	23% (55)	3% (7)	63% (152)	47% (114)	41% (99)	12% (30)	20% (48)	25% (60)	7% (16)
2016	100% (383)	64% (244)	44% (167)	36% (138)	9% (34)	16% (63)	22% (83)	4% (17)	66% (251)	48% (183)	39% (151)	9% (36)	17% (67)	23% (87)	6% (23)
2017	100% (383)	63% (240)	47% (180)	39% (149)	9% (36)	20% (77)	25% (95)	5% (21)	64% (245)	50% (191)	42% (161)	9% (36)	21% (79)	26% (99)	7% (27)
2018	100% (389)	70% (271)	50% (195)	38% (148)	10% (39)	20% (78)			71% (275)	53% (207)	42% (162)	11% (42)	22% (84)		
2019	100% (428)	64% (274)	44% (189)	34% (145)	7% (29)				66% (282)	46% (199)	37% (158)	7% (29)			
2020	100% (291)	55% (159)	39% (114)	30% (86)	1% (4)				55% (161)	41% (119)	32% (93)	1% (4)			
2021	100% (172)	59% (101)	40% (68)						60% (104)	42% (72)					
2022	100% (332)	71% (235)							71% (236)						
2023	100% (369)														

USM IRIS, 2024

Coppin State University has established projections for the following measures and will monitor annually the following:

To achieve for 2023-2024 retention rates of:

- Second Year Retention Goal = 70%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 30%*

(USM, 2024 provides a 71% retention rate; Institution provides a rate of 73%)

USM 10-Year Enrollment Projections Fall 2023 – Fall 2033

Table
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: **COPPIN STATE UNIVERSITY**

Fall Headcount Projections													
Fall Student Data	Actual											Change From Fall 2023 - Fall 2033	
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	Number
Headcount Total	2,101	2,205	2,277	2,346	2,416	2,488	2,563	2,640	2,719	2,801	2,934	833	139.7%
Undergraduate Total	1,810	1,899	1,956	2,015	2,076	2,138	2,202	2,268	2,336	2,406	2,528	718	139.7%
Full-time	1,393	1,463	1,536	1,582	1,629	1,678	1,729	1,780	1,834	1,889	1,945	552	139.7%
Part-time	417	438	460	474	488	502	517	533	549	565	582	165	139.7%
Grad./First Prof. Total	291	306	321	330	340	351	361	372	383	395	406	115	139.7%
Full-time	100	105	110	114	117	120	124	128	132	136	140	40	139.7%
Part-time	191	201	211	217	223	230	237	244	251	259	267	76	139.7%
FTDE or FTNE Students	1,396	1,466	1,539	1,585	1,633	1,682	1,732	1,784	1,838	1,893	1,950	554	139.7%

FISCAL YEAR Full-Time Equivalent (FTE)													
	Est.											Change From FY 2024 - FY 2034	
		2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number
Total University FTE Students	1,718	1,804	1,894	1,951	2,009	2,070	2,132	2,196	2,262	2,329	2,399	681	139.7%
Subtotal FTE University Centers	0	0	0	0	0	0						0	
U at Shady Grove FTE												0	
Hagerstown FTE												0	
Southern Maryland FTE												0	
Towson University Northeast (TUNE)												0	
Other (Please Specify)												0	

FISCAL YEAR Enrollment Targets													
	Est.											Change From FY 2024 - FY 2033	
		2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	Number
Total New Students (Credit Only)**	788	997	1,026	1,056	1,087	1,119	1,151	1,185	1,220	1,255	1,292	504	164.0%
New Graduate Students	185	234	241	248	255	263	270	278	286	295	303	118	164.0%
New First-time, Full-time UG	400	506	521	536	552	568	584	602	619	637	656	256	164.0%
New MDCC Transfer Students UG	101	128	132	135	139	143	148	152	156	161	166	65	164.0%
New Other Transfer Students UG	52	66	68	70	72	74	76	78	80	83	85	33	164.0%
New Other UG Students (Dually Enrolled)	50	63	65	67	69	71	73	75	77	80	82	32	164.0%
New Other Graduate (Specify)												0	
Other (Please Specify)												0	

**Note: Enrollment projections are based on credit enrollment at the institution. At this time, non-credit activity is not part of the collection. Refer to campus enrollment plans and customize the new students targets as needed to reflect the unique degree-mix and addressable market for the institution. The main groups to compare across USM are the Graduate, FTFT UG, MDCC Transfer, and other transfers. To the extent credit-based addressable markets are shifting, please subset and describe.

Comments:

Completed by:
Phone:
E-Mail:

Office of Institutional Research, 4/2023

Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the

University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students' experience from diverse experiences with other students, faculty, and staff.

Student Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	3473	85.70%	722	2751	1,720	81.87%	361	1,359	1,607	80.11%	331	1,276	1,725	85.99%	382	1,343
Am. Ind. Alaska Native	4	0.10%	2	2	7	0.33%	1	6	7	0.35%	2	5	13	0.65%	3	10
Asian	10	0.20%	0	10	8	0.38%	3	5	10	0.50%	3	7	13	0.65%	1	12
Hisp./Lat.	17	0.40%	8	9	52	2.48%	15	37	55	2.74%	17	38	89	4.44%	31	58
White	90	2.20%	25	65	34	1.62%	16	18	24	1.20%	11	13	43	2.14%	14	29
Nat. Am. Pac. Islander	0	0.00%	0	0	2	0.10%	0	2	2	0.10%	0	2	4	0.20%	0	4
Two or More Races	0	0.00%	0	0	55	2.62%	18	37	33	1.65%	15	18	29	1.45%	8	21
Foreign	0	0.00%	0	0	171	8.14%	53	118	185	9.22%	61	124	109	5.43%	42	67
Not Identified	457	11.30%	139	318	52	2.48%	19	33	83	4.14%	26	57	76	3.79%	23	53

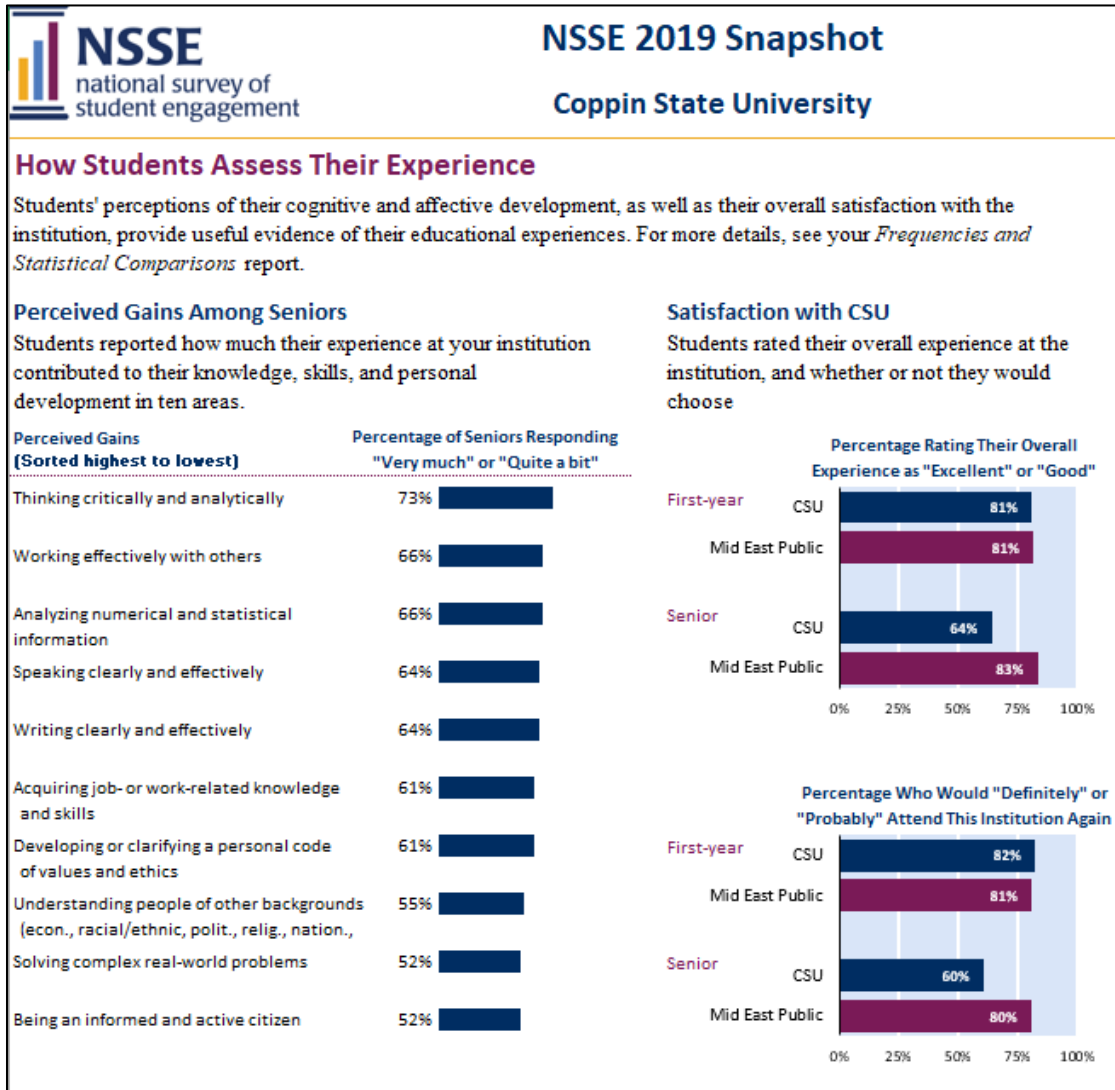
Faculty Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	410	92%	148	262	162	72.97%	57	105	162	75.70%	55	107	161	75.23%	54	107
Am. Ind. Alaska Native	0	0%	0	0	1	0.45%	0	1	0	0.00%	0	0	0	0.00%	0	0
Asian	13	3%	9	4	17	7.66%	10	7	16	7.48%	10	6	17	7.94%	10	7
Hisp./Lat.	2	0%	1	1	3	1.35%	2	1	3	1.40%	3	0	4	1.87%	3	1
White	20	4%	12	8	26	11.71%	19	7	20	9.35%	17	3	25	11.68%	18	7
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	0	3	1.35%	2	1	3	1.40%	2	1	1	0.47%	1	0
Foreign	0	0%	0	0	10	4.50%	5	5	10	4.67%	6	4	11	5.14%	5	6
Not Identified	2	0%	0	2	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	447	100%	170	277	222	100%	95	127	214	100%	93	121	219	102%	91	128

Staff Diversity Comparisons – Race / Ethnicity

Race / Ethnicity	Base: 2008-2009				2021-2022				2022-2023				2023-2024			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
A.A./Black	241	80%	91	150	268	82.72%	88	180	250	80.91%	84	166	281	90.94%	99	182
Am. Ind. Alaska Native	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Asian	13	4%	10	3	16	4.94%	11	5	14	4.53%	8	6	12	3.88%	7	5
Hisp./Lat.	1	0%	0	1	7	2.16%	4	3	8	2.59%	3	5	12	3.88%	6	6
White	37	12%	27	10	26	8.02%	15	11	28	9.06%	18	10	26	8.41%	16	10
Nat. Am. Pac. Islander	0	0%	0	0	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
Two or More Races	0	0%	0	27	1	0.31%	1	0	3	0.97%	1	2	3	0.97%	1	2
Foreign	0	0%	0	0	6	1.85%	4	2	6	1.94%	4	2	4	1.29%	3	1
Not Identified	0	0%	4	4	0	0.00%	0	0	0	0.00%	0	0	0	0.00%	0	0
TOTAL	9	3%	132	132	324	100%	123	201	309	100%	118	191	338	109%	132	206

National Survey of Student (NSSE) Survey Results



A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. This process remains unchanged for 2024. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and recommends to the campus administration support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In October 2023, the committee met to discuss options for increasing fundraising and other

financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

DESCRIPTION OF SELECTED ACTIVITIES TO INCREASE DIVERSITY

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the university. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

Student Initiatives

- **Safe Space Training.** This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.
- **Summer Academic Success Academy (SASA) -** The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Strategic Enrollment Plan – The CSU Six-Point Plan -** Coppin State University’s Enrollment Plan Coppin States University developed a six-point enrollment plan conducting a comprehensive analysis of enrollment data. The review included an examination of primary a diverse set of markets, which includes undergraduate, graduate, and transfer students from different geographic and demographic compositions. The six-point enrollment strategy is a multi-year plan to guide Coppin’s efforts to enhance recruitment, retention, community relations, and student success. Coppin will continue to operationalize and evaluate its plan by:

Faculty Initiatives

- **Faculty Recruitment.** Coppin’s unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing on instruction, research, and service to the university. Overall, faculty members find the campus to be a welcoming environment. The university makes every

effort to advertise in diverse publications to ensure that individuals in the country and worldwide would have access to job opportunities with the university. These publications include but are not limited to the Washington Post, the Chronicle of Higher Education, Diverse Issues, Latinos in Higher Education, LinkedIn, HigherEdjobs.com, and other publications that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.

- **Diverse Academic Program Inventory.** The university currently has 64 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 34 bachelor's, 14 master's degrees, 15 certificates, and one doctoral program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.
- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design using iDesign and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

Staff and Administrator Initiatives

- The Office of Human Resources (HR) offers a variety of **workshops** to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.
- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual town halls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.



One University. A World of Experiences.

**Cultural Diversity Report
Annual Progress Report 2023-2024
Frostburg State University
Prepared by the Office for Diversity, Equity, and Inclusion
April 2024**

**Submitted to:
University System of Maryland
for the
Maryland Higher Education Commission**

Point of Contact:

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Content of Report:

This report follows the 2023-2024 Institutional Programs of Cultural Diversity Report Guidance set forth by the University System of Maryland.

- **Section 1:** Summary of the Institution's Plan to Improve Cultural Diversity
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Section 1: Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Plan (Appendix 1) continues to provide a framework for university efforts that is specifically monitored and implemented by the Division of Student Affairs, Office of Diversity, Equity, and Inclusion (ODEI). Each academic year, in concert with the University Council on Diversity, Equity, and Inclusion, ODEI establishes goals and priorities that are aligned with the Division of Student Affairs and university's Strategic Plans. These goals and priorities are informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Academic year 2023-2024 goals are aligned with the following Student Affairs goals:

1. Develop programs and services to engage students and provide opportunities for experiential learning and leadership.
2. Facilitate the successful recruitment, transition, and retention of students. by providing guidance, knowledge, and access to experiences, programs, and services.
3. Create a safe, inclusive, and supportive campus community to foster student growth and education.
4. Provide facilities, technology, and services, which enhance students' educational experiences.
5. Provide campus environments that foster student wellness and development.
6. Recruit, develop, and support employees who are well-prepared to meet the increasingly complex challenges that face today's students.

Additionally, ODEI's academic year 2023-2024 goals are aligned with the following university goals:

1. Focus learning on both the acquisition and application of knowledge.
2. Provide engaging experiences that challenge students to excel.
3. Expand regional outreach and engagement.
4. Align university resources - human, fiscal, and physical with strategic priorities.

The University Council on Diversity, Equity, and Inclusion focused efforts on the following goals during the 2023-204 academic year:

1. Provide diversity, equity, and inclusion for students, faculty, and staff.
2. Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming.
3. Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion (ODEI).

These goals were supported by the following Action Priorities:

1. The ODEI will provide annual training opportunities for faculty, staff, and students, such as Safe Zone training, first-year student "Introduction to DEI" workshop, as well

as other programming to increase knowledge and awareness during the academic year.

2. ODEI will increase visibility and accessibility of diverse faculty and staff to provide additional support for diverse student organizations during the academic year.
3. ODEI will provide regular campus outreach efforts by updating the ODEI website monthly with "ODEI News" that highlights DEI programming for faculty, staff, and students, while promoting "Times Talk" sessions, and meeting with each individual section of Introduction to Higher Education classes to discuss DEI and the opportunities and resources available on campus during the academic year.

These goals and action priorities were implemented and assessed by:

1. Attendance results, cost, and the number of faculty, staff, and students engaged.
2. Number of eligible individuals identified, number of sessions held, and percentage of participating constituents.
3. Assessment of feedback on news postings, number of Times Talk sessions held with number of participants, and the number of workshops held for ORIE 101 classes.

Evaluation and results were assessed by:

1. The "Safe Zone" introductory workshop was offered twice to the general campus population in the spring semester, during the "Bobcats Against Bias" week. Additionally, a Safe Zone workshop was presented during the fall training of the Residence Life Office student staff with 60 participants. To increase the participation rate of the first-year student DEI workshop, students were allowed to self-select and register for a day and time for a two-hour "Introduction to National Coalition Building Institute (NCBI)" workshop. Those who were unable to attend this workshop were then given the opportunity to complete the "Brave and Bold" online program. This approach also helped to reduce costs of the online program as the costs were reduced to provide access to fewer students. Additionally, each ORIE101 class was visited by ODEI staff. In total, 90% of the first-year students were documented as participating in at least one of these activities. Finally, the annual diversity retreat was held in the fall with 49 participants (40 students, one FSU alum and eight staff). This was an increase over the previous fall retreat attendance of 35. With a staff of seven Black staff and three Latino staff, the students were afforded a unique opportunity to meet individually with BIPOC staff to discuss any questions or concerns the students might have, as well as student's plans for completing degrees, chosen majors, career paths, internships, etc. As a result, several students were able to secure internships, referrals to alumni for mentoring, and letters of recommendation for graduate school or employment applications. The retreat included the full-day NCBI Leadership for Diversity Workshop, with 88% of the participants indicating the effectiveness of the retreat was "Excellent" or "Better than Average."
2. The Office of Diversity, Equity, and Inclusion worked closely with diverse student organizations to provide and support advisors of the same identities or proven allyship. Specifically, the Black Student Alliance, the Latin American Student

Organization, the National Council of Negro Women, and Spectrum. Unfortunately, they continued to struggle to increase their memberships to healthier levels. The ODEI worked closely with a group of faculty and staff to form "FNIF: Frostburg Network for Intersectional Feminism". A spin-off student organization, "W.O.M.E.N." was also created. The first major event of these two organizations along with the ODEI was a "Take Back the Night" (anti-violence against women and anti-sexual assault) rally and march. This was preceded by a "tenting" event at the clock tower where all interested parties could receive information about FNIF and the event to be held that evening. Fifty "TBTN" shirts were given to participants.

3. The Times Talk sessions were held every two weeks in collaboration with the Office of Civic Engagement. As done previously, the sessions were alternately based on Civic Engagement/Civility and DEI. Students were encouraged to submit articles/topic suggestions. Attendance still tended to be low with an average attendance of 12-15 students, faculty, and staff. Significant work was done to update the ODEI webpage, particularly focusing on the ODEI News link. This replaced the monthly newsletter in response to advice from media relations. New this year, during the Hispanic Heritage month, a faculty, staff, and student of Hispanic heritage was featured on the website. This received positive feedback and will be continued next year. In the fall, members of the ODEI and NCBI teams met with all but one of the ORIE classes to speak with students about the goals of the university around DEI, the university's diversity statement, the goal for each student to graduate prepared to work in a global society, and the opportunities and resources available to help them reach this goal. Students were informed about the functions of the ODEI, and what academic and cocurricular opportunities exist on campus to increase inclusion and belongingness. Finally, the ODEI held informational tables in the Lane University Center to keep the campus aware of events, programs, and resources for DEI on and off campus.

Areas of progress, targets for improvement, and future recommendations include offering Safe Zone trainings in the fall at the Hagerstown campus in response to a request and inclusion in the #BobcatsAgainstBias campaign in the spring. This will be two full years since the last successful offering and will hopefully see better attendance. Frostburg will also consider bringing in an outside presenter to offer a fresh experience for those that have attended previously. Alternatively, FSU will consult with collaborating Safe Zone directors at USM affiliates to update materials. If the training is facilitated in-house, the only resources needed are location, staffing and printing. The university will continue to explore ways of increasing the visibility and accessibility of diverse faculty and staff through spotlights in the ODEI News, and consideration of the creation of faculty/staff affinity groups and offering social gatherings.

Section 2: Summary of Compliance and Impact of the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions

- a. *Outreach and Support Programs:* The FSU Admissions Office has applied for an Opportunity Grant to develop a program to offer transportation, meals, and enhanced campus visit opportunities to students/high schools that do not have the resources

available to experience college visits. College visits are an essential step in the college search process and provides access to information for students to make their best-fit choice. Additionally, the Admissions Office participated in the Common App Direct Admit program. This allowed the opportunity to engage with students who would qualify for admission, but may face an obstacle and have not yet applied. The Common App program was implemented before the Supreme Court ruling and was designed to reach marginalized students. This program helped to shape the overall makeup of Frostburg's applicants and new student class.

- b. *Community Engagement:* Since January 2023, stakeholders at the institution met often to discuss the potential impacts to recruitment efforts. Because the Supreme Court decision largely impacted admittance decisions, Frostburg State took efforts to call special attention to the mission of the institution, reviewed the website to ensure its mission was central and visible across the website, and emphasized that a diverse campus is part of the institutional identity of Frostburg State University. The Admissions Office did not retract any recruitment efforts or initiatives. The Admissions Office has been focused on re-establishing relationships and enrollment opportunities for students from Baltimore City and Baltimore County as well as other areas across the state. Lastly, through FSU's strategic enrollment plan, the Admissions Office leads efforts through a workgroup to engage the campus, alumni, and communities to provide enrollment opportunities in Hispanic/Latino communities.
- c. *Equity and Access:* Historically, race has not been a factor in Frostburg State's Admissions decision process. The university's wholistic admissions process gives students multiple avenues to gain admission to the institution without standardized testing. Additional criteria such as employment, service, extra-curriculars, strength of essays, community involvement, and more are all areas that are reviewed in the process to continue to provide equal access opportunities for all.
- d. *Monitoring and Evaluation:* FSU's strategic enrollment group reviews departmental and institutional reports to monitor, evaluate, and act on changes related to new student enrollment. In the Admissions Office, and institutionally, careful consideration is appropriately focused on processes that may impact underrepresented students who may be disproportionately affected by decisions, or positive impacts that benefit all students are identified as potential growth opportunities. For fall 2023 new student enrollment, there were increases in the number of applications and enrollments from students in underrepresented populations.

**Appendix 1:
Frostburg State University's Cultural Diversity Plan
Prepared by the Office for Diversity, Equity, and Inclusion**

USM Goal 1: Increase the Numerical Representation of Traditionally Underrepresented Groups among Students, Administrative Staff, and Faculty.

FSU's Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students			
FSU's Diversity Program has been reviewed and updated.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved/ indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p>			
<p>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</p> <p>Intentionally and effectively market to and recruit underrepresented population through communication channels.</p>	<p>The number and percent of communications tailored and specialized for underrepresented students.</p> <p>The number and percent of underrepresented students reached by communication.</p> <p>The proportion of underrepresented students compared to the total population.</p> <p>Growth in the number of Latino applicants.</p> <p>Growth in the number of partnerships with community-based</p>	<p>Now that our CRM has been re-implemented, we have been able to deploy communication in two different ways. The first is delivering content that demonstrates our commitment to diversity at FSU. The second is an infusion of diversity related content as part of our institutional identity.</p> <p>Our communication in the inquiry campaign broadcasted specific to diversity, reached over 36,900 students. The admitted student communication on diversity specifically reached over 5,720 students and parents.</p> <p>Additionally, we are intentional with DEI promotion in nearly all our communications. For example, when we send an email out regarding student engagement, information will also include messages regarding many of our affinity groups on campus.</p> <p>Minority student enrollment and the proportion of new incoming students who are minority increased 3% for fall 2023. The applicant to acceptance yield of minority students increased year over year for the last three enrollment periods.</p>	<p>Enhance communication for Latino students and families. This requires an allocation of financial resources to create content in Spanish. This includes digital advertising and radio streaming ads.</p>

<p>Engage campus stakeholders to improve the recruitment of Latino students.</p>	<p>organizations (CBO) that support Latino students.</p> <p>Increases in retention of Latino Students</p> <p>Proportion of minority students who accepted direct admission offer.</p>	<p>While our efforts related to Spanish content have marginally increased, we continue to see increases in applicants and enrollment of Latino students. For fall 2023, we had a 26% increase from fall 2022 in Latino student enrollment and an even larger increase in total applications received at 32%.</p> <p>According to data compiled by Common App, many underrepresented populations do not apply to colleges because of the fees associated or perceptions they face through the application process. Common App developed a Direct Admission program. Participating in the pilot programs allowed us to offer direct admission to 2,814 students, most of them being underrepresented students. students who applied to through this process created our largest growth point for fall 2023 enrollment.</p>	
<p>Identify and reduce barriers to admission for underrepresented populations.</p>	<p>Number of minority students who enroll after being offered admission.</p>		

<p>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</p> <p>Strengthen partnerships with organizations that support underrepresented students and help students access FSU campus.</p>	<p>The number of established partnerships/MOUs</p>	<p>Annually host the College Bound Foundation on campus to discuss recruitment and retention opportunities for Baltimore City students. Partner on campus group visits and get FSU students engaged in the visit experience. Attended end of year Principal’s retreat to spread awareness of FSU with Baltimore City Public schools.</p> <p>Annually revisit the MOU with College Bound Foundation and identify opportunities for enhancement.</p>	
<p>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</p> <p>TRIO Student Support Services (SSS) is a federally funded program aimed at increasing retention, academic success, and graduation rates among students who are first-generation, are low-income, and/or have a documented disability. Traditionally, students who meet one or more of these criteria face more barriers than other students during their educational experience and are less likely to persist and graduate. TRIO SSS works to help students develop the necessary skills to overcome these potential barriers and be successful throughout their collegiate career and beyond. This is achieved through working with the student to establish an individualized plan highlighting the student’s needs and goals and then working to address them. Standard areas of service for TRIO SSS include academic skills/study strategies, financial literacy, university-specific academic advising, career counseling, and financial aid guidance. Through addressing these core areas, TRIO SSS</p>	<p>SSS staff members use Student Access, a database designed specifically for TRIO programs to record all contact with students. The reporting features in Student Access allow the staff to run reports based on appointment type, participant, and/or advising code to track the services and type of contact we have had with students.</p> <p>At the beginning of each semester, SSS participants complete a goal and needs assessment. SSS staff and participants spend time discussing their goals and creating action plans to ensure goal achievement.</p> <p>Throughout the semester, SSS staff and students regularly evaluate progress toward goal achievement and make adjustments as needed.</p>	<p>In 2022-2023, SSS served 196 minority students.</p> <ul style="list-style-type: none"> ○ 172/196 (87.8%) were in good academic standing (compared to 85% for all the minority students at the university) ○ 174/196 (88.8%) persisted to the next academic year (compared to 58.7% for all the minority students at the university) ○ Of the 196 minority students, 166 were Black or African American <ul style="list-style-type: none"> ▪ 144/166 (86.7%) were in good academic standing (compared to 83% for all of the Black or African American students at the university) ▪ 144/166 (86.7%) persisted to the next academic year (compared to 56% for all of the Black or African American students at the university) <ul style="list-style-type: none"> ● In 2022-2023, SSS served 250 first-generation college students <ul style="list-style-type: none"> ○ 223/250 (89.2%) were in good academic standing (compared to 87% for all first-generation students at the university) ○ 224/250 (89.6%) persisted to the next academic year (compared to 64% for all first-generation students at the university) 	

assists students in overcoming barriers to their education as they pursue their four-year degree. Although SSS is not limited to minority students, many minority students participate in the program. At least two-thirds of the participants in the program must be first-generation students.

SSS staff use an internal spreadsheet and PAWS to track enrollment for the next semester and provide frequent communication and support to get students registered who have not yet registered.

The Registrar's Office creates a midterm warning roster of all SSS participants who receive a midterm warning each semester, which is then used by SSS staff to develop intervention plans for students for the second half of the semester.

At the end of each semester, the SSS staff record data for each participant on an End of Semester Summary spreadsheet. Staff check semester GPA, cumulative GPA, credits earned, enrollment status for the next semester, academic standing, incomplete grades, failing grades, and various other important indicators. To ensure that adequate progress is being made toward specific major and general education program requirements, SSS staff regularly check the academic requirements report on each student's PAWS page.

SSS staff maintain a graduation date report where they more closely track the progress of participants as they near their graduation date.

The TRIO SSS program has set objectives regarding persistence, good academic standing, and six-year graduation rates. The program submits an Annual Performance Report to the US Department of Education every year to indicate if those objectives have been attained.

<p>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</p> <p>Review data to understand the barriers underrepresented transfer students face specific to Frostburg.</p> <p>Identify recruitment opportunities and marketing communication to support efforts to increase enrollment of underrepresented students.</p>	<p>The number of transfer students applied to FSU from minority groups.</p>	<p>Fall 2023 had an increase of 29 minority transfer applicants over fall 2022, attributing for 12.5% increase in minority transfer applicants. Additionally, 15 of those 29 additional applicants enrolled at FSU. This resulted in 28.8% increase for fall 2023 from fall 2022 of minority transfer students.</p>	<p>Identify strategies to attract and retain Latino transfer students and infuse into our Strategic Enrollment Action Plans on growth of enrollment for Latino students.</p>
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FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students FSU's Diversity Program has been reviewed and updated.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. Strategies are numbered followed by their Action Priorities.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.</p> <p>Continue programs to enhance student success: Academic Success Network (ASN), First- Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early Alert system, and the Tutoring Center services.</p>	<p>Second-year and six-year graduation rates for underrepresented students at Frostburg State University.</p>	<p>The Center for Academic Advising and Retention (CAAR) advisors conducted the Academic Pathways Program (APP I) in its second iteration for first-year students on academic probation. The program consists of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. New to spring 2023 were transcript audits by advisors to recommend course repeats/schedule changes to increase likelihood of meeting SAP and clearing probation. One hundred students participated in the program with the following results:</p> <ul style="list-style-type: none"> • 87% of CAAR's advisees on probation participated in the APP 1 Overview Meeting, replicating the previous year's participation rate. • The compliance rate of the 2228 FY cohort improved by 17% from the previous year's cohort (from 43% in the first program iteration to 60% in the second intervention offering). • Mean GPA of compliant students decreased from the previous year's cohort (from 2.24 to 1.75). • Students who were compliant earned higher GPAs (1.75) than non-compliant counterparts (1.0). • Compliant students also earned more credits than non-compliant students. • APP compliant students persisted at much higher rates two semesters post-intervention--63% persistence compared to 31% persistence rates. 	<p>Continue to expand dual advising model. Conduct Advising Needs Assessment to explore advisor perceptions and satisfaction with FSU advising. Examine progress within Excellence in Academic Advising action plan—and develop action items for CQI. Run surveys and focus groups to gauge student satisfaction.</p>

Implement new programs to enhance student success: Continue to expand the scope of the Academic Success Network scope, Academic Pathways Program (APP) for students on academic probation and warning. HelioCampus, and Navigate student platform, including a revised and improved Academic Alert System.

FSU is in the of implementation of the dual advising model, which was an action item of the Excellence in Academic Advising (EAA) self-study.

Spring '23

- CAAR had 585 scheduled appointments during the registration period (March 27-April 21). With full staffing, University Advisors completed 1, 571 appointments with students.
- 70% (324 of 463) of first-year students participated in the initial appointment with their University Advisor in Fall 2022—an increase from 62% in Fall 2021.
- 98.50% agreed or strongly agreed that their UA will serve as a resource for them (spring 2023_—an increase from 72% in Fall 2021 and 96% in spring 2022, when CAAR was more fully staffed).
- 98% would recommend their UA to other students (spring 2023).
- 97.74 % agreed or strongly agreed that they can identify GEP courses needed to graduate and increase from 87% in spring 2022.

FSU launched EAB’s Navigate student success platform in August 2022. Preliminary results are encouraging, including student, faculty, and staff utilization. Navigate allows for more targeted outreach and case management with outreach students.

Users Engaged with Navigate Since 5.1.22 (as of 5.1.23)

Distinct Staff & Faculty Users	240
Staff & Faculty Power Users	21
Distinct Student Users	737
Appts. Created	3,539
Distinct Students Served	1,158
Messages Sent (email & SMS)	27,000+

- Almost 95% of the 758 students who used Navigate to schedule advising appointments persisted from Fall 2022 to Spring 2023 as compared to an 81% persistence of rate of all FSU students.
- In its second iteration, the Navigate’s Academic Alert system yielded in an increase of faculty utilization and a protocol developed to respond to alerts that rise to the

Work to increase program compliance and seek to build out coordinated care network, particularly to better support students academically.

Continue to improve faculty utilization of the Academic Alert System. Pilot week 4 Progress Reports and intervention.

Continue to build care units for new service areas, including Financial Aid, Tutoring and Residence Life to work toward creating a coordinated care network.

		<p>level of cases. In Fall 2022, 139 cases were created, and in Fall 2023, 304 cases were created.</p> <ul style="list-style-type: none"> • Case closures make a difference with retention, with 58% of students with successful case closure retained or graduated to Fall 2023, as opposed to 19% retained or graduated to Fall 2023. <p>A new University Advisor liaison coordinated with College Bound and FSU TROP/SSS to develop a pipeline for CB students to move into TRIO/SSS. CAAR hosted a summer workshop on academic standings and collaborated with TRIO/SSS on offering a Satisfactory Academic Progress workshop.</p>	<p>Increase the number of meaningful case closures.</p> <p>College Bound students will be tagged in Navigate to facilitate progress and outcome monitoring of participating students</p>
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FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
FSU's Diversity Program has been reviewed and updated.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<p>Strategies are numbered followed by their Action Priorities.</p> <p>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</p> <p>Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.</p> <p>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p>	<p>The number of minority faculty and staff at Frostburg State University.</p>	<p>The University's workforce consisted of 854 full and part-time employees (276 faculty; 578 staff members).</p> <p>Females are employed at a rate of 54.44% (465) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 11.35% (down from 12%). The University's workforce is comprised of Black/African American 4.8% (41- down from 59). White employees represented 88.78% (768) of the University's workforce.</p> <p>Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 290,000 candidates as part of their Diversity and Inclusion outreach and mailing list. This number is down from last year because in late 2023, HigherEdJobs purged sending out these email blasts to inactive accounts who no longer regularly accessed the site, but the number is steadily increasing from that purge date, and they anticipate being back over 300k applicants soon. On average a posting with a D&I upgrade is 89% more likely to be clicked on than a posting without that upgrade. Over 1,150 institutions of Higher Education utilize this service in some capacity.</p>	<p>Continuous recruitment, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.</p>

USM Goal 2: Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity			
FSU's Diversity Program has been reviewed and updated.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
<ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom. • co-curricular programming for students. 			
<p>FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co- curricular and professional development programs.</p> <p>FSU's Office for Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.</p>	<p>FSU's <i>Office for Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p>	<ul style="list-style-type: none"> • The Annual FSU Social Justice Summit was held during the fall. Forty (40) students and eight (8) staff and one (1) guest facilitator participated in this year's retreat for a total of forty-nine (49) participants. This event provided FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. 	<p>To increase the effectiveness of reaching and impacting first year students beginning in 2023-2024 academic year, efforts will be made to enlist student leaders to present in the workshops.</p>

		<p>Action plans developed during the weekend will assist them in being agents of positive change on campus. Several of the retreat staff were trained DEI facilitators through the National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus. The participants were of diverse age, academic class, gender, race, sexual orientation identities. The staff were all Black and/or Hispanic allowing the student participants a unique opportunity to interact and question Black and Brown staff about a variety of DEI issues and experiences. There was greater follow-up with individual students and stronger connections formed with constant communications about relevant programming and opportunities on campus. Additionally, several of the participants and staff continue to deepen their connections through individual meetings and interactions.</p> <ul style="list-style-type: none"> • UCDEI experienced a significant shift in its membership with a reduced number of students participation (down from 50% to 31%) of the council membership. This is a reflection of an across-the-board reduction in student participation in co-curricular activities. The council has attempted to continue its work in achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. These goals support those of the university’s cultural diversity plan. • During the past academic year the UCDEI continued to its work on the “10-Point Plan to Create a Socially Just Campus” Five of those actions items were set as action priorities: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. 2023-2024 Progress: <ul style="list-style-type: none"> The building opened for full use for Fall 2023. 2) Researching the appropriateness and effectiveness of a Land 	<p>Beginning fall 2023, this requirement will be extended to transfer students.</p>
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		<p>Acknowledgement Statement for the FSU Campus. 2023 Progress: The council will make a recommendation to the governing bodies. 3) Increase transparency of the work of UCDEI. Progress The council’s communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff were required to complete LinkedIn Learning DEI modules were implemented on March 31, 2022; completion was reflected in annual evaluations and considered in merit pay.</p> <ul style="list-style-type: none"> • A <i>#Bobcats Against Bias</i> campaign is an annual event, which includes workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: Three staff members has completed the investigator training. A draft of a hate/bias incident policy and procedure has been proposed to the Executive Team. 	
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<p>Continue the work of the University Council on Diversity, Equity, and Inclusion.</p>	<p>FSU <i>University Council on Diversity, Equity, and Inclusion (UCDEI)</i> – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.</p>		<p>UCDEI will continue to develop plans for the Multicultural Center, including a yearly schedule of activities and events to increase positive interactions, awareness and appreciation of cultural diversity.</p>
<p>Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender- based violence and related programming, policies, and services.</p>	<p><i>Office of Gender Equity</i> programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.</p>	<p>FSU established the <i>Office of Gender Equity</i> in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by:</p> <ul style="list-style-type: none"> • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. Survey data from fall 2021 shows continued increases in positive responses about students’ perceptions concerning their university experience, including increased engagement in the campus community and a higher sense of being valued as individuals. • Providing recommendations in light of State and Federal expectations and best practices. 	<p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p>

<p>Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p>	<p>The Campus Climate Subcommittee of the University’s Council for Diversity, Equity and Inclusion worked to include action items in the “10 Point Plan to Create a Socially Just Campus”. Additionally the required for all first-time students to complete Sexual Assault Prevention for Undergrads continues utilizing an online educational platform designed by Vector Solutions. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention.</p> <p>All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX.</p> <p>All faculty and staff were required to complete Harassment and Discrimination Prevention; an online platform designed by Victor Solutions. The 90-minute program discusses the methods employees can use to identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.</p>	
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<p>Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.</p>	<p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p>	<p>FSU's partnership with the University of Maryland College Park, TRIO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%.</p> <p>FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.</p> <p>FSU developed new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.</p>	<p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p>
<p>Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>	<p>The University's curricular programs that promote the understanding of cultural diversity</p>	<p><i>Identity and Difference</i> category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. Student Learning Assessment related to the <i>Appreciation of Cultural Identities</i> GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement.</p> <p>The African American Studies Program and the Women's Studies Program, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively.</p> <p>The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these</p>	<p>Maintain inclusion of DEI in re-envisioned GEP.</p> <p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>

underrepresented groups globally.

The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages.

Two new curricular programs were brought online:

- Social Justice Track in the Philosophy Major
- Diversity and Leadership Upper Division Certification in the College of Business Diversity and Management Minor

FSU's Diversity Goal 5: Promote the Understanding of International Cultures

FSU's Diversity Program has been reviewed and updated.

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs. • curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students. <p>Strategies are numbered followed by their Action Priorities.</p>	<p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>	<p>Data to demonstrate where progress has been achieved/indicators</p>	<p>Areas where continuous improvement is needed</p>
<p>FSU 5.1: Share campus-wide programs and specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty</p> <p>The Center for International Education's (CIE) goal was to increase international student enrollment through the development of a new cooperative program with our international partner, Hunan university of Technology and Business (HUTB).</p>	<p><i>The CIE has a formal agreement with the program details outlined and a roster of HUTB student participants.</i></p> <p><i>The CIE creates and maintains spreadsheets which include the data for all international students during the spring and fall semesters. We are able to calculate an increase in international student enrollment from the previous year.</i></p>	<p>The CIE currently has an Economics/ Finance program and a Graphic Arts program with Hunan University of Technology and Business (HUTB).</p>	

<p>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</p> <p>Plan and implement student abroad programs conducted or sponsored by the university.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs</p>	<p>During the current academic year, 64 FSU students participated in study abroad programs. We anticipate continued growth in the coming year.</p>	
<p>Organize and implement recruitment activities for students to study abroad.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p>	<p>To encourage students to study abroad, the CIE engaged in the following recruitment activities:</p> <ul style="list-style-type: none"> • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations • Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. 	

<p>Create additional faculty-led study abroad experiences for FSU students as this is a growing trend for student interest across the nation.</p>	<p>The presence of study abroad opportunities for students and the level of participation in those programs.</p>		
<p>Sustain the University President's Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.</p>	<p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> <p>The presence of faculty-led study abroad opportunities for students. Presence of international experience for student members of the President's Leadership Circle.</p>	<p>There were no faculty led international trips this year. The CIE will collaborate with two professors to organize trips that will take place in 2024-2025.</p> <p>The students in the President's Leadership Circle not been able to participate in international trips for several years. COVID initially presented a challenge and since then, budgetary constraints have been an obstacle.</p>	<p>Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.</p>

SALISBURY UNIVERSITY

SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

APRIL 22, 2024

Salisbury University (SU) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section I: Summary of the institution's plan to improve cultural diversity

Salisbury University continues to demonstrate our commitment to cultural diversity, which is a fundamental aspect of our [institutional mission and values](#). As stated in our mission and values, "The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion." We recognize that diversity enriches the educational experience, and prepares our students to "contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."

In alignment with our [Strategic Plan](#), we are dedicated to cultivating a diverse and inclusive campus environment. Goal 2 of our strategic plan has allowed us to focus our efforts to "Inspire a campus culture of inclusive excellence, support, and collaboration." We strive to achieve this by implementing initiatives that promote diversity, equity, and inclusion across all areas of our campus community.

Moreover, our commitment to diversity is embodied in the [Salisbury Seven](#), a set of shared values that guide our actions and decisions. The third point pledges " We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging".

As we note the change in the national climate, we are guided by our institutional values, and are taking proactive steps to ensure we continue to foster a sense of belonging and inclusion on our campus. To accomplish this, we have made significant progress which includes:

1. **The creation of a cabinet-level position, the Vice President of Inclusion, Access, and Belonging.** We are currently in the process of conducting a national search for our first ever cabinet level Vice President of Inclusion, Access, and Belonging. The Vice President of Inclusion, Access and Belonging will play a crucial role in shaping the future of our institution and ensuring that we continue to foster a campus environment that values and celebrates the contributions of every member. Working with an external firm and a committee of faculty, staff, students, and administrators, we are hopeful that this new leader will join our campus community in the coming months. This position brings together three units on campus including the Office of Diversity and Inclusion, the Office of Institutional Equity, and the Disability Resource Center. The hope is that under a

strategic leader, the campus will continue to grow and evolve in meeting the diverse needs of our community. Upon their arrival, the Vice President will be taking the lead on developing an *Inclusive Excellence Strategic Plan*. The plan will be developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress.

2. **In preparation for the arrival of a new cabinet member, the President's Office has launched Inclusion, Access, and Belonging Working Groups focused on the following areas – Cultural Programming, Education and Training, Curriculum, Workplace, and Student Success.** Each group will be comprised of representatives from all stakeholder groups on campus to analyze our current efforts and identify gaps where there may be a need for more attention and resources. Collecting this information before the new Vice President's arrival will give them more insight into our campus' needs. Over 100 members of the campus community signed up to volunteer showing their interest in and support for these initiatives.
3. **In September, the university hired Sheree Satchell as the Office of Diversity and Inclusion's new coordinator of student diversity recruitment and retention.** She has been focused on developing and implementing strategies and programming, with a cultural lens, to support the recruitment and retention of students from diverse backgrounds. In just a few short months, she has been able to connect perspective students and families across the state to share information and resources about SU. Our focus has been on communities where there is a high population of diverse potential college students. Some of the visits included schools in Prince George's County, Montgomery County, Baltimore City, and neighboring District of Columbia. Retention efforts also increased by having more consistent follow-up meetings with our students in the Baltimore City based CollegeBound Foundation Program as well as students in the Powerful Connections Program.
4. This new position, the coordinator of student diversity recruitment and retention, will surely accentuate the efforts already being made to increase the diversity of our campus community. **Our Fall cohort welcomed one of the largest, most diverse, first-year classes in campus history, with nearly 1,400 students, this fall, including more than 530 transfer students and over 320 new graduate students. Hailing from 27 states and 18 countries, almost a third of these students come from underrepresented backgrounds, and 41% identified as first-generation students.**
5. **To support our increasingly diverse student body, we have partnered with the Association of College and University Educators (ACUE), an organization dedicated to improving student success through evidence-based, inclusive teaching practices.** This year, sixty faculty will participate in ACUE's 25-week online course, **Effective Teaching Practices (ETP)** which trains faculty in evidence-based techniques shown to

increase student retention, strengthen students' sense of belonging, and close equity gaps. Additionally, with 19 of the 25 modules spotlighting inclusive teaching methods, this ACUE training readies faculty to implement and document evidence-based practices in the area of DEI which will be required in annual reviews, tenure, and promotion beginning in the Fall 2025. In addition, thanks to funding received through the Carnegie Corporation of New York, and the ECMC Foundation, 120 faculty and staff have an opportunity to take part in ACUE's **Fostering a Culture of Belonging** microcredential course this year. This training will provide faculty and staff with evidence-based strategies to foster an inclusive learning environment, building upon ACUE's "Embracing Diversity in Your Learning Environment" module, ultimately cultivating a more inclusive campus culture. In addition to an estimated ROI of \$1.17 million from student retention after the first three years, ACUE will provide survey data, which will be used along with data provided by UARA to assess the impact of the partnership. This data will focus on four key areas: engagement, learning, completion, and equity. Engagement will be measured by the degree to which students taught by ACUE-credentialed faculty are more engaged in their studies, as indicated by course evaluations. Learning will be evaluated by comparing students' grades to their achievement prior to their instructors earning an ACUE credential or through a matched-cohort research design. Completion will be assessed by examining success rates, course completion rates, and declines in DFWs. Finally, equity will be analyzed to determine the reduction or elimination of achievement gaps by race, gender, or income status.

6. To continue to foster a culture of equity, including and belonging on campus, President Lepre announced the development of ongoing diversity, equity and inclusion training programs, as well as the promotion of open dialogues and the implementation of diverse recruitment practices. Just last week, the President's office supported a cohort of faculty and staff to attend CCBC's Culturally Responsive Teaching Conference.
7. We are just a few months away from implementing our [New General Education](#) requirements which include a required course in DEI related content (as well as Civic Engagement and Environmental Sustainability). Student learning outcomes for DEI course are 1. Examine the intersections of inequity based on dimensions of identity, including but not limited to class, race, gender, LGBTQIA+, disability, national origin, and/or religion; 2) Identify specific mechanisms by which racism may influence stakeholder outcomes, including but not limited to health, wellness, longevity, and prosperity; 3) Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world; 4) Describe the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world; 5) Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world; 6) Analyze the various institutions and power

structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.

8. The Center for Healthy Communities and The College of Health and Human Services hosted its inaugural Interprofessional Symposium on Transgender Care and Experience this past fall that brought awareness and resources to the Eastern Shore of Maryland community. The program made such an impact, plans for a 2nd symposium are underway for the fall 2024 semester.
9. In addition, Salisbury continues to make other movements towards being more inclusive such as creating signage for gender neutral restrooms across campus and providing a more streamlined process for requesting ASL interpreters for members of the campus community and guests.
10. SU was also selected as a participant in the ABC Grant with other USM institutions that will focus on student success and belonging.

Section II: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

Statement from SU President Carolyn Ringer Lepre on the U.S. Supreme Court's Decision on Affirmative Action - Friday June 30, 2023

As a member of the University System of Maryland (USM), Salisbury University endorses USM Chancellor Jay A. Perman's position statement regarding the U.S. Supreme Court's decision on affirmative action in college admissions.

Diversity and inclusion are core values of SU. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. SU is committed to making our campus one where every single student feels a sense of belonging. We recognize that throughout history, far too many identities, voices, experiences and perspectives have been pushed to the margins. It is our goal to make sure that every student's identity is seen, heard, honored, included and celebrated on our campus. A diverse and inclusive community brings irreplaceable value to our educational experience and work environment, and strengthens us all.

We recognize and celebrate the differences in background, abilities, experiences, characteristics, identity and thought that make each person unique and that enrich our campus, community and nation. At the same time, we acknowledge that which unites us: our basic humanity and the search for knowledge that is central to Salisbury University's mission of educating the leaders of tomorrow.

As a public institution, SU embraces its responsibility to serve all residents of Maryland — and beyond. This includes not only making sure our programs remain accessible and affordable, but

providing the support needed to ensure everyone has an equal opportunity to succeed on our campus, in our classrooms and on their chosen paths once they have earned their degrees.

While the Supreme Court's decision may have far-reaching implications for higher education as a whole, we will not waver in our commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging at SU.

a. Outreach and Support Programs:

The Office of Diversity and Inclusion continues to sponsor the Powerful Connections Program described below.

Activities and programs related to successful transitioning to university life represent an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences. The Powerful Connections Pre-Semester Experience is a vital tool for new students of diverse backgrounds to set success in motion at Salisbury University to "Make Tomorrow Yours."

This fall we have substantially grown our Powerful Connections program – welcoming more than 100 mentees and over 50 mentors, the largest cohort in program history. This was also our most diverse cohort of participants and mentors representing many diverse identities including race, ethnicity, religion, sexual orientation, and more. This led to very robust conversations and experiences within our program. The Disability Resource Center, CAMP Program, and TRiO Bridge Summer Programs are also ways that the university continues to create pathways for students to SU from diverse backgrounds.

b. Community Engagement:

Powerful Connections, CAMP, TRiO, and DRC STARS pre-semester experiences continue to focus on students from historically excluded populations. There are also programs such as the NIA and CUSP programs fostered through the School of Social Work that provide support and mentorship to BSW/MSW students at Salisbury. The programs connect these students to mentors who share similar racial and ethnic identities who also work in the Social Work field.

c. Equity and Access:

As a part of the State of the University address, Dr. Lepre shared the plan to support academic excellence and high-impact practices, invest in the recruitment, retention, graduation, and social mobility of first-generation students. 41% of this year's incoming class self-identified as a first-generation student, signaling the importance of supporting this community. These initiatives will build resources and support programs for first-gen students to ensure that they not only succeed at SU but thrive.

The Sea Gull Pell Promise Program and Financial Aid - A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier

for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

d. Monitoring and Evaluation:

To effectively assess the impact of policy changes, we will continue to regularly monitor student demographics shifts and will also continue to analyze educational outcomes, such as retention rates, graduation rates, and academic performance, disaggregated by demographics. This information will be utilized for strategic planning, budget decision-making processes, and setting goals for improving diversity. We will also utilize the collective knowledge of our partners in the USM system through discussions at the USM's D&I council, and through other leadership meetings across USM schools in an effort to share best practices and opportunities.

Appendix 1:

Looking Forward - Creating a Culture of Equity and Inclusion Our strength is derived from the people who make up our community. Our commitment to diversity, equity, inclusion, and belonging remains at the forefront of our priorities. I want to reiterate unequivocally that Salisbury University is a place where everyone – regardless of ethnicity, race, age, religion, gender, ability, or identity – is welcome. As an institution, we are committed to upholding and respecting the diverse range of values and perspectives expressed by our community, and we are steadfast in our commitment to ensuring the safety and well-being of every individual. To foster a culture of equity, inclusion, and belonging, we will consistently integrate these values into our institution's core ethos and operational strategies. This will involve developing ongoing training programs, implementing diverse recruitment practices, and promoting open dialogues.



GOAL

2

Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the University. A diverse and inclusive campus community brings irreplaceable value to SU's educational experience and work environment and strengthens the entire University. We strive to create a truly diverse and inclusive environment where we harness the richness of ideas, backgrounds and perspectives of the community to create student learning opportunities and value for the institution, today and into the future.

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with

educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

Objective 2.1

Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

Strategy 2.1.1.

Support and advance the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.

Strategy 2.1.2.

Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.

Strategy 2.1.3.

Expand and require ongoing professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.

Strategy 2.1.4.

Expand and require ongoing educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.

Strategy 2.1.5.

Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.

Strategy 2.1.6.

Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.

Strategy 2.1.7.

Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.

Objective 2.2

Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

Strategy 2.2.1.

Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices.

Strategy 2.2.2.

Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with these and professional development opportunities exist to provide training

Strategy 2.2.3.

Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.

Strategy 2.2.4.

Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.

SU's Center for Equity, Justice and Inclusion recognizes historically marginalized populations and provides space for research, programming and socializing. It serves to help nurture a more robust sense of identity and community on campus.



Objective 2.3

Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

Strategy 2.3.1.

Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.

Strategy 2.3.2.

Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.

Strategy 2.3.3.

Develop a plan to address issues of compensation and salary compression, including expanding and transparently communicating information about career pathways and ladders.

Strategy 2.3.4.

Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.

Strategy 2.3.5.

Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.

Objective 2.4

Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

Strategy 2.4.1.

Enhance access to and circulation among campus spaces.

Strategy 2.4.2.

Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).

Strategy 2.4.3.

Explore opportunities to expand multi-use facilities for various aspects of campus and community needs.

Strategy 2.4.4.

Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.



Situated in the heart of the Eastern Shore, the Salisbury University Arboretum holds some of the most horticulturally diverse grounds in the local region. SU's beautiful 200-acre campus encompasses nearly 100 buildings.

2024 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University



Submitted April 17, 2024

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1. A summary of the institution's plan to improve cultural diversity.

Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community.

Creating a more diverse and inclusive campus is a priority for Towson University (TU), linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life.

The Towson University Diversity Strategic Plan outlines four overarching goals: 1) Education and Scholarship; 2) Recruitment, Retention and Success; 3) Campus Climate; and 4) Evaluation and Assessment. The Committee on Institutional Effectiveness is responsible for the annual monitoring and reporting to the shared governance bodies the achievement and progress on the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.

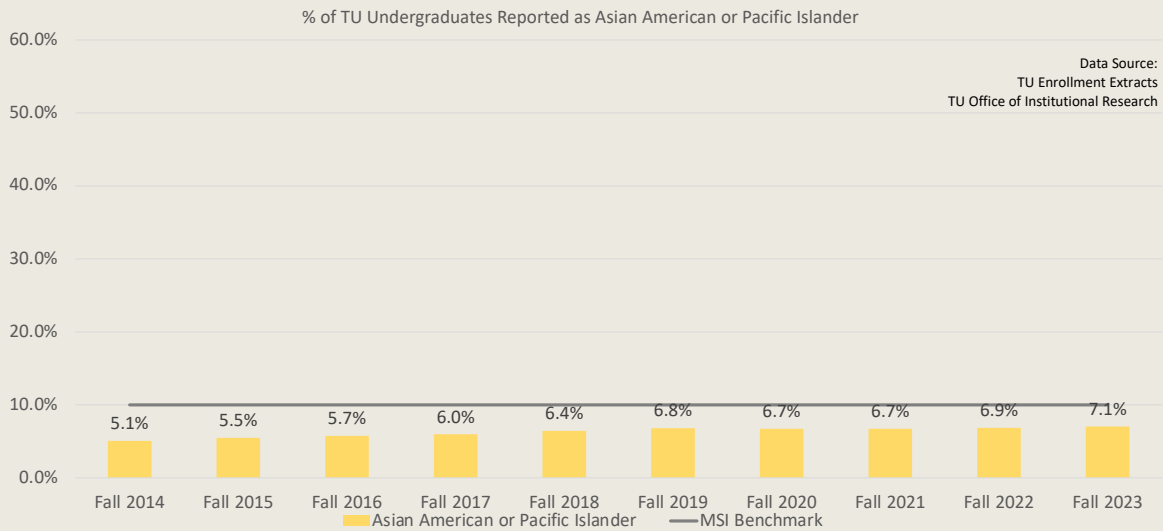
<https://www.towson.edu/about/mission/strategic-plan/targets-2030.html>

While we know that there is more work to be done, we remain proud of the diverse educational experience that we offer our students. We will continue to build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.

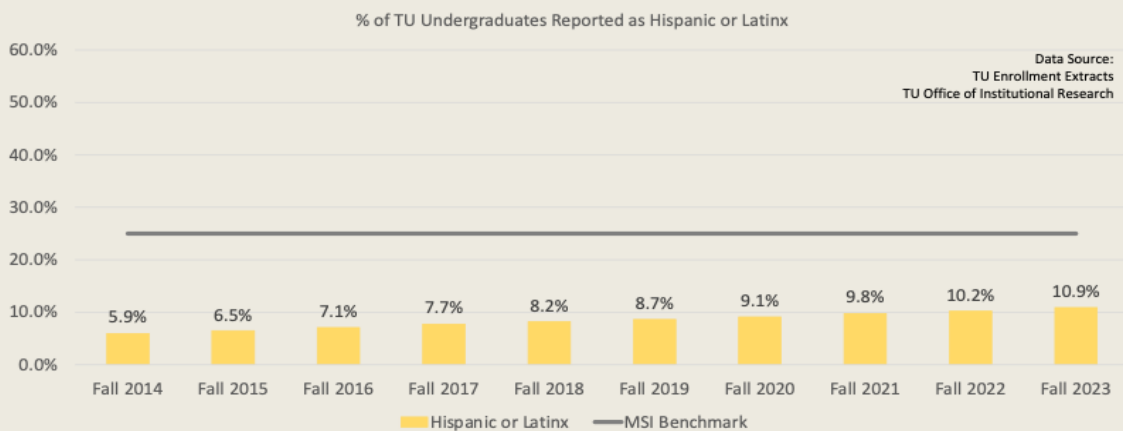
Towson University seeks to continue supporting an inclusive community by pursuing one or more of the Department of Education (DOE) Minority Serving Institution (MSI) Designations. MSIs are institutions of higher education that serve minority populations. MSIs have accessed DOE funds and leveraged resources on behalf of their students and communities. Year over year, Towson University's enrollment of minority populations increases nearing the benchmarks for three possible designations: Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Predominantly Black Institution (PBI), and Hispanic Serving Institution (HSI). In particular, the TU Asian Pacific Islander Middle Eastern and Desi American (APIMEDA) Fall 2023 enrollment was less than 3 percentage points (7.1%) from the AANAPISI benchmark of 10%. The PBI benchmark for Black or African American is 40%; in Fall

2023, TU's Black of African American population was 32.7%, just 7.3 percentage points from the MSI designation benchmark. Enrollment in other MSI designation groups steadily increases each year (Latine and 1st Generation and Low-Income). Towson University's collective enrollment of diverse ethnicities, abilities, nationalities, genders, sexual orientations, and veteran statuses makes us one of the most welcoming universities in the country.

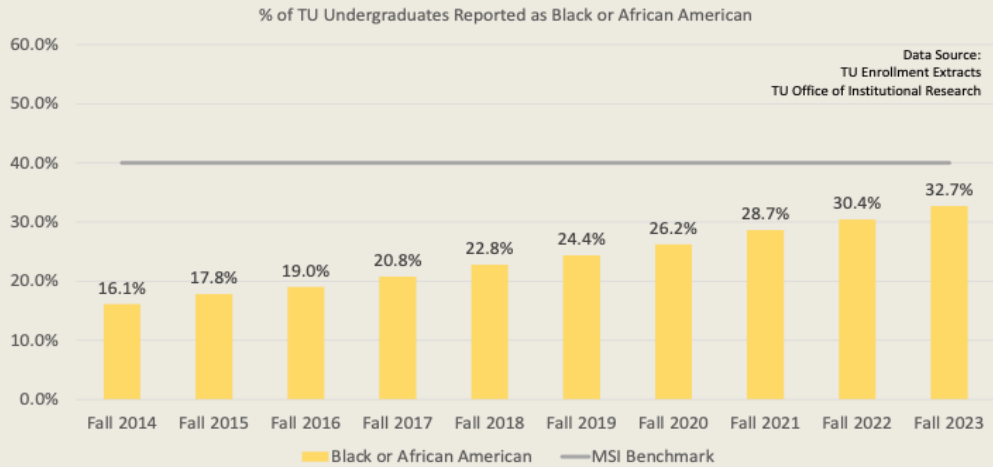
Minority Serving Institution Designation (APIMEDA)



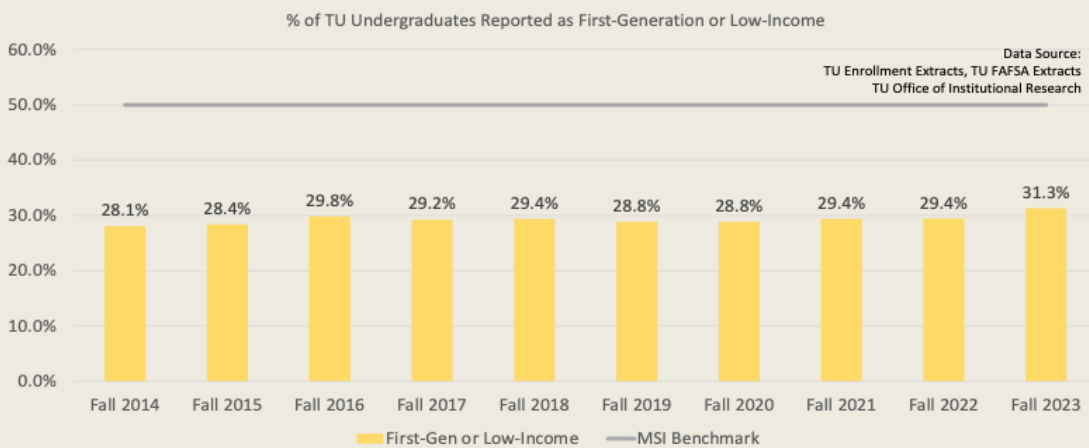
MSI Designation (Latine)



MSI Designation (Black or Af-American)



MSI Designation (First-Gen or Low Income)



Interfaith, Spiritual and Religious

Towson University is committed to establishing a welcoming climate for students of different religious, secular and spiritual identities. Religious accommodation policies support students with dietary needs, prayer space and academic accommodations when observing religious holidays.

Students with Disabilities

The TU Accessibility and Disability Support Office (ADS) serves more than 2,000 undergraduate and graduate students with various disabilities and some temporary impairments. These include but are not limited to students with learning disabilities, ADHD, mental health disabilities, autism spectrum disorder, brain injuries, physical and mobility disabilities, medical conditions, blind/low vision, deaf/hard of hearing and speech/language disabilities.

Veterans

Towson University is recognized by the U.S. News and World Report as the #5 best school (2023-2024) for veterans in the region, and among the top 100 public universities. Moreover, TU currently [has "Gold" status with Military Friendly Rankings](#).

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.**

A holistic review process ensures compliance with Supreme Court Directives.

TU employs a holistic admissions review process to fully consider all factors regarding an applicant's accomplishments and goals. While TU does not factor in race or ethnicity when considering an applicant for undergraduate admissions, our campus continues to increase its diversity through eliminating barriers, providing a supportive climate and an inclusive experience through student success programs. We remain proud of our diverse higher education experience, but we know there is always more work to be done. TU will thoroughly review and comply with the court's decision.

a. Outreach and Support Programs

[The American Talent Initiative](#) seeks to expand access and opportunity for talented low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. It is why we are honored to be named one of 28 "high-flier" institutions in the American Talent Initiative, recognized by Bloomberg Philanthropies for leadership in expanding access and opportunities for talented students from low- and moderate-income backgrounds. That work is more important than ever in the wake of the recent Supreme Court decision on affirmative action.

Towson University also participates with the Direct Admission Program with Common App. Common App Direct Admissions is a program that offers college admission to qualified students before they apply. Participating colleges set a minimum qualifying GPA for students in their home state. The program also targets the following student groups: students who come from a low-income

household; students whose parents do not have a bachelor's degree or higher (i.e., first generation students). Once enrolled, TU supports our diverse students, and they succeed.

Some of these supports include early intervention efforts, supplemental instruction from the Tutoring and Learning Center, and Math Bootcamp.

The Freshman Transition Program (FTP) is a partnership between Towson University and the Community College of Baltimore County (CCBC). Students in the FTP enroll in courses taught by CCBC faculty on TU's main campus in the late afternoons and evenings. FTP students live in TU residence halls and receive the same support services as TU students. This program has been successful in giving students the opportunities to continue their education.

b. Community Engagement

We are targeting new groups of students for enrollment. Baltimore City has become an expanded focus beyond Baltimore County. We have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. The launch of [the TU4Balt program](#) this summer provided additional services and financial aid to Baltimore City students living on campus. The TU4Balt Living Learning Community supports students who have been selected to receive the TU 4 Baltimore City Scholarship at Towson University. TU4Balt provides an intensive first-year residential experience for students who may otherwise not have the opportunity to pursue their higher education goals. In Fall 2024, TU will expand the program and welcome a second cohort.

Students who may not be ready for a 4-year college enrollment are given an opportunity to take part in the aforementioned Freshman Transition Program. After successful completion of the FTP, students have a seamless transition into Towson University and transfer their CCBC credits to TU. FTP students do not have to reapply to TU.

TU has also established the Salud Scholars Program. The goal of this program is to increase Latine/x population of health professionals serving Maryland communities. In support of a healthy society and equitable healthcare, the program will: 1) educate prospective Latine/x students and their families about educational opportunities and pathways to careers in health professions; 2) recruit Latinx students to TU through family-oriented, community based-outreach, providing bilingual support; and 3) establish student success program to ensure successful outcomes.

The Division of Enrollment Management is participating in the American Talent Initiative (ATI) Reaching Students Through Target Engagement. As part of this initiative, TU will work with other ATI members to develop proposals and/or plans to establish or expand evidence-based target outreach, financial aid, and pipeline programs to strengthen access, success and belonging for lower-income students. TU will be presenting its proposal in Summer, 2024.

c. Equity and Access

Our students are increasingly diverse in terms of race or ethnicity, socioeconomic status, and geography. Participating in the Direct Admissions process and utilizing the common application gives TU several advantaged opportunities to promote equity and accessibility for prospective students. This has helped streamline access, reduced financial burdens, and provides additional pathways for students. Additionally, TU's decision to keep the continuation of test optional admissions aims to make the admissions process more accessible to students from diverse backgrounds, including those who may not have had access to test preparation resources or who feel that their test scores do not accurately reflect their abilities.

Socioeconomic status: During the Fall 2023 semester, 39% of TU's incoming first-time students received Pell grants. This represents a 16-percentage point increase from 10 years earlier, when 23% of incoming first-time students received Pell grants.

Regional representation: TU enrolls an increasingly larger proportion of incoming first-time students from Maryland's Capital Region (Frederick, Montgomery, and Prince George's Counties). The number of incoming students from this region increased by 16% from fall 2018 to fall 2023.

Racial and ethnic diversity: TU's student body continues to diversify and become increasingly representative of the people in our state and region. During fall 2023, 52% of TU's students were from historically underserved racial and ethnic groups.

Fall 2023 marks the first time in TU's history that this percentage has exceeded 50%. Fall 2023's incoming class was the most racially and ethnically diverse in TU history, with 63% of students from historically underserved racial and ethnic groups. Approximately 19,790 individuals submitted first-time applications for fall 2023, the highest number of applications in TU's history.

TU's degree recipients increasingly represent a more diverse portion of the state's population. Since AY 2010, the share of TU degrees conferred to students from historically underserved racial and ethnic groups has increased by approximately 30 percentage points, from 16% in AY 2010 to 46% in AY 2023.

d. Monitoring and Evaluation

The share of TU degrees conferred to Black or African American students has increased by 15 percentage points, from 10% in AY 2010 to 25% in AY 2022.

Among TU's incoming first-time students, those who receive Pell grants have a 2% higher one-year retention rate than students who did not receive Pell grants (five-year average of fall 2018 to fall 2022 cohorts).

The six-year graduation rate of students from underserved racial and ethnic groups is within one percentage point of the overall graduation rate. (Fall 2017 cohort of first-time / full-time students).



A MORE **INCLUSIVE** TU

Advancing Equity and Diversity

Diversity Strategic Plan **2020-25**

TU TOWSON
UNIVERSITY

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SECTION 1

Introduction

| DIVERSITY STRATEGIC PLAN |

Our Pledge

To All Members of the Towson University Community:

We are pleased to share the strategic plan for diversity and inclusion. This plan provides a critical piece of the roadmap for the future of Towson University as we enter our 155th year. The completion of this plan has taken place during a time where the nation is addressing and focusing on the issues of institutional and systemic racism, inequality and social justice using an anti-racist lens. This plan is designed to meet TU's aspiration to become a more inclusive and equitable institution of distinction.

We know and are proud of the fact that TU is already one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. Since 2016, diversity, equity and inclusion have been at the forefront of our mission as we strive to become an institution of inclusive excellence.

This plan, *A More Inclusive TU: Advancing Equity and Diversity*, represents the next phase in our pursuit of being recognized as a distinguished public institution that advances equitable access, inclusive learning and engagement in a diverse community. The goals outlined in this document, along with our vision and collective voice for change, will provide a pathway to achieving this goal. This plan is consistent with our university-wide strategic plan, building upon our most important goals.

It should be acknowledged that this plan does not represent the sum total of all that we are and all that we need to do or will do. Conversations with more than 250 members of the campus revealed the numerous programs, activities, initiatives and efforts already underway that are shaping and changing TU. These conversations also revealed the need to continue to address and remove structural inequities. In order to focus our efforts and resource them appropriately, we have limited the number of initiatives, programs and efforts elevated herein. The goal of this plan builds upon the investments and intentions made by many members of the campus to create positive change.

Lastly, as a community we must hold ourselves accountable for the change we seek to realize. We will assess our progress, adjust to the results, listen to new ideas and continue to facilitate frank conversations about issues on our campus.

Thank you for working to create a more inclusive and equitable Towson University.



Leah Cox, Ph.D.

*Vice President, Inclusion
and Institutional Equity*



Kim Schatzel, Ph.D.

President

Welcome to TU

Towson University is one of the most diverse higher education institutions in the nation. TU is staunchly committed to building a campus community that embraces a wide spectrum of human and academic experiences. With that in mind, Towson University is **intentionally engaged** in proactively transforming the culture and climate of the university to reflect the changing society in which we study, live and work.

This strategic plan is grounded firmly in the belief that **TU's ongoing success is dependent on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion at the core of our mission** through academic programs and environment, leadership and mentoring, community engagement, day-to-day decision-making, interpersonal relationships, collaborations and organizational culture. This document, *A More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, equity and inclusion within the higher education sector. The success of this plan requires every member of our community to actively contribute in its implementation.

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual identity, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status and socioeconomic background. We also recognize that differences in beliefs, values and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive

and supportive environment where historically marginalized, underrepresented and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

The Diversity Strategic Plan Task Force ("task force") convened in December 2018 and was charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, equity and inclusion at TU over the next five years. The eight Presidential Priorities¹, the university's Diversity Initiatives Progress Report² and this document build a comprehensive strategy for inclusive excellence at TU and are a collective outgrowth of the president's core values, strategic diversity actions and deep commitment to inclusion and equity. The Towson University of today is not the Towson State College of years ago. TU is poised and equipped to take on this opportunity to implement a bold strategic plan to create a more diverse, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

¹ <https://www.towson.edu/about/administration/president/priorities/>

² <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html>



Our Vision

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances inclusive excellence while implementing and maintaining a focus on equity. We clarify our working definitions of **inclusive excellence** and TU's **equity toolkit** along with our other key terms: **diversity**, **equity** and **inclusion**.

We can't assume nor expect all members of our community to understand our institution's history or make sense of it in the same way. In fact, we recognize reconciliation is an ongoing process and must acknowledge a diversity of perspectives on and lived experiences with any singular moment in time. In developing this five-year strategic plan, the Towson University leadership looks to strengthen its commitment to diversity, equity and inclusion across our institution while also acknowledging that this work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.

This report presents information on the current state of Towson University in terms of diversity, equity and inclusion and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.³ Over a 15-month period the task force engaged hundreds of students, staff, faculty, alumni and community partners.

We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU's mission and strategic priorities related to diversity, equity and inclusion.

A number of other system and campus initiatives and reports complemented the task force's work, including TU's overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU and innovative initiatives such as the one created with a \$1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education⁴, leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

³ Williams, D. A. (2013). *Strategic Diversity Leadership*. Sterling, VA: Stylus.

⁴ We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

“
This work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.”

TABLE 1 / KEY EVENTS TIMELINE

2018	SEPT.	<ul style="list-style-type: none"> • Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force • Charge letter and goals provided
	OCT.	<ul style="list-style-type: none"> • Planning and readiness launch of task force
	DEC.	<ul style="list-style-type: none"> • First monthly meeting of the task force
2019	MAR.–SEPT.	<ul style="list-style-type: none"> • Data collection across the community
	SEPT.–OCT.	<ul style="list-style-type: none"> • Data analysis and coding
	DEC.	<ul style="list-style-type: none"> • Task force working meeting 2020
2020	JAN.	<ul style="list-style-type: none"> • Task force meeting—first draft compiled
	FEB.	<ul style="list-style-type: none"> • Draft presented to the task force, vetted and revised
	MAR.	<ul style="list-style-type: none"> • Draft presented to the university president and provost
	APR.	<ul style="list-style-type: none"> • Final revisions
	ONGOING	<ul style="list-style-type: none"> • Track and assess progress



**KEEP
IN MIND**

Please visit the plan's companion website, <https://www.towson.edu/inclusionequity/diversity-strategic-plan.html>, for additional resources, appendices, progress reports and other updates and an online feedback form. We also welcome your feedback at inclusion@towson.edu



“

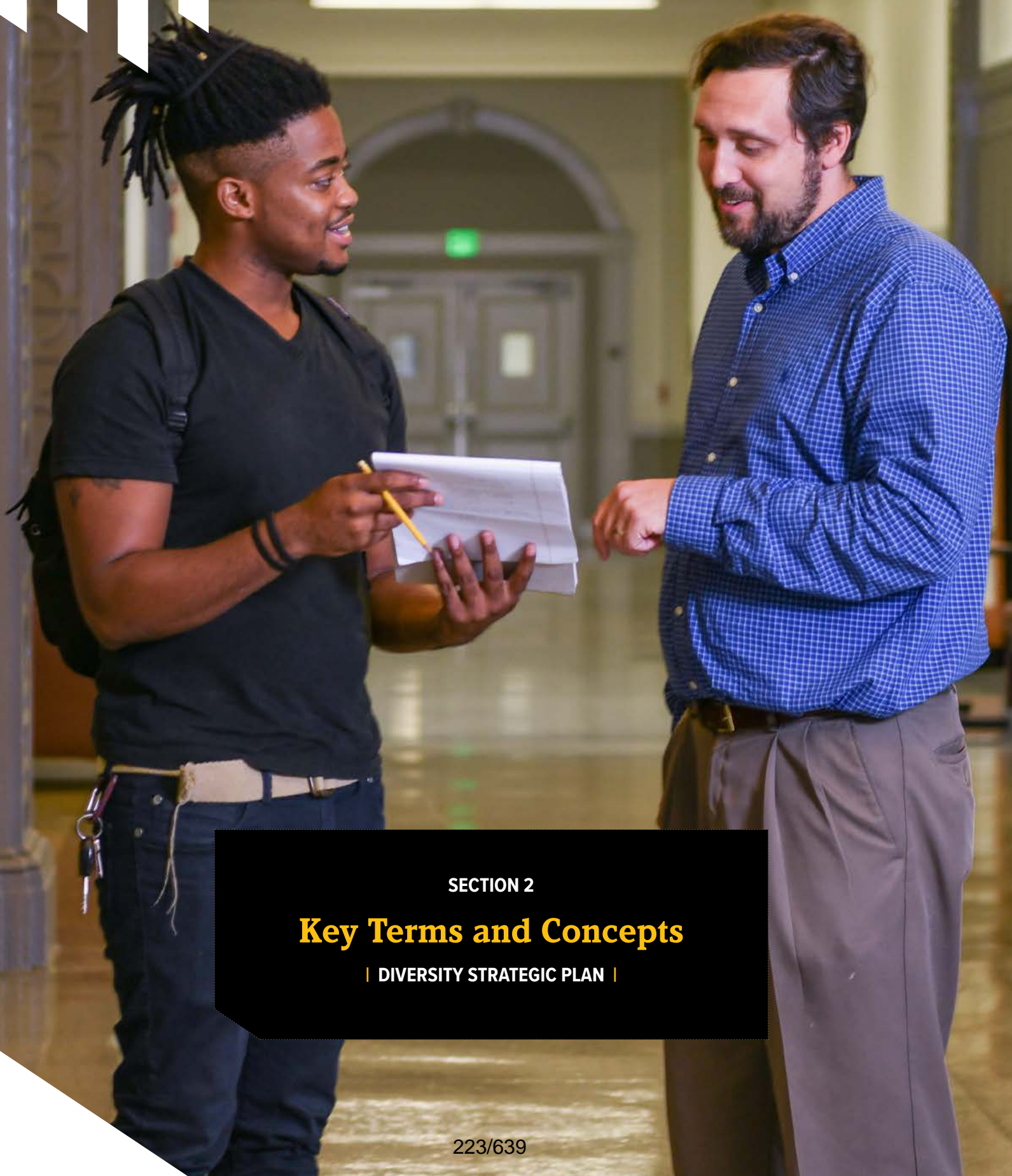
TU is not stuck and is moving forward. I think the past at Towson University is what is helping to propel us forward.

ASIAN FACULTY &
STAFF ASSOCIATION
FOCUS GROUP

Our Plan

The publication of this plan marks the end to an envisioning process and begins the incremental implementation of this important work that will assure lasting change. Only by **engaging** at college, department and unit levels can strategies be prioritized, translated or adapted into relevant and consequential activities. The implementation of this plan is dynamic and will continually evolve; data will be reviewed each year to support decision-making and organizational change. The plan provides **actionable timelines**, **responsible parties** and **metrics** to help assess our advancement of diversity, equity and inclusion in the short and long term.





SECTION 2

Key Terms and Concepts

| DIVERSITY STRATEGIC PLAN |

Key Terms

Diversity

Diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse.

While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

- Ability status
- Age
- Ancestry
- Body size
- Citizenship status
- Economic status
- Educational status
- Employment status
- Ethnicity
- Food security
- Gender identity
- Gender expression
- Housing security
- Incarceration experience
- Language
- Marital/partnership status
- Military/veteran status
- National origin
- Neurodiversity
- Political affiliation
- Pregnancy/reproductive status
- Race/racial identity
- Religious affiliation/spiritual practice
- Sex assigned at birth
- Sexual identity



**KEEP
IN MIND**

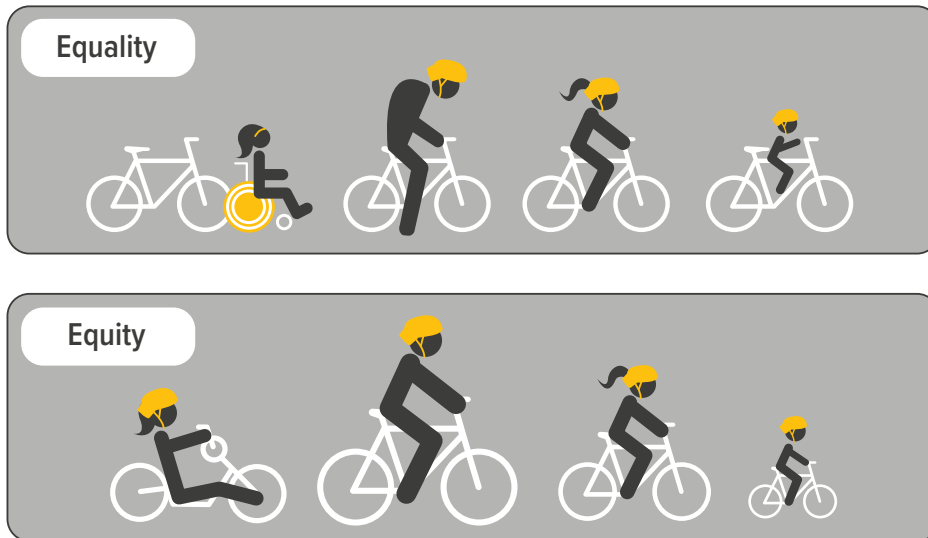
This plan relies on a common understanding that diversity, equity and inclusion are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

Equity

Equity refers to fairness in access, treatment and opportunity. Equity is NOT the same as equality.

Equality implies sameness, two or more members of a community being identical or having identical identities, cultures and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need to have the opportunity to achieve our stated goals and outcomes (SEE FIGURE 1). Ongoing efforts to strive for equity may, in fact, appear to some as treating people or groups differently. Putting equity into practice requires a shift of perspective from an external focus on individuals and communities (achievement gap) to an internal focus on our institution and its policies, practices and programs (opportunity gap).

FIGURE 1 / DISTINGUISHING BETWEEN EQUALITY AND EQUITY (COURTESY OF THE ROBERT WOOD JOHNSON FOUNDATION)⁵



“

I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.

STAFF/FACULTY FOCUS GROUP ON RETENTION

⁵ <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

Inclusion

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity.

A department, organization, college, team, division or other unit may be diverse while still not necessarily fostering inclusion, as depicted in **FIGURE 2** below.

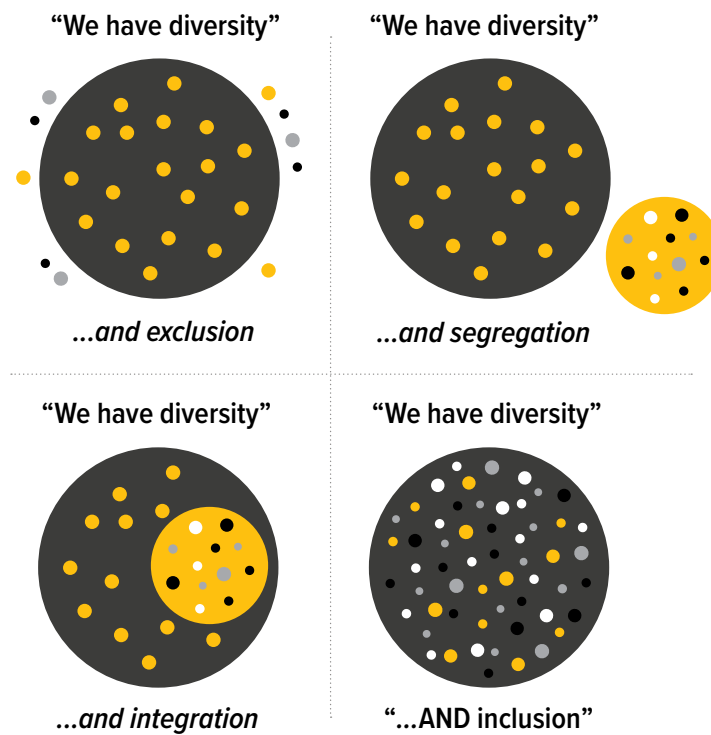
It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (**SEE FIGURE 3**).



**KEEP
IN MIND**

**Having diversity does
not guarantee also
having inclusion.**

FIGURE 2 / THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.



Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

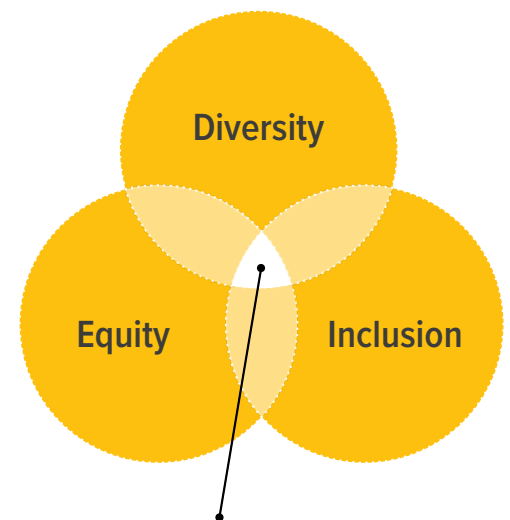
In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence⁶ proposes four primary elements:

- **Focus on student intellectual and social development**
- **Purposeful development and utilization of resources to enhance student learning**
- **Attention to cultural difference**
- **Welcoming community**

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) *the what and why* of undergraduate learning and 2) the importance of helping *all* students achieve those. Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism.⁷

Our commitment to inclusive excellence does not focus solely on outcomes but also the process, which must be highly collaborative and equipped to engage thoughtfully and respectfully in challenging conversations.

FIGURE 3 / STRIVING FOR DIVERSITY, EQUITY AND INCLUSION



Belonging:

Our community engages each member's full potential, creativity, innovation and resilience thrive and our beliefs and values are integrated.

⁶ Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.

⁷ Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

Equity Toolkit

TU's equity toolkit is a collection of resources and guides for calling attention to patterns of inequity linked to one or more social identity markers.

Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity. This toolkit should be applied in many ways at the institution:

- **Communities and cultures (groups, networks, traditions)**
- **Climate (classroom, academic department, division/department/unit)**
- **Mission (teaching, research and scholarship, outreach)**
- **Policies, practices, procedures**
- **Collaborations with internal and external constituencies**

TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department or unit can embark upon an ongoing process that identifies new opportunities to support TU's transformation to a campus community where people from diverse backgrounds can participate fully, thrive and contribute at TU. The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division or other area of work within the university. In early stages, consider the following as a guide:

- **What is the current norm, practice or tradition?**
- **Whose interests are being served? Whose interests are being underserved?**
- **Which individuals or groups are currently equipped and empowered to make decisions?**
- **What assumptions need to be critically re-examined?**
- **What mechanisms do we use or can we implement to assess equity and inclusion in our work regularly?**
- **What is the most appropriate next step?**
- **What are the risks if we do nothing? What will the impact be if equity toolkit resources are not implemented in this case?**

The challenge of identifying, educating, motivating and measuring progress in each of these elements has guided our strategies, timelines and action plan. We lay out in a separate section below the specific guidelines that ground this plan in inclusive excellence and equity.

“

I enjoy having the opportunity to collaborate across offices to connect students with resources they might need.

**STAFF/FACULTY FOCUS
GROUP ON RETENTION**

Diversity Strategic Plan Objective

Our task force goes further to frame inclusive excellence at TU as an **ongoing commitment to build our capacity to embed diversity, equity and inclusion in everything we do; to assess regularly; and to adapt.** This strategic plan calls for a commitment to inclusive excellence and equity. Our ongoing success is dependent on centering equity as a key component of this work, and it will set TU apart nationally.





SECTION 3

**Our Past, Present
and Progress**

| DIVERSITY STRATEGIC PLAN |

Where We Are Now

In the past 50 years Towson University has experienced demographic shifts in both size and diversity (SEE FIGURE 4). This **growth** has led to the creation of new programs, majors, positions and development of policies and plans that have helped lead TU to achieve important **milestones in diversity and inclusion** that set us apart at the state and national levels.

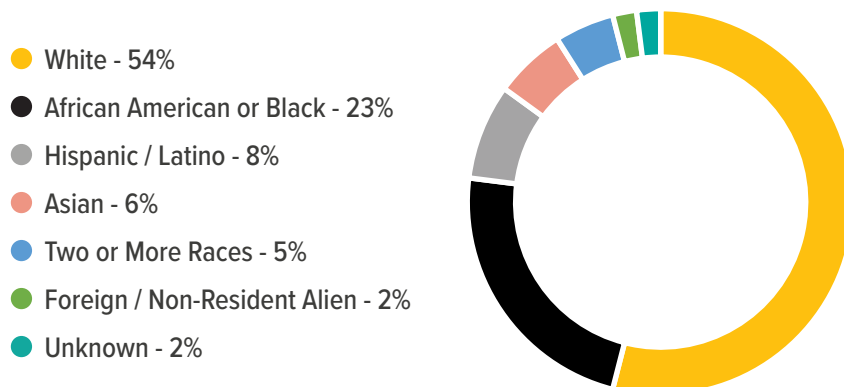
Demographics

In the 2019 “Chronicle of Higher Education Almanac,” Towson University was among the **top 15 four-year public institutions in the nation** in “Colleges with the Greatest Percentage Gains and Losses in the Number of Black Students, 2010 to 2017⁸.” Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%⁹, **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students**¹⁰.



MORE THAN 42% OF UNDERGRADUATE STUDENTS REPORTED AS STUDENTS OF COLOR.

FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU



⁸ Towson University saw a 64.7% increase in Black enrollment from 2010–2017

⁹ The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

¹⁰ U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.

FIGURE 5 // RACE/ETHNICITY AND GENDER OF ALL TOWSON UNIVERSITY EMPLOYEES 2018

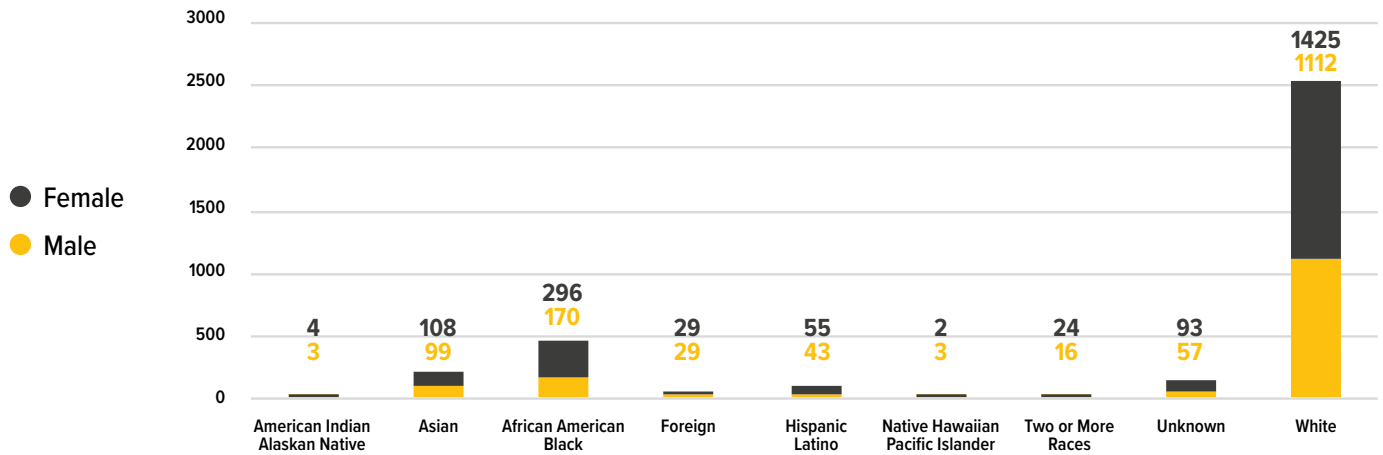
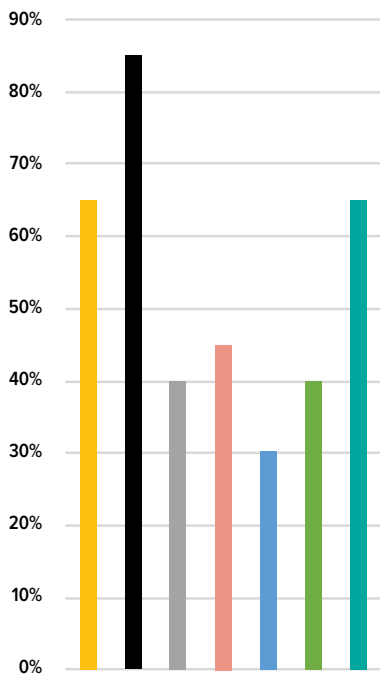


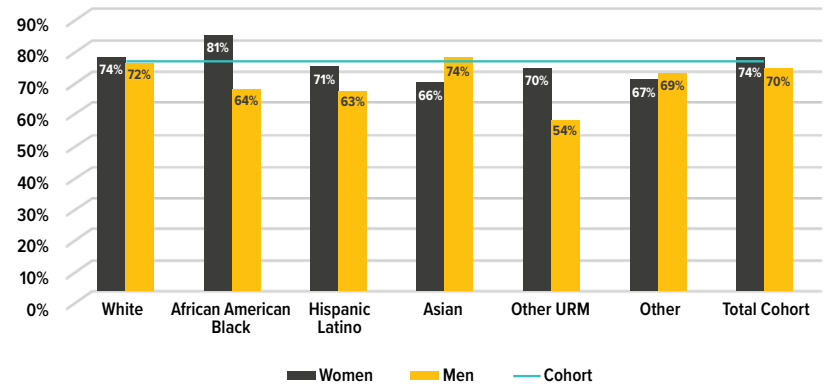
FIGURE 6 // SIX-YEAR GRADUATION RATES - RACE/ETHNICITY



- White - 73% (1660)
- African American / Black - 77% (306)
- Hispanic / Latino - 68% (127)
- Asian - 69% (123)
- Other URM - 66% (87)
- Other - 68% (157)
- Total Cohort - 73%

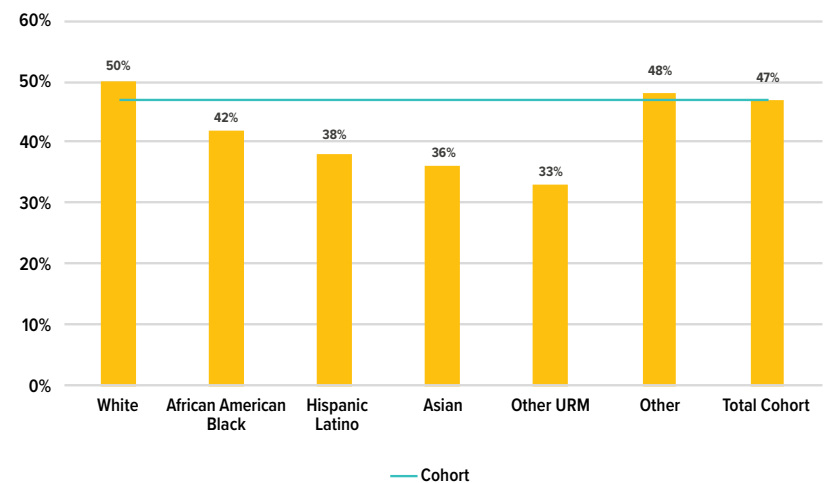
The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

FIGURE 7 // SIX-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY/GENDER



In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

FIGURE 8 // FOUR-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY



While most racial/ethnic groups of students caught up, or came close, to the overall graduation rate of six years, there were noticeably larger gaps when looking at the four-year rates. Again, this is the same group of students, the fall 2012 cohort, measured in summer 2016.

Graduation Rates

Although many public universities continue to struggle to address demonstrable gaps between racial and ethnic groups in student learning, Towson University has much of which to be proud. The term achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps are the disparities between actual learning and expected learning for students¹¹ and can be the result of achievement gaps. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities.** Of particular note: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.¹²

Our commitment to equitable access to and support for a TU education continues to extend beyond race and ethnicity and prioritizes all historically underserved student populations—grounded in the more expansive way we define diversity above. In fact, through the implementation of our equity toolkit resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—to a more complex examination of systemic, structural and institutional barriers and the ways in which TU can further transform our policies, procedures and practices—opportunity gaps—that prioritize inclusive excellence and equity.

Strategic Diversity and Inclusion Leadership

In 2017 President Kim Schatzel created the Office of Inclusion & Institutional Equity (OIIE) and the position of vice president of inclusion & institutional equity. This key role established a vision of creating a more inclusive TU, positioning OIIE as a hub that intentionally works collaboratively across all divisions and rejecting conventional notions of working exclusively in silos.

“

At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.

**UNIVERSITY ACCESSIBILITY
ADVISORY COMMITTEE
FOCUS GROUP**

¹¹ Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.

¹² IPEDS 2012 Cohort

Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported underrepresented students in their academic pursuits. The Center for Student Diversity—formally known as the Office of Minority Affairs, Office of Multicultural Student Life and Office of Diversity Resources—was established in 1969 to facilitate the access and integration of Black students into the university and advocate on their behalf. Soon after, the Black Student Union also was founded. The center now provides advocacy, support, mentoring and programming for diverse students across the campus.

Diversity and Inclusion Faculty Fellows

Academic Affairs has instituted initiatives to support faculty in further developing inclusive classrooms and diverse research agendas. For example, in 2014 TU's Diversity and Inclusion Faculty Fellows program was established to support TU faculty who are already engaged or interested in the development or redesign of courses for major or core curriculum, curricular practices to support inclusive classroom environments, research and teaching projects, pedagogy and research toolkits, scholar–practitioner collaborations and/or building collaborations to enhance diversity and inclusion.



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SECTION 4

Strategic Plan Methods

| DIVERSITY STRATEGIC PLAN |

Strategic Plan Methods

The Charge

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators and alumni. The year-long process employed a social justice framework and solicited feedback from across the campus as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

The task force was charged by President Schatzel with four primary questions:

- **How do we further promote the president’s Model for Campus Diversity?**
- **What is the climate on campus related to diversity and inclusion, and how is it experienced by individuals and members of the community?**
- **What is needed to recruit and retain a diverse faculty, senior administration and student population?**
- **How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?**

Priority areas included: **education and scholarship, recruitment, retention and campus climate.**



Data Collection

From March through September 2019, all stakeholders in the TU community were invited via the following methods to participate in the data collection process:

- The task force website
- TU news article
- The task force video
- The task force web page online feedback form
- The task force email account, inclusion@towson.edu

In an effort to include many voices across the Towson University community, the task force scheduled data collection opportunities based on the aforementioned priority areas, TU affiliations and intentional focus groups, which were identified in response to the earlier data collection to ensure representation of all communities and populations. A total of 278 people participated in the focus groups.

TU stakeholders were able to participate in:

- Focus groups moderated by a team of two facilitators
- One-on-one interviews with a designee from OIIE
- Anonymous online submissions via the OIIE website

Data Analysis and Coding

From September through October 2019, a nine-member task force coding subcommittee of students, faculty, staff and administrators reviewed the raw data, identified patterns of concerns and determined common language.

The coding process included:

- Reflecting and acknowledging one's own personal biases
- Accessing the raw data as organized by the four priority areas
- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words and responses

“

If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.

LGBTQ+ FACULTY & STAFF
ASSOCIATION FOCUS GROUP

Outcomes

As a result of this process, three major themes emerged as a launching point for decisions concerning proposed goals, initiatives and actions.

- **Work climate**
- **Exclusion/inclusion**
- **Initiatives and programs**

An overarching theme of **mentoring** cut across all other areas.

Implementation Guidelines for Equity and Inclusive Excellence

The task force reviewed sample diversity plans from other institutions, national best practices for strategic diversity leadership in higher education and the most recent institutional data in order to identify current and cutting-edge approaches, knowing that our history propels Towson University to invoke a radical culture shift with bold and measurable actions that are both aspirational and actionable.

The American Council on Education's (ACE) 2018 report, "Speaking Truth and Acting with Integrity: Confronting Challenges of Campus Racial Climate," offers a useful framework for campus capacity building and resiliency, specifically in response to racial tensions on campuses.



The ACE report finds “high diversity and inclusion capacity¹³” schools pursue the following priorities:

- **Strong diversity plans, mission statements and guiding values for diversity and inclusion work**
- **Leaders exhibiting knowledge of diversity and inclusion practices and research**
- **Leaders working to build trust and respect across stakeholder groups**
- **Investment in continual learning, education and training at all levels**
- **Regular assessment of campus progress with feedback loops**
- **Active disruption of oppressive practices and systems**
- **Opportunities and support provided to marginalized communities**
- **Value placed on individuals/units that provide diversity and inclusion leadership on campus**

This strategic plan considers how these priorities can be implemented beyond just race and culminates in a series of overarching, evidenced-based goals with corresponding action items and specific and measurable steps laid out to help transform TU as well as the unit(s) responsible for implementation.

By centering equity along with inclusion and diversity at the core of TU’s mission, this plan goes even further by relying on newer research (Chun & Feagin, 2020) that rethinks higher education diversity frameworks and offers specific leadership strategies for implementation such as:

- **Conducting an institutional diversity audit**
- **Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles**
- **Calling out the difficult issues**
- **Proactively addressing underrepresentation of nondominant faculty**
- **Monitoring institutional processes for equitable outcomes**
- **Investing in systematic and sustained diversity education**
- **Creating an institutional safety net of resources and support**
- **Assessing the impact of admissions criteria and financial aid on underrepresented students**
- **Critically evaluating faculty workload models**
- **Conducting research on demographic changes and inclusion.¹⁴**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

¹³ The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

¹⁴ Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

“

Institutions demonstrating high levels of capacity for [diversity and inclusion] work to include racial incidents and campus racial climate have moved beyond the rhetoric of diversity to investing significant resources and time in developing a strategic plan for diversity and inclusion.”

AMERICAN COUNCIL
ON EDUCATION (ACE)

Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding outcomes. Given this balanced perspective, TU will continue to measure short-term action items while anticipating long-term results. Towson University leadership will draw on simple, clear metrics to determine **progress** on goals and action items.

Our Approach

The following approach to measuring progress from the University of California, Davis (2017)¹⁵ was used to determine measurement, timelines and responsible units:

- **Create multidimensional benchmarks to track real progress, facilitate data-driven decision-making and support the Presidential Priorities**
- **Disaggregate demographic data to better identify populations that need attention**
- **Show trends over time**
- **Support benchmarking against peers where valid and useful**
- **Reflect, as much as possible, the current ways we understand ourselves individually, our university and our world**
- **Tell the story of diversity, equity and inclusion at Towson University by dispelling myths, highlighting data and advancing critical strategies**
- **Provide enough flexibility for bold, innovative ideas for which no current benchmark exists**

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools¹⁶ (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept equity and inclusion measurement and assessment working group will prompt and support campus-wide measurement, reporting and monitoring.

¹⁵ University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

¹⁶ Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

Strategic Measurement and Assessment Questions

The task force developed assessment questions that spanned the institution. For students, we have considered categories of ethnicity, race, gender identity, gender expression, sexual identity, ability status, military/veteran status, age, income, national origin, citizenship status, educational attainment of parents, food security, housing security and residency status. For our employees, we considered educational level, rank, salary, duration of employment, citizenship and nation of earned degree(s). We also examined our current and aspirational peers for their strategic priorities and actions related to diversity, equity and inclusion.

STUDENTS

- Are certain colleges/schools/majors more welcoming to diversity than others?
- What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?
- What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?
- Are graduate and professional students falling out of the pipeline to degree completion? If so, where?
- Where are native born, underrepresented graduate students in their field coming from?
- How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware and successful students?

WORKFORCE

- Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?
- How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?
- Are colleges and departments retaining student employees, faculty and staff, and is that sufficient to make an impact on demographics?
- What can retention rates, turnover rates, duration of hire, vacancy rate and turnover quotients tell us about who is leaving and when?

“

There are people who have taken a special interest in elevating me, and, once I start to get burned out, I am given the opportunity to move up or grow in professional development.

LATINX FACULTY & STAFF
ASSOCIATION FOCUS GROUP

- Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- Who is advancing and being promoted more quickly? Are there differences in who receives tenure and in what positions?
- How equitably are financial resources distributed in terms of salary, benefits and professional development support?

PEER BENCHMARKING

- How does Towson University compare to institutions in the University System of Maryland and peer institutions across the country in terms of strategic diversity, equity and inclusion goals and initiatives?





SECTION 5

**Strategic Plan
Action Items**

| DIVERSITY STRATEGIC PLAN |

Action Items

Four Overarching Goals:

- 1 EDUCATION AND SCHOLARSHIP:** Provide ongoing teaching, learning, research and service opportunities to prepare and support students, alumni, current and retired staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.
- 2 RECRUITMENT, RETENTION AND SUCCESS:** Create or revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success.
- 3 CAMPUS CLIMATE:** Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.
- 4 EVALUATION AND ASSESSMENT:** Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.



Diversity Strategic Plan Action Items

EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

Goals and Responsible Units

	All Units
<p>1.1: Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, equity and inclusion.</p>	
<p>1.1.1: Mandatory interactive education and training for all staff and faculty on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.</p>	<p>Inclusion & Institutional Equity Human Resources Academic Affairs</p>
<p>1.1.2: Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession or area of scholarship.</p>	<p>Academic Affairs Human Resources Inclusion & Institutional Equity</p>
<p>1.1.3: Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.</p>	<p>Academic Affairs Human Resources Inclusion & Institutional Equity</p>
<p>1.1.4: Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.</p>	<p>Academic Affairs Inclusion & Institutional Equity</p>

Diversity Strategic Plan Action Items

EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

Goals and Responsible Units

	All Units
<p>1.2: Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community.</p>	
<p>1.2.1: Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.</p>	<p>Student Affairs Academic Affairs Inclusion & Institutional Equity</p>
<p>1.2.2: Increase the number of diverse participants through centralization of services related to mentorship and leadership.</p>	<p>Academic Affairs Student Affairs Inclusion & Institutional Equity</p>
<p>1.2.3: Increase student participation in faculty scholarship related to diversity, equity and inclusion.</p>	<p>Academic Affairs Inclusion & Institutional Equity Student Affairs</p>
<p>1.2.4: Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.</p>	<p>Inclusion & Institutional Equity Student Affairs Student Government Association</p>

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore
Date Submitted: April 16, 2024
Point of Contact: Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu) or Tiwana Barnes, Title IX Coordinator and Director of DEI (tbarnes@ubalt.edu)

Section I: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **Goal 1:** Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- **Goal 2:** Recruit, employ, and retain a diverse faculty.
- **Goal 3:** Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **Goal 4:** Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- **Goal 5:** Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, **five priority areas were identified**. Committee teams were established to determine and oversee the activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

The University of Baltimore fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24).

Through our programming, every semester, we are celebrating our cultural heritage and identity at the University of Baltimore as we move a step forward in equipping our learners with holistic and global leadership skills to create equitable cultural and social spaces across all schools and colleges.

Students are participating in our student discussion spaces including:

- Latina/o/e/x Student Community Space
- Muslim Student Community Space
- Black Student Community Space
- Jewish Student Community Space
- LGBTQIA+ Student Community Space
- International Student Community Space
- Asian American and Pacific Islander Student Community Forum

Our trained Student Success Support Service professionals in collaboration with our faculty work and bring together a plethora of programming on our campuses:

- Religious and Spiritual programming
- LGBTQIA+ programming
- Underrepresented Student Community programming
- Leadership programming
- Global Field Studies trips abroad (faculty-led programs)
- Cross-cultural experiential field trips

The Office of Diversity and International Services embrace awareness every month through heritage event planning and site visits, including:

- Hispanic Heritage Month
- National Coming Out Day
- National Disability Employment Awareness Month
- Native American/American Indian Heritage Month
- African American/Black History Month
- Women's History Month
- Asian Pacific Heritage Month
- Jewish American Heritage Month
- Lesbian, Gay, Bisexual, Transgender and Queer Pride Month
- Juneteenth

Office	Description /Focus
Office of Diversity and International Services	DEI and Social Justice programming; Cross-cultural programming; Global Field Studies / Faculty-led Programs Abroad
Rosenberg Center for Student Engagement and Inclusion: (i) Student Government Association (SGA) - DEI Student Elected Committee (ii) Student Events Board (SEB) (iii) Student Organizations include: the Black Student Union; the African Student Association, QUERRLY; International Student Association, and the Women Of Color Student Association	Student organizations and Inclusion programming; Experiential learning programming

The Bob Parsons Veterans Center	Diversity and Inclusion programming for Veterans
The Bias Experience Support Team	Awareness training; Title IX training; Bias Training
Office of Disability and Access Services	Access and Awareness Trainings
Career and Internship Center	Diversity trainings and the workplace

SSSS serves the University’s longstanding and continued support for student engagement and student initiatives. For example, we support an active Student Government Association (SGA) that works with several partners on campus to lead / co-lead several activities during the Academic Year. 2023-24 campus-wide initiatives include:

- i. Celebrating Juneteenth
- ii. Organizing a Pride Parade
- iii. Inclusion Alley Programming
- iv. Launching a campus-wide initiative to promote the use of pronouns.

Our SSSS unit collaborates with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and programmatic development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- i. combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
- ii. promoting safe zone /brave zone trainings for students, faculty and staff.
- iii. enhancing all of our disability related programming to raise awareness and enhance inclusion.
- iv. partnering across the university to promote the use of automatic captioning in all our online events; and
- v. Inclusion of pronouns and chosen names in Campus Groups platform.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

**Resources for International Students
Office of Diversity and International Services**

- Help with visa process and arrival/onboarding in Baltimore prior to school beginning every semester
 - o Issuance of I-20 SEVP documents through the school year
 - o A series of Webinars (In collaboration with the office of admission) “You’re Admitted: What’s Next” for all incoming F1 students: topics include – visa interview and application process, finding housing in Baltimore, transportation in Baltimore, health insurance information
- SEVIS Check in meetings every semester
 - o Required for all incoming F1 students within first two weeks of the semester
 - o Overview of all F1 visa requirements
 - o Settling in to campus
- Host Series of “Campus Connections” (4 per semester)

- Weekly for the first month of semester (International Student Orientation)
- Serve as mini-extended orientation sessions for International students to adjust to life in Baltimore and at UBalt
- Examples of campus connections of the past:
 - Walking tour of the neighborhood
 - Bussing around Baltimore (learning public transit system/services)
 - Meeting with campus depts (CIC, SAP, Tutoring center/RLB Library, Bursar office)
 - ISA Meet & Greet
 - US Classroom Culture
- Programming through Diversity and International Services
 - Holidays and Traditions form Around the World
 - Local Museum visits
 - Trips to Washington DC and Philadelphia
 - Cultural Folklore and Fashion Event
 - International Women Day
- Continuous 1:1 Advising
 - F1 visa Advising
 - Course Scheduling
 - Curricular Practical Training and post-program Optional Practical Training

Section 2

A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

THE UNIVERSITY’S DIVERSITY PROFILE

The University of Baltimore is a predominately minority serving institution, located in Baltimore, MD., with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-white. As a PMI, the University has not had to use race-conscious admission practices.

There has been significant racial and ethnic diversification in UBalt’s student body over the past 10 years (fall 2013 to fall 2023). The percentage of the university’s students who identify as one of the racial and ethnic groups that we count as underrepresented has now surpassed 50% with 51.5% as of Fall 2023.

The percentage of undergraduate students who identify as one of underrepresented has increased from 54% to 63%, with African American students now representing near half (49.4%) of the undergraduate student body. At the graduate level over this same time period, the Hispanic/Latino population and those selecting two or more races have almost doubled to 7.4% and 4.5% respectively. International student enrollment has returned to pre-pandemic percentage of 3.7%. African-American/Black students at the graduate/law level continue the gradual decline begun just prior to the pandemic at 37%, now at 31%.

Hiring and maintaining a diverse workforce is an objective where the University has historically made steady progress. Over the last year, the diversity of tenure and tenure track faculty held steady; however, more sizable instructional population of non-tenured faculty showed strong gains in African American/Black population, up more than 2% to 21% from last year. Among staff, the population that has seen consistent growth has been among Hispanic/Latinos, almost tripling since 2015, now at 4.4%.

Specifically provide information on the following:

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

We believe that the Second Chance program at Jessup Correctional Facility is extremely impactful and promising. In 2016, the University of Baltimore (UBalt) was selected to participate in the U.S. Department of

Education's Second Chance Pell Grant Experimental Sites Initiative. UBalt was among 68 colleges/universities selected nationwide to offer a post-secondary correctional education program through federal Pell Grant funding. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success.

UBalt's program is being offered at Jessup Correctional Institution (JCI), a maximum-security prison for men. By spring 2021 semester we had 48 students working towards a Bachelor of Arts in Human Services Administration degree. While taking courses at JCI, students receive academic support from UBalt faculty and staff, community volunteers, and their incarcerated peers. The Second Chance College Program works with students when they are released to continue their education on campus and find meaningful and sustainable employment. When released, students are also provided with reentry support services, tuition assistance, and receive mentoring from their peers who are successfully continuing their education on campus.

We hope that some of the students in the program continue their education after being released and that they choose the University of Baltimore. The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

The School of Law elevated the role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged \$10,000 over 5 years to support the [Annual Meeting of Law School Professionals](#) (AMDIP).

The School of Law has offered several co-curricular programs, including Celebrating Women's History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc. The school has the Fannie Angelos Program, through which Law faculty prepare students from the State's four Historically Black Institutions to take the LSAT and enter and succeed in law school.

b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community

organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY24, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

The Merrick School of Business is establishing a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

We currently do not have any formal mechanisms in place to monitor the impact of policy changes on student demographics, campus climate and educational outcomes. We recognize the importance of such measures to monitor and evaluate the effectiveness of our policies. In Fall 2022, we conducted a survey on Morale and Faculty Burnout. The results yielded a clear concern about diversity, equity, and inclusion. As a result, we launched Chat and Chew sessions with the Provost and the President in addition to the new Provost's "Office Hours." The Chat and Chew sessions with the Provost and the President are offered twice a semester and open to the entire UBalt community. This is an effort to engage all members of the UBalt community to increase transparency, communication and foster inclusion in our community. The "Office Hours" offered by the Provost, allow for faculty to meet with the Provost and ask questions in a twice-a-semester open session. It is scheduled for other buildings across the campus and has thus far been very successful in attracting faculty members and questions about what is happening in the Division of Academic Affairs. The DEI Committee (referenced below) and the new Title IX Coordinator and Director of DEI are working together to create a regular climate survey that will address the effectiveness of DEI measures that are currently being taken and those that are planned for the future.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and

in-person each semester. Curricula impacts students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

The Diversity, Equity, and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee's mission, which is to advance and champion the University's DEI goals and strategies. The committee's efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community.

The DEI Committee is charged with recommending actions to the University's Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University's diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

Appendix 1: University's Cultural Diversity Plan

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UBalt's mission and success.

Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

Adopted 5/29/2018.

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S (*UBALT's*) LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, *Re-Imagining UB: 2018-2023*, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the plan states:

“UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that

strengthen professional, intellectual, and cultural agility.”

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g., intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB’s mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University’s workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

Implementation of the plan began in AY 2018-19, continuing through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a university that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB’s staff profile continues to reflect the diversity of Maryland’s demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB’s legacy of community engagement by building upon existing partnerships with community and alumni to enhance the

University's commitment to and work with diverse populations.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion.

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.
- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university, and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)² and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

² Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance

Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing “Our UB Students” data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students’ unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.
- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add ‘Preferred’ name to class and grade roster through the revision of the formal “Name Change” form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty
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Strategy 1: Expand outreach to build applicant pool.

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore, each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and

inclusiveness.

- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair every new full-time hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an ‘on-boarding program’ to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

Strategy 4: Develop a faculty retention and advancement plan for women and underrepresented groups.

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB’s staff profile reflects the diversity of Maryland’s demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan.

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups.

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations.

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

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The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section I: A *summary* of the institution's plan to improve cultural diversity as required by Education Article §11-406

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the [Core Values](#), the [UMB 2022-2026 Strategic Plan](#), and the [UMB Diversity Strategic Plan](#). Four of the University of Maryland, Baltimore's eight Core Values, Equity and Justice and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) stores all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reports for each school or unit. Eighty-eight strategic goals in SPIMS include equity, inclusion, diversity, or social justice. The progress of goals is submitted to and evaluated bi-annually by the Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) office.

In addition to UMB's 2022-2026 Strategic Plan, UMB is achieving progress through the creation of UMB's first-ever diversity strategic plan (DSP), launched in Fall 2023. This plan will serve as a roadmap and framework to advance DEI at UMB. To develop the plan, OEDI formed a Diversity Strategic Planning committee of diverse faculty, staff, students, and postdocs and engaged several hundred UMB constituents online and in person to learn about their perspectives related to EDI. The committee adopted

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a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. They extensively reviewed surveys, climate studies, our UMB Strategic Plan, University-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. During spring 2023, the committee hosted approximately 40 listening sessions to learn more from our UMB community about future directions in EDI. Through an intensive process of transparent consultation and reflection, the key themes developed are **Recruitment and Retention:** UMB to actively recruit, retain, support, and advance diverse students, faculty, and staff demonstrating a commitment to our core value set of Equity and Justice; **Experience and Climate:** UMB promotes and provides professional and educational programs and initiatives that build capacity, equity, and respect, support, and advance diverse students, faculty, and staff; **Professional Development and Career Advancement:** UMB supports and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect; and **Scholarship, Service, and Education:** UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service (REPS). These four key themes, REPS, will be enacted with and will support UMB's Core Values of Respect and Integrity, Equity and Justice, Well-being and Sustainability, and Innovation and Discovery. Through four strategic goals, the DSP outlines the expected objectives to achieve. Each objective has a series of metrics of assessment and loci of accountability that show what we will do to meet each objective, how we will maintain accountability, and how we will measure our progress. Currently, the Office of Equity, Diversity, and Inclusion is socializing the plan with deans, school leadership, and major units to review the plan's goals, objectives, and metrics. There are various resources available at the university to support this work including the staff, faculty, and student experience surveys that measure dimensions of university experience and provide us the opportunity to understand and address actionable items by demographic groups.

Another tool UMB uses to measure progress is through a data dashboard. Our institutional dashboard, launched in 2023, makes EDI data more accessible. It assists leadership with measuring and understanding the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard allows deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities, develop change, and implement strategies. Phase two of the dashboard is in development and will map and track the current state and progress of EDI for students across all schools.

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UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recognized two years in a row by *Forbes* magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), the Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. Under this policy, executive applicants are encouraged to submit a diversity statement, which will assist search committees in identifying candidates who could potentially advance diversity, equity, and inclusion at UMB.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, experience surveys, and the creation of the Contributions to Diversity Statement policy are all important steps toward further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court has rolled back affirmative action in college admissions, coupled with organizational cultural challenges, impacts our progress and ongoing work.

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Section 2: A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected your campus policies and practices.

2a. **Outreach and Support Programs:** The University of Maryland, Baltimore, has existing and new initiatives or programs that support underrepresented minority (URM) groups or enhance access to higher education for historically marginalized communities. One example of an existing program is the first of its kind National Institute’s (NCI) [Continuing Umbrella of Research Experience Scholars Program](#) (CURE) established by NCI’s Center to Reduce Cancer Health Disparities (CRCHD). According to the CURE website, the year-round CURE program “seeks to empower middle school and high school students in West Baltimore for competitive and rewarding research, health care, and STEM-related career opportunities.” In addition to the CURE program, UMB’s schools have initiatives or programs to attract and support URM students. Other outreach and support programs and initiatives include, but are not limited to:

- The **School of Nursing** (SON) will offer breakout sessions and tabling for engagement with prospective students at the Spring 2024 open house events led by the Office of Admissions and Student Scholarships.
- **School of Social Work** (SSW) and the **University of Maryland Shady Grove** (USG) team are collaborating with the University of Maryland Baltimore County’s (UMBC) Baccalaureate Social Work (BSW) Program and partners at Montgomery Community College and Montgomery County Public Schools to create a Social Work Pathway Program. Also, they offer a School Based Fellowship for Mental Health. Leading for Equity, Anti-Racism, and Diversity is also offered to Master of Social Work (MSW) students for credits. **(See Appendix 3)**
- The **School of Medicine** (SOM) has not developed new initiatives or programs. However, it has continued ongoing efforts to engage underrepresented students by connecting with existing student groups, target institutions, and pipeline/pathway programs.
- The **School of Dentistry** (SOD) has participated in various recruiting events, including a school fair, in and out of Maryland. The SOD Office of Admissions staff also completed implicit bias training at the SOM in 2023. The SOD OEDI collaborated to review and revise the dental hygiene program’s interview questions. **(See Appendix 3)**
- The **Graduate School** (GS) supports and enhances access for URM through monthly JEDI (Justice, Equity, Diversity, and Inclusion) professional development training sessions. These sessions focus on cultivating an inclusive space where students, faculty, and staff of all identities feel a sense of belonging. Furthermore, the GS EDI Officer actively collaborates with student leadership monthly, providing opportunities for recommendations and feedback from the student community.
- The **School of Pharmacy** (SOP) offers scholarships in specific programs for individuals who identify as URM or from low socioeconomic status backgrounds (e.g., rural, low-income, or health professional shortage areas). Other efforts include waiving graduate record examinations (GRE) scores and admission and application fees for applicants experiencing financial hardship, attending high school college fairs, participating in panels, leading high school tours, and increasing attendance at transfer fairs through a student organization, [A Bridge to Academic Excellence](#), that offers tutoring to high school students in Baltimore City. **(See Appendix 3)**
- The **School of Law** (SOL) representatives attend local, regional, and national recruiting events that focus on recruiting minority candidates, and the school is constantly working to strengthen its relationship with Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions. The school has been able to generate a diverse pool of qualified candidates (faculty and staff) without considering any improper factors **(See Appendix 3)**

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2b. **Community Engagement:** UMB engages with students, staff, faculty, alumni, and community partners to ensure ongoing commitment to diversity, equity, and inclusion. Some of the community engagement efforts across the institution include, but are not limited to:

- The SON Dean and DEI Officer communicate the ongoing commitment to DEI to faculty and staff. Additionally, the school is rebuilding relationships and partnerships by visiting with community and other pathway programs that are a direct access to nursing students.
- In collaboration with UMB's **Community Engagement Center (CEC)**, the SSW ODEI piloted the Social Justice Book Club. Other community engagement initiatives include University Student Government (USG) hosting Brown Bag Discussions on Clinical Social Work with African American Families, a JEDI Summit, and via a Substance Abuse and Mental Health Services Administration (SAMHSA) grant the Center for Restorative Change's (CRC) SHARP Framework Team has worked to expand the SHARP Framework (Structural Oppression, Historical Context Analysis of Role, Reciprocity, and Power). (See **Appendix 4**)
- SOM has provided platforms for discussing policy changes with faculty and student admissions committee members and interviewers. In addition to preparing them for how this alters the information they view on applications, they have also reaffirmed their commitment to recruiting a talented and diverse class of students with diverse lived experiences who will be well-equipped to serve our multicultural and multidimensional patients.
- The Graduate School promotes local and national town halls, webinars, and professional development opportunities through the schoolwide listserv to disseminate pertinent information to all stakeholders, facilitating engagement and participation in crucial discussions surrounding policy changes and DEI initiatives. The town halls, webinars, and professional development serve as avenues for stakeholders to stay informed, share insights, and actively contribute to shaping the graduate school DEI efforts.
- For FY23-24, **Intercultural Leadership and Engagement** (Division of Student Affairs) partnered with the CEC to hire a Community and Civic Engagement Coordinator to lead campus-wide efforts that contribute to developing UMB students' knowledge, skills, and abilities to create and maintain engaged communities.
- Within the SOP, the Office of Equity, Diversity, and Inclusive Excellence's (OEDIE) outreach efforts include a schoolwide survey, hiring an EDI coordinator, establishing an EDI Strategic Planning committee, and the creation of a Beyond Excellent video series. (See **Appendix 4**)
- As the SOL made recent policy changes, they engaged with students, staff, faculty, and alums to inform them of their decision-making. (See **Appendix 4**).

2c. **Equity and Access:** UMB's Core Values, Equity and Justice, are not just words on a page but a collective commitment to diversity and demonstrate a culture that values inclusive and just communities and opposes racism and oppression in all their forms. Some of the equity and access efforts across campus include, but are not limited to:

- The SON is completing a holistic admissions workshop in the summer of 2024, starting with entry to practice degree, followed by Graduate and Doctor of Nursing Practice (DNP).
- The [DREAM Disability Justice](#) Student Group works to further accessibility and Disability Justice at the SSW. The Accessibility Evaluation (AHEAD) Team is working to universalize accessibility at the School of Social Work. The Office of Field Education (OFE) has done many things, including engaging in approaches and accommodations to ensure all students have access to experiential learning opportunities. (See **Appendix 5**)

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- The SOM performs a holistic application review. The school continues to connect prospective students and applicants from underrepresented backgrounds with their current underrepresented students to facilitate communication and a sense of belonging through student-organized activities and their annual Celebrating Diversity Dinner.
- The Graduate School diligently upholds continuing access and equity for underrepresented groups within their school. Through ongoing monitoring and evaluation, the GS proactively assesses for any concerning trends that may arise, allowing them to address any disparities and implement necessary interventions promptly.
- To best support all PharmD students (e.g., course remediation) to ensure equitable access and impact for all students, in the fall of 2023, the SOP established a Student Success Committee. They continue to strive to improve with initiatives such as an ongoing training grant, curriculum redesign taskforce, community advisory meetings, and support for attendance at national EDI and student success conferences. **(See Appendix 5)**

2d. Monitoring and Evaluation: In the spring of 2024, UMB Student Affairs conducted a student experience survey encompassing campus climate information. With a participation rate of 20%, the survey results, which are of significant importance, are expected to be shared with the UMB campus in the summer of 2024 and will explore student experiences across social identities. Another tool in development is the expansion of the data dashboard to incorporate student data, a tool that will enhance the accessibility of student demographics across schools. Other monitoring and evaluation efforts at UMB not exhaustive include:

- The SON DEI Officer and the Office of Admissions and Student Scholarships monitor student demographics quarterly for discussion and changes. **(See Appendix 6)**
- The SSW ODEI leads the DEI Pulse Survey every other year to help inform and shape policies and practices and launch programs and initiatives. The JEDI Curriculum Committee drafted the MSW program's first set of JEDI-Focused Guidelines for Course Review. The Child Welfare Academy developed and implemented a comprehensive DEI Training program audit and commitment statement. **(See Appendix 6)**
- The SOM monitors student matriculants' demographics and will continue to monitor this data for significant shifts. The school is monitoring climate through surveys. **(See Appendix 6)**
- The Graduate School is developing a comprehensive schoolwide data dashboard to be a centralized hub for tracking key metrics related to diversity and inclusion across various aspects of the school. The admissions team tracks and regularly shares demographic data with school leadership. **(See Appendix 6)**
- The SOP is developing an EDI dashboard and is offering a bystander intervention workshop for student leaders. They also collaborated to promote the student engagement and belonging survey for their students. **(See Appendix 6)**
- The SOL will use the expertise of their community members and all available quantitative and qualitative data to examine the effects of policy changes on the composition and climate of their school. **(See Appendix 6)**

UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 17, 2024

Appendix 1

University's Cultural Diversity Plan

The UMB [2022-2026 Strategic Plan](#) was released in December 2021 and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI, and social justice efforts. This plan is the foundation for developing UMB's first-ever 2023-2027 Diversity Strategic Plan (DSP).



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Spring 2024 Institutional Programs of Cultural Diversity Report

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SECTION 1: Summary of Plan to Improve Cultural Diversity

UMBC continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated **Minority Serving Institution (MSI)** and a newly designated **Asian American Native American Pacific Islander Serving Institution (AANAPISI)**. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff.

Student Recruitment, Retention, and Success

The Inclusion Council launched a **Working Group on Spiritual and Religious Belonging** in the spring of 2023 to better understand the needs of students with closely held religious and spiritual identities and to make recommendations prioritizing support for the spiritual well-being of our students. In addition, the Gathering Space for Spiritual Well-Being was awarded an **Advancing Religious Pluralism Grant by Interfaith America** to further interfaith cooperation and learning on campus. The grant will allow i3b to expand their interfaith infrastructures and, in collaboration with campus partners, strengthen strategic plans, programs, initiatives, resources, and staff development across the University to equip students to engage across lines of religious differences in contributing to a sustainable and thriving democracy.

The **Initiatives for Identity, Inclusion & Belonging (i3b)** creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. UMBC hosts three cultural centers within i3b: **The Pride Center for LGBTQIA2+ Diversity, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**, offering training and programs focused on identity, belonging, and social justice which include but are not limited to the **Multicultural Leadership Experience** and the **Queerios** discussion-based group that focuses on the experience of being both queer and religious or spiritual.

The **Office of Academic Opportunity (OAO)** in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include: the [First Generation Network](#); [Educational Talent Search](#); [Upward Bound Program](#); [Upward Bound Math and Science Program](#); [Ronald E. McNair Post Baccalaureate Achievement \(McNair Scholars\) Program](#); and the [Louis Stokes Alliances for Minority Participation Program](#).

UAA also houses **Academic Engagement and Transition Programs**, including The Discovery Scholars Living-

Learning Community, where the Intercultural Living Exchange promotes cultural diversity, First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program, and Transfer Seminars. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

Enrolment Management's **Finish Line** program recruits students who left UMBC before earning their degrees for re-enrollment at the institution.

Meyerhoff Scholars Program continues to increase the diversity among future leaders in science, technology, engineering, and mathematics by supporting students who intend to pursue a Ph.D. or combined M.D./Ph.D. in STEM.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars participate in extended research projects, receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities.

The **Graduate Research Training Initiative for Student Enhancement (G-RISE) Program** through UMBC's College of Natural and Mathematical Sciences supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The **Center for Women in Technology (CWIT)** is a merit-based scholarship program for talented undergraduates majoring in computer science, information systems, business technology administration (with a technical focus), computer engineering, mechanical engineering, chemical/biochemical/environmental engineering, or a related program at UMBC. CWIT also supports K-12 students through programs encouraging their interest in and identification with computing and engineering.

The **Office of Off-Campus Student Service (OCSS)** provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. The **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program** is a collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

UMBC's **Personal Identity Workgroup** allows students to select and update their chosen first, middle, and last names and pronouns they wish to have reflected within internal recordkeeping systems. The initiative is being expanded to ensure the University is following best practices relative to the gender identity and LGBTQ+ affiliation options provided to students.

Faculty Recruitment, Retention, and Advancement

UMBC's **Affinity Groups**, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and

Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, Women in Science and Engineering, and the **newly established Jewish Faculty and Staff Association**.

UMBC-STRIDE is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.

The **CNMS Pre-Professoriate Fellows Program** supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy.

The **Action Collaborative on Transforming Trajectories for Women of Color in Tech**: UMBC joined this collaborative which is organized by the National Academies of Science, Engineering, and Medicine. This newly launched initiative will provide a platform for participating institutions to exchange ideas and promising, evidence-based practices to ensure sustained resources and opportunities in tech fields for women of color.

The **Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The **ADVANCE Leadership Program** uses the cohort model and focuses on intentional career advancement. It aims to promote the Advancement of women STEM faculty to positions of leadership, provides funding for professional development opportunities for women STEM faculty that will assist them in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, \$13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

The **NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)** is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The **Inclusion Imperative** is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting

Faculty Fellowship Program, and the Humanities Teaching Labs.

The **Breaking the M.O.L.D. Program** creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

UMBC's **Faculty Development Center (FDC)** promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

Staff Recruitment, Retention, and Advancement

The **Department of Human Resources (HR)** offers a host of training, education, and leadership development opportunities for employees on topics related to inclusive hiring, Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR also implemented a series of in-person training modules with Franklin Covey's: *Change: How to Turn Uncertainty into Opportunity* which focused on providing employees with the practical skills, common language, and distinct strategies to help understand and navigate change. Team building and consultative services are also provided to address workplace culture.

UMBC's **Personal Identity Workgroup** expanded its scope to review opportunities for staff to select and update their chosen name and pronouns they wish to have reflected within internal recordkeeping systems and best practices relative to the gender identity and LGBTQ+ affiliation options provided to staff.

The **Wellness Initiative** creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

General

An inaugural **Vice President for Institutional Equity and Chief Diversity Officer** was hired to oversee the strategic vision of inclusive excellence at UMBC. The **Division of Institutional Equity** was created which includes the **Office of Equity and Civil Rights**, which has primary responsibility for managing UMBC's Title IX efforts and all other civil rights issues related to discrimination, harassment, hate, and bias.

The **Inclusion Council**, composed of students, staff, faculty, and alumni working with the campus community, now serves as an advisory council to the Division of Institutional Equity. The Council provided its final recommendations on a variety of equity and inclusion issue areas to university leadership and will be used to develop the University's DEI strategic plan.

The **Women's Center** advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

A **Restorative Practices Steering Committee** was formed to elevate and expand the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Civil Rights.

SECTION 2: Impact of the 2023 Supreme Court Decision

UMBC has long championed and served as a national model of inclusive excellence. We know that diversity, equity, and inclusion are not merely moral imperatives; they are imperative to the excellence of our teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group of broad University representation to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives.

The University continues to offer programs and initiatives to support underrepresented minority groups and enhance access for historically marginalized communities. In addition to those already outlined in this report, **Enrollment Management (EM)** provides programs for educationally disadvantaged students. Representative examples include:

- A **reception and overnight event** for academically talented Hispanic/Latino high school students;
- **Raise.me**: A partnership with Raise.me, which targets underrepresented (ethnic and socio- economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- Financial Aid Outreach with **Building Steps**, which serves first-generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

The **University Innovation Alliance (UIA) STARS (Students Transferring and Redefining Success) Program**, launched in fall 2023, is a scholarship program available to entering transfer students. The program is open to incoming transfer students of all backgrounds who plan to pursue a degree in science, technology, engineering or math and who are interested in the advancement of Black, male, transfer students in those fields. The cohort-based program provides high-impact academic enrichment opportunities (seminars, mentoring, tutoring, etc.) that encourage scholars to maximize their honors university experience while making timely progress to degree completion.

The newly created **I Am UMBC Initiative** gives voice to the diverse identities represented at UMBC through community conversations and intentional community spaces and activities. I Am UMBC consists of four pillars and will engage the diverse students, faculty, and staff in order to enhance the sense of community, vibrancy, and wellbeing at UMBC and to reaffirm and define our commitment to inclusive excellence while fostering a sense of pride for what it truly means to be a UMBC Retriever.

Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities,

enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies. In addition, the Division of Institutional Equity and Division of Student Affairs will administer campus climate surveys to assess diversity, equity, inclusion, and belonging among students, faculty, and staff.

Appendix 1: 2019 Diversity Plan-UMBC

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion.

This portion of the plan integrates the specific, diversity-related strategies (identified for 2018- 2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals.

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

- 3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

- 3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

- 3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.

Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

- 5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship.
2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

- 2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

- 2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

- 2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

Supporting Objectives

- 1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second- year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections. Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community.

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)
- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first-year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan

- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation “Dawg Days” optional excursions to include “Dawg Days Abroad” to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State’s Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- Continue to work with the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the “Financialsmarts Grant,” a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students
- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the "Math Coach" program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.

Spring 2024
Institutional Programs of Cultural Diversity Report

DUE: Wednesday, April 17, 2024

Institution: University of Maryland Center for Environmental Science (UMCES)

Date Submitted: April 19, 2024

Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

1. A summary of the institution's plan to improve cultural diversity.

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings, to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES appreciate that a culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing Diversity, Equity and Inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of our community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. To increase numerical diversity, UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised in a way to reach diverse populations. UMCES has also partnered with other USM institutions in an effort to increase underrepresented students in our graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences are on offer with more in development for future semesters. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and we are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks.

To advance cultural awareness among the UMCES community, UMCES has undertaken several work climate assessments and initiatives, including education on microaggressions in general and hierarchical microaggressions in particular, which are one of the most prevalent types of microaggressions in higher education. UMCES has organized mandatory workplace civility training held in April 2024. An external organization has been hired to provide ombuds services for the UMCES community. To facilitate strengthening a sense of community post-pandemic, units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six unit locations. All UMCES policies are currently undergoing scheduled review through a DEI lens and with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection for all members of the UMCES community instead of only students, and prohibiting bullying by anyone rather than accepting the limitations of the current USM policy prohibiting

bullying by staff only). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, staff, FRAs, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated into UMCES next strategic plan as well as to determining how to respond to any issues raised in the UMCES Institutional Assessment currently under development.

The UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) has made several recommendations to UMCES leadership to enhance cultural diversity sensitivity throughout its community, including supporting the Education Office's suggestion that the completion of a Statement of Mutual Expectations (SME) agreement between advisors and students be mandatory as of fall 2023. Members of the DEIC worked with a team at the Institute of Marine and Environmental Technology (IMET) to develop baseline expectation guidance for the SME, ensuring these agreements will meet the UMCES threshold of protection for both parties. The DEIC meets monthly as part of the institution's commitment to advancing not only diversity but equity, inclusion, and belonging for the entire UMCES community. In addition to the DEIC, each of UMCES six units have developed their own local DEI groups to tackle areas of concern on their own campuses. Not only does this tiered approach allow the individual units to more nimbly respond to concerns, but initiatives launched at the unit level serve as pilot programs to explore which initiatives could be rolled out at other units or University-wide.

Additional initiatives UMCES intends to enact within the next two years include the implementation of cross-sectional/360-degree feedback for Executive Council (EC) members, development and implementation of a mechanism for constructive feedback to those in a supervisory position, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreements.

2. Impact of the 2023 Supreme Court's decision to strike down race-conscious admissions on UMCES.

Admission of prospective UMCES graduate students into the Marine, Estuarine, and Environmental Sciences (MEES) program is organized by the MEES Office at UMCP, with significant participation by UMCES faculty on the Admissions Committee. Because our students matriculate through the University of Maryland, College Park we follow all UMCP policies and procedures surrounding admissions, including UMCP procedures developed in response to the 2023 Supreme Court decision regarding race-conscious admissions.

Appendix 1: University's Cultural Diversity Plan

University of Maryland Center for Environmental Science

Institutional Cultural Diversity Plan

Spring 2024

The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES appreciate that a culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing Diversity, Equity and Inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of our community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

Increasing Numerical Representation among Under-Represented Groups

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Advancing Cultural Awareness, Support, and Equitable Treatment of UMCES Community Members

To advance cultural awareness among the UMCES community, UMCES has undertaken several work climate assessments and initiatives, including education on microaggressions in general and hierarchical microaggressions in particular, which are one of the most prevalent types of microaggressions in higher education. UMCES has organized mandatory workplace civility training held in April 2024. An external organization has been hired to provide ombuds services for the UMCES community. To facilitate strengthening a sense of community post-pandemic, units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six unit locations. All UMCES policies are currently undergoing scheduled review through a DEI lens and with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection for all members of the UMCES community instead of only students, and prohibiting bullying by anyone rather than accepting the limitations of the current USM policy prohibiting bullying by staff only). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, staff, FRAs, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated

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A process for reporting campus-based hate-crimes is under development and will be added to this plan once completed.

Future Initiatives

Additional initiatives UMCES intends to enact within the next two years include the implementation of cross-sectional/360-degree feedback for Executive Council (EC) members, development and implementation of a mechanism for constructive feedback to those in a supervisory position, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreements.

Additional Resources Needed

DEI initiatives at UMCES are undertaken by volunteers from among students, faculty research assistants, staff, faculty, and Administrators with minimal dedicated staff support (<0.4 FTE). Reorganization of administrative positions in FY2025 to meet other critical needs may result in the elimination of the dedicated staff support. This has the potential of slowing the progress of DEI initiatives at UMCES. While UMCES remains committed to its DEI efforts, additional support from the USM would allow for greatly needed program stability and faster progress. UMCES is actively considering staffing and/or contractual needs associated with its DEI programs and initiatives.



UNIVERSITY OF
MARYLAND

Spring 2024
Institutional Programs of
Cultural Diversity Report

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University of Maryland, College Park

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted [Fearlessly Forward](#), a new strategic plan that centers diversity, equity, and inclusion (DEI) as one of six guiding principles: “We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice.” This principle continues to guide our work as we advance and develop institutional programs that center, honor and provide education around the rich cultural diversity of our university.

At the University of Maryland (UMD), we know that diversity encompasses our entire population; every unique individual is capable of contributing to our community and beyond. In order to do so, it is important that everyone understands that they belong. Belonging is essential for individual and community well-being, for personal, academic and professional success, and for ensuring everyone in our community can thrive.

This spring, UMD has launched a comprehensive assessment of our campus to measure belonging and community. The campus climate survey, “Belonging and Community at UMD,” aims to capture the experiences and perceptions of our students, faculty and staff to help inform the creation of an action plan designed to improve the sense of connection at UMD. The campus climate at the university shapes the lives of all of us—students, staff and faculty. Understanding deeply the varied experiences of our community is a critical part of continuing to improve how we work towards creating a more inclusive and equitable campus environment.

The process of conducting a survey is itself a practice of inclusion that requires investment by multiple stakeholders and participation by all on campus. During academic year 2021-2022, the primary stakeholders—the Office of Diversity and Inclusion along with the office of Institutional Research, Planning and Assessment—began the process by consulting with peer institutions and engaging in research to determine direction. In 2022-2023, a focused steering committee identified and examined potential surveys, interviewed vendors, and selected a campus climate survey consultant in summer 2023. In fall of 2023, a larger working group was assembled that consisted of faculty, staff, graduate students and undergraduate students who served as stakeholders for their respective constituencies. This working group informed the survey questions and helped develop the marketing plan. Members of the university administration were also invited to contribute to the final survey construction and the survey was just launched in April 2024.

In conjunction with the ongoing guidance of the strategic plan, the campus climate survey will inform next steps and results-based actions towards increasing belonging on campus. It will enable us to identify gaps in services and resources as well as specific places or instances in which people encounter exclusive behaviors or situations. Data from the survey will also be used by the colleges and units to improve the climate within their spaces, working closely with central offices through the established network of Diversity Officers.

The survey results, which will be shared with our community in fall 2024, will inform the creation of an action plan designed to improve belonging at UMD, including the development of programs and policies aimed at enhancing inclusivity. To align with higher education best practices and ensure confidentiality, we have enlisted the expertise of Rankin Climate, LLC, a firm renowned for its extensive experience in conducting over 250 campus climate assessment projects spanning the past two decades. Rankin will lead data collection, analysis and reporting. They will do the data cleaning and analysis over the summer and assist with the action-planning process.

We continue to emphasize the importance of belonging through our TerrapinSTRONG onboarding course. Since its rollout in 2020, approximately 80% of UMD faculty, staff and students have completed TerrapinSTRONG. The initiative has also expanded through collaboration with other departments to create more opportunities for Terps to develop a sense of community and belonging. TerrapinSTRONG re-instituted a new graduate student welcome event, partnering with the Graduate School and Student Affairs. The event included tabling by units with resources and programming specifically for new graduate students. Moving forward, this effort will be led by the Graduate School, in continued partnership with others, and serves as an example of how good programming can be adapted in sustainable ways.

TerrapinSTRONG and its parent department, the Office of Diversity and Inclusion, also partnered with the Office of Faculty Affairs and University Human Resources to offer the first annual TerrapinSTRONG Symposium to campus focused on the theme of belonging. The symposium provided an opportunity for faculty to share research and for staff to share initiatives related to the theme, with the intent of allowing our scholars and practitioners to bridge the gaps between their work and learn from the immense expertise at the University of Maryland. Mutual learning from faculty members whose research addresses the importance of belonging and staff members who are currently making an impact on belonging with exciting initiatives provided everyone in the community opportunities for interaction, discussion and resource-sharing. The daylong symposium received extremely positive reviews, and we intend to offer another one next year focused on an aspect of diversity, equity, inclusion, justice and belonging.

Another new development that came to fruition this spring is the hiring of an Equal Employment Opportunity (EEO) Officer, a position that works with all departments pertaining to the recruitment, selection, hiring and promotion of faculty and staff to ensure the university's compliance with federal, state and university equal employment opportunity/affirmative action laws, regulations and policies. While the position is new, the work has been performed in an ad hoc manner by paid volunteers and absorbed into the part-time workload of other staff. Having a person dedicated to this role will enable us to comply more cohesively to the university's affirmative action plan, partnering closely with UHR, and will provide the colleges and units with a source for assistance ensuring that their hiring and promotion needs are done equitably. The EEO Officer will also work closely with the Equity Administrators in each unit, providing ongoing education and information that will strengthen their roles in their departments. We will be updating our Search and Selection guidelines over the next academic year, and this position will

be central to that effort.

Even as we continue moving forward, we know the importance of acknowledging and understanding the complexities of our histories. Through The 1856 Project, the university's chapter of Universities Studying Slavery, the University of Maryland committed anew to documenting the labor and legacy of Black people who developed and maintained the land on which our institution stands. The 1856 Project presented its first annual research report this year, which begins documenting the stories of the Black enslaved and freed individuals who shaped our university community. The narratives in the report included people both known and unknown on our campus, but all have left a legacy of transformation at our institution through their intergenerational resistance and pursuit of freedom, justice and equality. In addition, the report brings together the work of scholars who have endeavored to understand, contextualize and build awareness of the university's relationships with neighboring communities often populated by marginalized peoples as well as other individuals and systems that impacted them.

Over 200 people attended the presentation of the first research report, which was subsequently reported on by nine media outlets, including the Baltimore Sun, Baltimore Banner and WTOP News. The report is dedicated to the legacy and leadership of Dr. John Brooks Slaughter (1934-2023), the first Black leader of the University of Maryland. Dr. Slaughter championed the ideals of diversity, equity and inclusion, upon which our work today stands.

The 1856 Project has also recently received a \$200,000 grant from the Mellon Foundation to develop the Research Incubator (R.I.) for Reparative Histories and Social Justice (RHSJ), in partnership with the Lakeland Community Heritage Project, Riverside Historical Society, and the Maryland-National Capital Park and Planning Commission (M-NCPPC). The Research Incubator RHSJ aims to serve as a model for similar projects interested in establishing collaborations between academic institutions and community partners engaging in the investigation of the slave economy as it relates to surrounding communities and the impact and role of an academic institution whose constituents participated in human subjugation and benefited through social/political power and other socioeconomic metrics. The overarching goals for the Research Incubator project will generate best practices documentation, create a cohort of campus (undergraduate and graduate students) and community researchers who will use primary and secondary source material to develop and curate data to produce micro-histories of enslaved individuals tied to the University of Maryland.

Many of our efforts over the past several months have focused on current events in Israel and the Palestinian territories, which scholar Kenneth Stern refers to in his book title as *The Conflict Over the Conflict: The Israel/Palestine Campus Debate*. The Office of Diversity and Inclusion (ODI) is hosting the author for an in-house training to ensure that ODI staff have the language and tools necessary to engage with an impassioned campus community where lines have been drawn and sides taken. The necessity of addressing antisemitism and Islamophobia have long been recognized within ODI, which developed a four-part webinar series on Jewish identities and antisemitism in 2021-2022. Last summer, at the invitation of the American Jewish

Committee (AJC), the Vice President for Diversity and Inclusion accompanied a group of colleagues from across the country for a one-week trip to Israel as a member of AJC's Project Interchange Delegation.

In fall of 2023, ODI partnered with UMD Hillel to participate in the Hillel Cultural Climate Initiative (CCI) sponsored by Hillel International. The campus team for Hillel CCI consists of staff and faculty from ODI, UMD Hillel, Academic Affairs, Student Affairs, and the Office of Civil Rights and Sexual Misconduct. The team has attended multiple educational sessions throughout the year as well as the annual conference that was held in Cleveland in February. There have also been individual meetings with Hillel International in addition to collaboration with NORC at the University of Chicago, which is conducting focus groups with Jewish students to further help determine and improve the campus climate for Jewish students.

The university has established a Joint Presidential and University Senate Task Force on Antisemitism and Islamophobia composed of students, staff and faculty who were nominated by campus colleagues. The task force's purpose is to understand the causes of antisemitic and Islamophobic incidents, assess the effectiveness of existing preventive measures, and propose new initiatives to foster understanding, dialogue and support. We recognize the importance of fostering an environment of diversity, equity, inclusion and combating unlawful discrimination and harassment. Our ultimate goal is to foster an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

Given the University of Maryland's long-standing commitment to diversity, the university worked diligently to ensure preparation for the SCOTUS decision and to set the foundation necessary to advance the goals of the university within the confines of the ruling. In direct preparation for the decision, we assembled a working group comprising leaders from across campus to ensure our preparedness to react to the decision and to publicly reaffirm our commitment to diversity.

This group includes representatives from Enrollment Management; the Office of Undergraduate Admissions; the Office of Institutional Research, Planning and Assessment; the Graduate School; the Office of Diversity and Inclusion; the Office of Marketing and Communications; the Office of the General Counsel; and the Office of Undergraduate Studies.

In addition, we have:

- Built a team committed to developing and overseeing the implementation of our diversity recruitment and aiding students as they transition from high school to UMD.

This team includes:

- ❖ an associate director who oversees the area

- ❖ a coordinator focusing on the development of outreach and recruitment efforts for African American students
 - ❖ a coordinator focusing on the development of outreach and recruitment efforts for Latinx students.
 - ❖ a coordinator who oversees our efforts related to Maryland's rural communities
 - ❖ a coordinator who provides direct personal support to students transitioning to UMD from Baltimore City and Prince George's County Public schools
- Along with 15 other top colleges and universities, we've become inaugural members of the Small Town and Rural Students Network (known as STARS) which allows us to provide on-campus and community-based events, campus tours, free college counseling, dedicated resources and counselor professional development on the college application process, need-based financial aid and more to the 18 Maryland counties designated as rural by The Maryland State Office of Rural Health, including Allegany, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Queen Anne's, Somerset, St. Mary's, Talbot, Washington, Wicomico, and Worcester counties.
 - We are founding members of College Board's Access and Diversity Collaborative which is a cross-disciplinary group of education professionals and organizations dedicated to upholding the principles of equitable access to higher education and promoting campus diversity.
 - We moved to the Common Application which simplifies the college application process, thus eliminating a barrier to applying.
 - We've initiated a test-optional application pilot (which many feel also eliminates an application barrier).
 - We've increased the number of recruitment and yield programs that we provide (hosting about 80,000 visitors on campus last year) and we've targeted programs for students of color.
 - Each year we host the Maryland Ascent Program in Baltimore City and Prince George's County, where we travel to those areas to provide college application workshops, essay workshops and financial aid workshops to program participants and their parents or guardians.
 - Annually, we host a College Access Conference to provide information about the college application process to students of color from across the state.
 - Each spring, we also host an overnight stay program for newly admitted students of color to allow them to experience life on a college campus and to engage with faculty and currently enrolled students.
 - In addition, we conducted 257 high school visits, participated in more than 70 college fairs, engaged in outreach to more than a dozen community-based organizations, and are increasing outreach to faith-based organizations in the state of Maryland.
 - The Office of Undergraduate Admissions has enhanced the number and elevated the interactions in recruitment and yield programs.
 - We have implemented an enhanced personalized and individual outreach program to applicants (to ensure application completion), to admitted students (to ensure program participation and enrollment confirmation), and to confirmed students (to protect against "melt").

b. Community Engagement: How is your institution engaging with stakeholders,

including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

This expansive effort has been realized through a comprehensive communication plan which has included in-person presentations, university sponsored webinars (with on-campus and off-campus constituencies), webinars in partnership with national organizations, written communications, published articles, and Maryland State legislative presentations and testimony.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

In addition to the expansive recruitment measures indicated above to ensure a diverse applicant pool, the University of Maryland utilizes a holistic application review process which considers all available information about a student and considers race within the context of that information. In our review, we are striving to understand the student within the context of who they are, where they are from, the full range of opportunities available to them, how they have chosen to take advantage of those opportunities, and their performance within those opportunities. We therefore work to understand the impact that race may have had on the student's opportunities (or lack thereof), their academic performance, and their ability to be successful at UMD. This strategy aligns with the SCOTUS decision which indicates that "Nothing in the opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life...The touchstone of an individual's identity must be with respect to challenges bested, skills build, or lessons learned, not the color of their skin."

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

The University of Maryland utilizes an ongoing comprehensive assessment process to ensure student success and monitor student demographics, graduation rates and campus climate. Many of these efforts occur under the auspices of the Office of the Provost, the Office of Institutional Research Planning and Assessment, the Division of Student Affairs, and the Office of the President. In addition, many of the goals that target these efforts are outlined in the university's strategic plan, "Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good."

Appendix 1: University's Cultural Diversity Plan

[Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good](#)



UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional narratives

1. Section I (no more than four pages): A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2025.

Cultural diversity continues to serve as a cornerstone at the University of Maryland Eastern Shore. Following the *Driving Change Self-Study (as part of the HHMI Grant Initiative)*: the University completed work on the Strategic Plan. Part of that process included the creation and development of Priority 5: Diversity, Equity, and Inclusion. While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, those efforts propelled the University to move forward with creating a Priority Area over the next five (5) years with multiple goals and strategies associated in that document (attached in Appendix I).

UMES has continued to progress and advance forward with work intended to promote Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a regular basis. The work of Priority 5 will be enhanced through the UMES University-Wide Campus Climate Survey and Focus Groups starting in the Fall 2024 to gather significant information, details, and data to further inform the direction of Priority 5. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be integrated into every university process and procedure.

Diversity Goals from Strategic Plan Priority #5

- **Goal 5.1:** Increase and recruit the diversity of our students, faculty, and staff.
 - Proposed Strategies:

- Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.
 - Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/Indigenous, and International) in the Schools.
 - Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
 - Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
 - Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
 - Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
 - Develop and establish best and current practices to provide information to applicants (students, staff, University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
 - Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.

- **Goal 5.2:** Seek out and promote best practices to enhance inclusion and promote equity.
 - Proposed Strategies
 - In development

- **Goal 5.3:** Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
 - Proposed Strategies:
 - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills)
 - Increase partnerships and funding

- **Goal 5.4:** Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
 - Proposed Strategies:
 - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).

- Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
 - Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
 - Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
 - Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.

- **Goal 5.5:** Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
 - Proposed Strategies
 - In development

- **Goal 5.6:** Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
 - Proposed Strategies
 - Encourage faculty to include the University’s diversity and accessibility statements in their syllabus.
 - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
 - Develop and create an inclusive pedagogy academy.
 - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
 - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
 - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.

- **Sub Goal of 5.1:** Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
 - Proposed Strategies
 - Reimagine and recreate the diversity/inclusion statement for the campus.
 - Conduct an internal audit of the University’s diversity and inclusion assets.
 - Develop a needs assessment.
 - Develop a campus climate survey tool for distribution every two (2) years.
 - Develop campus climate focus groups to enhance the survey data.

- Develop a comprehensive process for responding to campus climate and bias incidents on campus.
 - Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
 - Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
 - Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
 - Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
 - Creation of a bias response team.
- **Sub Goal of 5.2:** Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
 - Proposed Strategies:
 - Institute standardized assessment and evaluation processes to “tell our story” and to determine the effectiveness and direction of JEDI initiatives.
 - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
 - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
 - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
 - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
 - Institute an annual “State of JEDI” Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.
 - Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

Priority 5 of the UMES Strategic Plan has been shared as part of Appendix 1.

2. **Section 2 (no more than three pages): A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following:**
- a. **Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?**
 - i. In response to changes in student application patterns following the Supreme Court's decision on race-conscious admissions, UMES has observed a shift in application trends, with Black students showing less inclination to apply to primarily white institutions. Consequently, UMES has experienced increased applications for admission.
 - ii. UMES does not consider race in its admissions process, aligning with the ruling's parameters. Therefore, the decision had minimal direct impact on our admissions and recruitment policies.
 - b. **Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?**
 - i. UMES has taken proactive steps to enhance cultural diversity within its faculty and staff programming. For instance, during the recent Faculty Welcome Back week, a Fireside Chat was organized, facilitated by key university leaders. Topics included religious accommodation, new policies like the Transfer Success Act, strategies to support students, and fostering a sense of belonging on campus.
 - c. **Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?**
 - i. The university is actively reviewing its land acknowledgment statement through its shared governance committee, demonstrating a commitment to acknowledging and honoring indigenous land. President Anderson has also incorporated this acknowledgment into her email signature, underscoring UMES's attention to this important aspect of equity.
 - ii. UMES has partnered with RNL to conduct a sense of belonging survey among students during the Spring 2024 semester, reflecting the institution's dedication to understanding and enhancing the student experience.
 - iii. UMES has committed significant human capital and financial resources towards Priority 5 of the UMES Strategic Plan focused on Justice, Equity, Diversity, the Inclusion.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

- i. Regular student town halls, organized by the Student Government Association, provide an inclusive platform for students to voice concerns and share ideas. University leadership, including President Dr. Anderson and her Cabinet, actively participate in these sessions, demonstrating a commitment to transparency and accountability.
- ii. UMES continues to prioritize professional development opportunities for both staff and students. Initiatives such as raffles sponsored by the Provost's Office and support for students attending conferences and workshops aim to enhance cultural competency and promote ongoing learning and growth.

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2023-2024). This should be the plan approved by the institution's Board on or before July 1, 2023. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2023. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).



**2023-2024 DIVERSITY PLAN
UNIVERSITY OF MARYLAND EASTERN SHORE**

Appendix 1: University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2023-2024). This should be the plan approved by the institution's Board on or before July 1, 2023. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2023. Education Article §11-406 mandates that each public institution of higher education in the State develop and implement that plan. The required elements of this plan are defined in §11-406 of the Education Article (attached).

2024 Update to the UMES Cultural Diversity Plan

Implementation strategy and a timeline for meeting goals within the plan: UMES has continued to progress and advance forward with the development of a Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a monthly basis. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be integrated into every university process and procedure.

The University of Maryland Eastern Shore Cultural Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

The University has developed this "Diversity Plan" in accordance with Senate Bill 438 and House Bill 905, identical bills entitled "Institutions of Higher Education – Plans for Program of Cultural Diversity." According to a letter from Attorney General Douglas F. Gansler, dated May 15th, 2008, to the Honorable Martin J. O'Malley, Governor of Maryland:

"The bills also require public institutions to develop and implement a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students faculty and staff, and a summary of resources needed to effectively recruit and retain a culturally diverse student body."

Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.
- **Phase Four:** In 2022-23, UMES worked with an outside consultant to create various aspects of the strategic plan including work related to DEI.
- **Phase Five:** In 2023-24, UMES moved ahead with approving and codifying goals noted in Priority #5 of the Strategic Plan with support from administration and various forms of institutional governance structures.

Diversity Goals from Strategic Plan Priority #5

- **Goal 5.1:** Increase and recruit the diversity of our students, faculty, and staff.
 - Proposed Strategies:
 - Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student

- recruitment efforts and faculty/staff candidate pools to support the mission of the campus.
 - Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/Indigenous, and International) in the Schools.
 - Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
 - Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
 - Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
 - Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
 - Develop and establish best and current practices to provide information to applicants (students, staff, University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
 - Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.
- **Goal 5.2:** Seek out and promote best practices to enhance inclusion and promote equity.
 - Proposed Strategies
 - In development
 - **Goal 5.3:** Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
 - Proposed Strategies:
 - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills)
 - Increase partnerships and funding
 - **Goal 5.4:** Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
 - Proposed Strategies:
 - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).

- Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
 - Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
 - Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
 - Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.
- **Goal 5.5:** Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
 - Proposed Strategies
 - In development
- **Goal 5.6:** Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
 - Proposed Strategies
 - Encourage faculty to include the University's diversity and accessibility statements in their syllabus.
 - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
 - Develop and create an inclusive pedagogy academy.
 - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
 - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
 - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.
- **Sub Goal of 5.1:** Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
 - Proposed Strategies
 - Reimagine and recreate the diversity/inclusion statement for the campus.
 - Conduct an internal audit of the University's diversity and inclusion assets.
 - Develop a needs assessment.

- Develop a campus climate survey tool for distribution every two (2) years.
 - Develop campus climate focus groups to enhance the survey data.
 - Develop a comprehensive process for responding to campus climate and bias incidents on campus.
 - Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
 - Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
 - Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
 - Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
 - Creation of a bias response team.
- **Sub Goal of 5.2:** Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
 - Proposed Strategies:
 - Institute standardized assessment and evaluation processes to “tell our story” and to determine the effectiveness and direction of JEDI initiatives.
 - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
 - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
 - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
 - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
 - Institute an annual “State of JEDI” Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.
 - Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

*****UMES Strategic Plan Priority #5 has been attached.**

Priority Area 5: Diversity, Equity and Inclusion

Liaisons -Jason Caseres

Goal 5.1: Increase and recruit the diversity of our students, faculty, and staff.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	<p>Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.</p> <p>Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/ Indigenous, and International) in the Schools.</p> <p>Create, develop, and conduct diversity/bias and cultural competence training for</p>	Locate, contact, and reach out to	<p>Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance.</p> <p>Funding will be necessary to properly support the development of initiatives (some of them).</p> <p>Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5.</p>

Goal 5.2: Seek out and promote best practices to enhance inclusion and promote equity.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
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Goal 5.3: Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability					
Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
Total annual funding based on global	Target: ≥ the percentage of expenditures coming research related to globalization/ sustainability in the prior year.	No benchmark exists	Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills) Increase partnerships and funding		Need to hire DEI staff to oversee DEI at university
Goal 5.4: Provide experiences to the campus community that prepare them to be engaged global citizens and change agents					
Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	<p>Identify what it takes to be a change agent through the development of core competencies.</p> <p>Evaluate, assess, modify, and rethink programming and practices currently in existence for promotion, evolution, and/or elimination.</p> <p>Create and develop an inclusive leadership certificate for students (possible transcript addition).</p> <p>Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).</p> <p>Develop JEDI education,</p>	Locate, contact, and reach out to potential partners.	<p>Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance.</p> <p>Funding will be necessary to properly support the development of initiatives (some of them).</p> <p>Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5.</p>
Goal 5.5 Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.					
Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
Goal 5.6: Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)					
Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	To be developed by the Priority 5 workgroup, committee, and/or champions. See next steps.	<p>Encourage faculty to include the University's diversity and accessibility statements in their syllabus.</p> <p>Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.</p> <p>Develop and create an inclusive pedagogy academy.</p> <p>Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.</p> <p>Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.</p>	Locate, contact, and reach out to relevant stakeholders.	<p>Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance.</p> <p>Funding will be necessary to properly support the development of initiatives (some of them).</p> <p>Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5.</p>
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SUBGOALS of Goal 5.1: Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

SUBGOALS of Goal 5.2: Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
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UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

University of Maryland Global Campus (UMGC)

Spring 2024

Institutional Programs of Cultural Diversity Report Guidance



Section I.

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated.

The University of Maryland Global Campus launched its first Diversity and Equity Strategic Plan in December of 2021. The plan was designed to provide a transparent call to action that would be built into the foundation of the university over the next two years. Each department had to review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals were accomplished.

The four strategic priorities included the following:

- 1) Student Life, Support, and Advocacy
- 2) Workplace, Classroom, and Community Inclusivity
- 3) Recruitment, Retention, and Development of Diverse Faculty and Staff
- 4) Outreach and Community Engagement

Some key goals for these priorities included the following:

- 1) Providing a culturally relevant and student-focused curriculum
- 2) Removing barriers to education and career access
- 3) Creating advisory councils to gather community feedback
- 4) Expanding workplace equity and awareness
- 5) Monitoring workforce demographics
- 6) Providing professional growth and advancement
- 7) Strategically collaborating with external partners for support and connectivity

In 2023, we made some key strides in our efforts to expand diversity, equity, and inclusion across the university. We have been able to do so by implementing programs, adopting resources, and making necessary changes.

For students, we were able to provide the following:

- 1) Offer multi-language student support resources
- 2) Provide open education resources through Library Services
- 3) Provide mental health resources through TogetherWell
- 4) Stand up the LGBTQ+ student group
- 5) Incorporate DEI resources like accommodations into the syllabus

For staff and faculty, we were able to provide the following:



- 1) Launch the Staff Diversity Advisory Council
- 2) Launch the Academic Affairs DEI Committee
- 3) Implement four inclusion networks (BIPOC, Women, Expats, LGBTQIA+)
- 4) Conduct an engagement survey to gather employee feedback
- 5) Provide training to enhance knowledge on DEI-related topics

UMGC enrolls the largest number of underrepresented students in the University System of Maryland. Fifty-three percent are students of color, and more than half are the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically underrepresented minority groups, which led to the university receiving the Minority Serving Institution (MSI) designation. This designation has positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY 2022 identified as Black. The MSI designation is recognition of the students we serve. Twenty-eight percent of our student body identify as Black. Efforts are in order to expand representation for Latino, Indigenous, and Asian students.

To help in this effort, the Latino Student Support Working Group has been diligently working to examine the manner in which the university serves Latino students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Students Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education Network, which allows us to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

In addition, recent partnerships have been established with sister institutions, such as University of Baltimore (predominantly black institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black learners using our unique learning modalities and platforms.

The university continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically underrepresented as well as students that are from lower income communities and households.

Currently our indigenous student population is under 1%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC military education centers are located. Military education centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. The Global Military Operations teams has also developed a number of innovative programs and initiatives to serve its 53,000 servicemembers, veterans, and military spouses and families.



Supporting the collection of diverse UMGC students is an equally diverse staff and faculty makeup. Across UMGC there are 46% of staff and 32% of faculty that identify as being part of an underrepresented minority group. UMGC has more than 170 classrooms and service locations throughout the world. Our faculty members teach courses online and in a hybrid format at more than 20 locations in Maryland, Virginia, Washington DC, and on military installations in more than 20 different countries and territories throughout the world. All faculty and staff are required to take Title IX and Sexual Harassment Prevention training. Faculty also receive additional guidance about supporting students with disabilities and the accommodation process. These efforts ensure that faculty are equipped to maintain a culturally inclusive classroom experience. The Provost Office continues to work with program chairs and members of the faculty to explore the deeper integration of diversity, equity, and inclusion across curriculum. A big portion of this work was completed by the Academic Affairs DEI committee, which was comprised of members from all the various units. The goal is to ensure that faculty are incorporating DEI into courses in a manner that will allow for a deeper understanding of how DEI impacts areas and subjects that may not have been previously considered.

Ongoing diversity executive recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process. The annual affirmative action plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the affirmative action plan, UMGC job fairs, and outreach for the university seeks to improve hiring and career opportunities for job seekers across the state.



Section II.

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following

The Supreme Court's decision had no bearing on us because we are an open access institution with no admission criteria. As an open access university, UMGC remains committed to diversity and equity and implementing lawful and creative approaches that create educational opportunities for all students, including those from underrepresented minority groups and historically marginalized communities.

a. *Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?*

- The Latino Student Support Group was established in the beginning of 2023 to address the barriers and needs of Latino students. The group has identified bilingual advisors and success coaches to work directly with students that may be more comfortable conversing in Spanish. The group has also offered presentations on how to best address the needs of English language learners. In support of the Latino Student Support efforts, the university secured a President's level membership with the Excelencia in Education organization. This organization will ensure that the President engages with other Presidents and leaders across Higher Education as we develop our own projects and initiatives to support Latino students. Additionally, this membership will allow leaders across the university to share in best practices and resources that will strengthen our current and future programs.

b. *Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity*

- UMGC's monthly Heritage and Awareness programs recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGC community. Through lectures, panel discussions, and documentaries we aim to increase the knowledge and understanding of diversity and culture.

- Monthly diversity posters and social media posts are shared widely across the university and beyond to further celebrate and educate on these cultures.

- The diversity dialogue series, which started in 2020 continued to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions were facilitated by the Chief Diversity and Equity Officer and explored a wide variety of topics such as empathy, allyship, privilege, and civil discourse.

- The Inclusion Networks program, which launched in 2022 continued to grow across the university. To date we have four inclusion networks: the Women's Inclusion Network, the



BIPOC Inclusion Network, the LGBTQIA+ Inclusion Network, and the Expats Inclusion Network. The mission of these networks is to create and cultivate a sense of belonging where everyone feels welcome to bring their full selves to work. The networks allow faculty and staff across the university to take ownership of diversity programs that are geared toward their constituent members. The networks have become a valuable resource for providing feedback to leadership and building community.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

- In Admissions, we continue to hire additional bilingual advisors who can assist students and their families in Spanish and French. We are working on an eApplication redesign project that will provide a more streamlined and personalized application process for prospective students, followed by a new student roadmap experience to help new applicants better understand the remaining steps in the admissions process and how they prepare for success to start their first classes. We to offer Jump Start Success webinars before each Online Session 1 and Online Session 3 start dates when new students gain best practices from faculty, success coaches and alumni on how to be a successful UMGC student, as well as live classroom walk through presentations during preview week for each start date to help new students become more comfortable navigating their online classroom. Tuition Coordinators are doing call outreach to new applicants to help answer questions and provide guidance on how to complete the FAFSA and other UMGC payment options, which is especially beneficial to low income and first-generation students. We are also about to kick off a project for a digital recruitment tool to help improve conversion of leads to enrollments. This tool will contain video rich content to highlight the diversity of UMGC's students and the many features and resources we offer to support out students, fostering a sense of community and belonging at UMGC before they start classes. This is expected to be live late summer/early fall.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

- At the University of Maryland Global Campus (UMGC), the Enterprise Project Management Office (EPMO) is tasked with managing the execution of projects that can directly tie to policy changes affecting student demographics, campus climate, and educational outcomes. Utilizing project and portfolio management (PPM) systems, the EPMO ensures these projects align with UMGC's strategic priorities and objectives and adhere to governance frameworks. By developing business cases and project charters, the EPMO tracks and monitors the implementation of these initiatives to ensure they contribute effectively to the university's goals. This approach helps prioritize and manage projects poised to influence policy changes, thereby supporting UMGC's mission to deliver impactful educational experiences.



- The University of Maryland Global Campus partnered with Glint to conduct the Spring 2023 Engagement Survey to measure employee satisfaction and engagement across the university. These surveys serve as key measures of how the UMGC staff and faculty experience the university. The surveys allow for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams.
- The Student Advisory Council (STAC) at UMGC has been an integral to sharing information and surfacing issues that students face related to diversity, equity, and inclusion. STAC is comprised of students within the undergraduate and graduate school at UMGC. Student Affairs works with STAC to ensure that they have the resources and support needed to capture and share critical lessons from their time at UMGC.



Appendix 1: University's Cultural Diversity Plan

University's Cultural Diversity Plan (does not count toward the page limit stated above): Each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2022-2023).

<https://www.umgc.edu/content/dam/umgc/documents/upload/diversity-equity-and-inclusion-strategic-plan.pdf>



Appendix 3

A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

A process for reporting campus–based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

UMGC encourages prompt reporting of all crimes, suspicious activity, or any emergency both to the Security personnel at various locations and the appropriate local law enforcement. Crimes should be reported to the UMGC Security or Loss Prevention personnel at the Adelphi Headquarters, or to the appropriate civilian or military law enforcement agency that has jurisdiction at a location.

The UMGC Director of Security is responsible for ensuring incident reports are completed for the Adelphi Headquarters. Stateside Military Operations Directors and Administrative Personnel in Europe and Asia are responsible for completing incident reports at the University’s worldwide locations. If an individual is interested in making a report, he or she should contact the UMGC Director of Security at 240-723-2423 or william.brogan@umgc.edu.

In addition, the UMGC Daily Crime Log is maintained by UMGC Security Department. The Daily Crime Log includes all crimes and incidents that are reported to UMGC Security. The information recorded in the Daily Crime Log includes: the incident classification, date reported, date and time occurred, general location, and disposition of each reported crime.

Unless the disclosure is prohibited by law or would jeopardize the confidentiality of the victim, newly reported crimes and updated information regarding previously reported crimes are entered into the Daily Crime Log within two (2) business days of when it is reported to Security.

The most recent sixty (60) day period of the Daily Crime Log is available for public inspection Monday – Friday from 7a.m. - 6:30 p.m. at the Adelphi Headquarters Administration Building or by contacting UMGC Security at 301-985-7911. Any portion of the log older than sixty (60) days will be made available within two (2) days of the request. To make a request or for additional information please contact the on-site security personnel during normal operating hours at 301-985-7911 or via email at security@umgc.edu.

Finally, UMGC publishes an Annual Safety and Security Report which includes the above information as well as additional information required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

TOPIC: Campus Safety and Security – Report

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

SUMMARY: Campus safety and security are daily concerns for students, faculty, staff, and families across the nation. The USM has recently addressed this issue during a state-wide safety summit, the BOR retreat, and safety vignettes during full Board of Regents meetings. The compiling and sharing of the following data add to our knowledge base.

The data included in this report are required by the Clery Act and the Higher Education Opportunity Act and are submitted annually by all postsecondary institutions that receive Title IV (federal student aid programs) funding. Additionally, the Department of Education requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees. The statistics represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. And although the crime data reported by the institutions have not been subjected to independent verification, at this time, this is an important measure of campus safety and security.

The tables on crime reports by institution include criminal offenses, arrests, and campus disciplinary actions for violations that occurred in the following Clery geography: on-campus, noncampus, and public property. In addition to total number of reported incidents, the tables provide a rate that reflects the total number of incidents per 1,000 students. A trend table showing five years of system-wide data (total number of incidents in each category) is also included.

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: May 14, 2024

BOARD ACTION:

DATE:

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

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2024 Campus Crime Report
May 14, 2024
Summary

Campus safety and security are perennial topics of concern for those on college and university campuses, prospective families and students, and other stakeholders. The extent to which one will be or feel safe on campus is a factor many weigh when deciding where and whether they or their loved ones will pursue a postsecondary education. Safety is also inextricably tied to student success.

The United States Department of Education provides data to help keep the public informed. The Crime Awareness and Campus Security Act of 1990 (later renamed the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires all postsecondary institutions that receive Title IV (federal student aid programs) funding to disclose campus crime statistics and security information. These publicly available data represent alleged criminal offenses reported to campus security authorities and/or local police agencies and do not necessarily reflect prosecutions or convictions. The Department of Education also requires that, by October 1 of each year, these institutions publish and distribute an annual campus security report to all current students and employees.

The University System of Maryland (USM) Campus Crime Report compiles and presents those data as one measure of the safety and security of our institutions. The following tables offer statistics on a variety of criminal offenses, arrests, and campus disciplinary actions for violations that occurred on-campus, as well as in noncampus settings and on public property adjacent to campus as reported under Clery. In addition to the total number of reported incidents, the tables provide rates that reflect the number of incidents per 1,000 students. The following report includes:

- A trend table showing system-wide data from 2019 through 2022
- Information by institution for the most recent three years available – 2022, 2021, and 2020

National* and USM Data Comparisons of 2022 to 2021 and Pre-Pandemic (2019) Levels
(*5,783 institutions)

Criminal Offenses (murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, and arson)

Nationally

- Increase over 2021
- Nearing pre-pandemic level

USM

- Increase over 2021
 - Specific increases over 2021: rape, fondling, robbery, aggravated assault, motor vehicle theft
- Nearing pre-pandemic level

Arrests and Disciplinary Actions for weapons, drug, and liquor law violations

Nationally

- Decrease from 2021
- Well below pre-pandemic level

USM

- Decrease from 2021
 - Liquor law violations down significantly; drug abuse violations up slightly; weapons violations steady
- Well below pre-pandemic level

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>
<https://ope.ed.gov/campussafety/#/>

Hate Crimes

Nationally

- Increase over 2021
- Well above pre-pandemic level
- Highest since 2005 (previous high in 2016 with 1,309 hate crimes)

USM

- Decrease from 2021
- Below pre-pandemic level

Violence Against Women Act Violations (VAWA; domestic violence; dating violence; stalking)

Nationally

- Increase over 2021
- Below pre-pandemic level but trending up

USM

- Increase over 2021
- Below pre-pandemic level but trending up

As the Department of Education notes on its website, these crime data are reported by the institutions and have not been subjected to independent verification. However, the Department conducts audits into institutions' compliance with Clery. Reviews are initiated when a complaint is received, a media event raises concerns, a school's independent audit identifies areas of noncompliance, or for other reasons. Institutions found out-of-compliance (often after lengthy investigations) can be assessed fines and lose federal funding. Reporting requirements include, but are not limited to:

1. Collecting and sharing crime statistics and disclosing security-related policies;
 2. The issuance of campus alerts (timely warnings and emergency notifications);
 3. The publication of an annual security report;
- and
4. Maintenance of a daily crime log.

In addition to these federal safeguards, the USM Office of Internal Audit conducts audits to verify that our institutions are in compliance with Clery/Department of Education guidelines. Since 2019, Internal Audit has completed six (6) Jeanne Clery Act audits, and one is in progress in 2024. Additionally, one follow-up audit is in progress and another will occur in 2024. When conducting audits, where there are violations, the auditors conduct follow-up audits to determine the institutions' responses to recommendations and annually assess each institution's need for another full audit. This information is provided in detailed reports to the Chancellor and summarized reports for the Audit Committee of the Board of Regents.

These layers of review are important to the process. Ultimately, administrators know that Clery Act compliance is crucial, and keeping up with it is a year-round obligation. Campus officials work consistently to ensure the safety and security of our campus communities while appropriately tracking, disclosing, submitting, and publishing the information required by law and due to the public.

System-Wide Attention to Campus Safety and Security

October 2023

USM Board of Regents Retreat

The theme of this year's Board of Regents Retreat was student centeredness. A major component of the meeting was campus safety and security. Regents, University Presidents, USM Office Staff, and Shared Governance Body leaders heard presentations from Police Chief David Mitchell (UMCP) and vice presidents for student affairs, Drs. Patty Perillo (UMCP) and Stephan Moore (Coppin State) and engaged in discussions to better understand the dynamics, issues, resources, etc. on campus as well as the work being done to keep the community safe. The presenters also shared recommendations.

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>

<https://ope.ed.gov/campussafety/#/>

November 2023

Board of Regents Meetings - Safety Vignettes

During the November Board of Regents meeting, Chair Linda Gooden shared that each full BOR would now include a safety vignette designed to reinforce the importance of the issues and to better understand how USM institutions organize and manage safety and security.

December 2023

Maryland Campus Safety Summit

In Fall 2023, colleges and universities across Maryland and the nation managed an increasing number of campus safety issues. The Maryland Higher Education Commission and the University System of Maryland joined to convene a Campus Safety Summit that brought together presidents, vice presidents of student affairs, police chiefs, emergency management, and others across all segments of higher education in the state to learn from each other, understand best practices related to prevention and response to campus incidents, and explore how Maryland's higher education community can leverage its power to address safety issues both on the campuses and in the surrounding communities. Speakers from the Federal Bureau of Investigation and Michigan State University and a presidential panel and vice president for student affairs panel were key components of the agenda at this day-long event.

Committee on Education Policy and Student Life and Safety

Upon the conclusion of the USM Board of Regents retreat, after considering comments made by expert speakers and discussion by the regents, USM staff, and shared governance leaders, the regents began discussing ways the USM, its institutions, and the Board of Regents would build on the work already being done to address campus safety and security. Since its inception, the Committee on Education Policy, which later became the Committee on Education Policy and Student Life, had included an emphasis on safety and security, as evidenced by regular reports reviewing USM institutions' Clery statistics and updates by panels of vice presidents for student affairs and campus police chiefs. To better represent this work and to further entrench campus safety as a focus of the committee and board, the Board of Regents voted to change the name of the committee to Education Policy and Student Life and Safety.

May 2024

USM Vice Presidents of Student Affairs: Campus Safety Summit Recommendations

Following the Maryland Campus Safety Summit in December 2023, sponsored by the Maryland Higher Education Commission (MHEC) and the USM, the USM Vice Presidents of Student Affairs (VPSA) developed thirteen campus safety recommendations. During their January retreat and monthly meetings, USM's VPSAs engaged in dialogue regarding challenges and opportunities to address a variety of campus safety concerns. They believe that these recommendations will assist them, at a System and institutional level, in supporting their university communities and help keep campuses safe. The VPs will present these recommendations to Chancellor Perman soon and hope to share more with the Committee during the 2024-2025 academic year.

Maryland Higher Education Commission Campus Safety Grant Program

The Maryland Higher Education Commission (MHEC) announced the availability of \$25,000,000 under the FY 2025 Campus Safety Grant (CSG) Program for the award period of July 1, 2024 to June 30, 2025. This initiative will allow Maryland public and private non-profit colleges and universities to support security enhancements to their campuses. Application requests may range from a minimum of \$100,000 to a maximum of \$5,000,000 for FY 2025. This funding should be considered to be one-time funding for the purpose of implementing or enhancing campus safety and security initiatives. Examples of projects or initiatives that will be eligible for CSG Grants funds include, but are not limited to: (1) Campus Security Assessment and Recommendations; (2) Campus Camera Systems; (3) Establishing a Security Operations Center; (4) Installing security lock systems on all campus buildings, especially residence halls; (5) Establishing an Event Coordination Center on campus; (6) Developing an Emergency Management Plan. Applicants are required to apply for grant funding through the Maryland Higher Education Commission by May 31, 2024. USM and/or grantee institutions will share outcomes in a subsequent report to Education Policy, Student Life, and Safety.

Sources:

<https://rems.ed.gov/IHECleryAct.aspx>

<https://ope.ed.gov/campussafety/#/>

Crime Report Summary Data ~ 2019-2022
University System of Maryland Totals

Criminal Offenses - On-Campus, Noncampus, and Public Property

	2019		2020		2021		2022	
USM Population	172,214		170,180		164,851		162,622	
	Number and Rate per 1,000 Across the USM							
	No.	Rate	No.	Rate	No.	Rate	No.	Rate
Murder/Non-Negligent Manslaughter	0	0.00	1	0.01	0	0.00	0	0.00
Negligent Manslaughter	0	0.00	0	0.00	0	0.00	0	0.00
Rape*	57	0.33	38	0.22	54	0.32	56	0.34
Fondling*	31	0.18	21	0.12	28	0.16	33	0.20
Incest*	0	0.00	0	0.00	0	0.00	0	0.00
Statutory Rape*	1	0.01	0	0.00	0	0.00	0	0.00
Robbery	45	0.26	35	0.20	9	0.05	15	0.10
Aggravated Assault	36	0.20	37	0.21	37	0.22	73	0.45
Burglary	92	0.53	79	0.46	70	0.42	48	0.30
Motor Vehicle Theft	83	0.48	69	0.40	54	0.32	79	0.49
Arson	7	0.04	2	0.01	8	0.04	4	0.02
Criminal Offenses Totals	352	2.04	282	1.66	260	1.58	308	1.90
Weapons Possession Violations	26	0.15	24	0.14	20	0.12	20	0.12
Drug Abuse Violations	223	1.29	134	0.78	130	0.78	181	1.11
Liquor Law Violations	869	5.04	523	3.07	727	4.41	520	3.20
Weapons, Drug Abuse, and Liquor Law Arrests and Disciplinary Actions	1,118	6.49	681	4.00	887	5.38	721	4.43
Hate Crimes (All Offenses)	9	0.05	5	0.02	6	0.03	4	0.02
VAWA Offenses** (domestic violence; dating violence; stalking)	135	0.78	59	0.34	98	0.59	107	0.66

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

Incidents Reported in Campus Crime Reports 2022***

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,275	0	0.00	0	0.00	3	0.48	3	0.48	0	0.00	0	0.00	0	0.00	27	4.30	12	1.91	0	0.00	0	0.00
CSU	2,006	0	0.00	0	0.00	1	0.50	0	0.00	0	0.00	0	0.00	1	0.50	6	2.99	1	0.50	0	0.00	0	0.00
FSU	4,067	0	0.00	0	0.00	1	0.24	3	0.73	0	0.00	0	0.00	1	0.24	1	0.24	0	0.00	0	0.00	0	0.00
SU	7,123	0	0.00	0	0.00	7	0.98	5	0.70	0	0.00	0	0.00	0	0.00	1	0.14	4	0.56	2	0.28	0	0.00
TU	19,793	0	0.00	0	0.00	11	0.56	3	0.15	0	0.00	0	0.00	1	0.05	4	0.20	11	0.56	5	0.25	0	0.00
UBalt	3,288	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.61	1	0.30	0	0.00	2	0.61	0	0.00
UMB	6,931	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	0.87	10	1.44	1	0.14	12	1.73	1	0.14
UMBC	13,991	0	0.00	0	0.00	11	0.79	8	0.57	0	0.00	0	0.00	1	0.07	2	0.14	4	0.29	1	0.07	2	0.14
UMCP	40,792	0	0.00	0	0.00	19	0.47	10	0.25	0	0.00	0	0.00	2	0.05	19	0.47	11	0.27	53	1.30	1	0.02
UMES	2,518	0	0.00	0	0.00	2	0.79	1	0.40	0	0.00	0	0.00	0	0.00	0	0.00	2	0.79	0	0.00	0	0.00
UMGC	55,838	0	0.00	0	0.00	1	0.02	0	0.00	0	0.00	0	0.00	1	0.02	2	0.04	2	0.04	4	0.07	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions						
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	
BSU	6,275	0	0.00	0	0.00	0	0.00		7	1.12	83	13.23	28	4.46
CSU	2,006	2	1.00	0	0.00	0	0.00		1	0.50	15	7.48	7	3.49
FSU	4,067	2	0.49	0	0.00	0	0.00		0	0.00	50	12.29	25	6.15
SU	7,123	1	0.14	1	0.14	3	0.42		1	0.14	0	0.00	137	19.23
TU	19,793	2	0.10	4	0.20	0	0.00		0	0.00	3	0.15	81	4.09
UBalt	3,288	1	0.30	0	0.00	0	0.00		0	0.00	1	0.30	0	0.00
UMB	6,931	1	0.14	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,991	1	0.07	0	0.00	0	0.00		0	0.00	0	0.00	43	3.07
UMCP	40,792	1	0.02	13	0.32	0	0.00		0	0.00	1	0.02	186	4.56
UMES	2,518	0	0.00	0	0.00	0	0.00		0	0.00	10	3.97	10	3.97
UMGC	55,838	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced "forcible" and "non-forcible" sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2022 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	0	0.00
CSU	2,006	0	0.00
FSU	4,067	0	0.00
SU	7,123	1	0.14
TU	19,793	1	0.05
UBalt	3,288	0	0.00
UMB	6,931	0	0.00
UMBC	13,991	1	0.07
UMCP	40,792	1	0.02
UMES	2,518	0	0.00
UMGC	55,838	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,275	12	1.91
CSU	2,006	4	1.99
FSU	4,067	5	1.23
SU	7,123	5	0.70
TU	19,793	24	1.21
UBalt	3,288	2	0.61
UMB	6,931	7	1.01
UMBC	13,991	27	1.92
UMCP	40,792	15	0.37
UMES	2,518	6	2.38
UMGC	55,838	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2021*****

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,308	0	0.00	0	0.00	5	0.79	5	0.79	0	0.00	0	0.00	0	0.00	0	0.00	11	1.74	1	0.15	0	0.00
CSU	2,101	0	0.00	0	0.00	2	0.95	0	0.00	0	0.00	0	0.00	2	0.95	0	0.00	5	2.37	2	0.95	0	0.00
FSU	4,449	0	0.00	0	0.00	2	0.44	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SU	7,568	0	0.00	0	0.00	2	0.26	6	0.79	0	0.00	0	0.00	1	0.13	5	0.66	9	1.18	0	0.00	0	0.00
TU	20,856	0	0.00	0	0.00	10	0.47	5	0.23	0	0.00	0	0.00	0	0.00	5	0.23	11	0.52	0	0.00	0	0.00
UBalt	3,710	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.53	0	0.00	0	0.00	0	0.00
UMB	7,244	0	0.00	0	0.00	1	0.13	1	0.13	0	0.00	0	0.00	5	0.69	7	0.96	1	0.13	9	1.24	0	0.00
UMBC	13,638	0	0.00	0	0.00	9	0.65	2	0.14	0	0.00	0	0.00	0	0.00	0	0.00	13	0.95	2	0.14	3	0.21
UMCP	41,271	0	0.00	0	0.00	20	0.48	8	0.19	0	0.00	0	0.00	0	0.00	2	0.04	11	0.26	34	0.82	5	0.12
UMES	2,384	0	0.00	0	0.00	3	1.25	1	0.41	0	0.00	0	0.00	0	0.00	2	0.83	3	1.25	0	0.00	0	0.00
UMGC	55,323	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.01	14	0.25	6	0.10	6	0.10	0	0.00

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions						
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	
BSU	6,308	0	0.00	1	0.15	0	0.00		0	0.00	37	5.86	0	0.00
CSU	2,101	0	0.00	0	0.00	0	0.00		0	0.00	14	6.65	7	0.00
FSU	4,449	0	0.00	1	0.22	0	0.00		0	0.00	46	10.33	25	0.00
SU	7,568	1	0.13	5	0.66	3	0.39		3	0.39	0	0.00	271	35.8
TU	20,856	2	0.09	4	0.19	0	0.00		0	0.00	0	0.00	97	4.65
UBalt	3,710	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,244	1	0.13	0	0.00	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,638	0	0.00	0	0.00	0	0.00		0	0.00	0	0.00	24	1.75
UMCP	41,271	6	0.14	12	0.29	0	0.00		0	0.00	0	0.00	291	20.6
UMES	2,384	0	0.00	1	0.41	0	0.00		0	0.00	4	1.67	9	3.77
UMGC	55,323	7	0.12	5	0.09	0	0.00		0	0.00	0.00	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2021 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	0	0.00
CSU	2,101	0	0.00
FSU	4,449	0	0.00
SU	7,568	0	0.00
TU	20,856	2	0.09
UBalt	3,710	0	0.00
UMB	7,244	0	0.00
UMBC	13,638	1	0.07
UMCP	41,271	4	0.09
UMES	2,384	0	0.00
UMGC	55,323	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,308	10	1.58
CSU	2,101	0	0.00
FSU	4,449	9	2.02
SU	7,568	10	1.32
TU	20,856	14	0.67
UBalt	3,710	0	0.00
UMB	7,244	8	1.10
UMBC	13,638	10	0.73
UMCP	41,271	21	0.50
UMES	2,384	6	2.51
UMGC	55,323	10	0.18

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2020*****

Criminal Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	Murder & Non-Negligent Manslaughter		Negligent Manslaughter		Rape*		Fondling*		Incest*		Statutory Rape*		Robbery		Aggravated Assault		Burglary		Motor Vehicle Theft		Arson	
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
BSU	6,250	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.32	0	0.00	0	0.00
CSU	2,348	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	2.98	9	3.83	5	2.12	7	2.98	0	0.00
FSU	4,857	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.20	0	0.00	4	0.82	0	0.00	0	0.00
SU	8,124	0	0.00	0	0.00	0	0.00	4	0.49	0	0.00	0	0.00	1	0.12	5	0.61	3	0.36	0	0.00	0	0.00
TU	21,917	0	0.00	0	0.00	10	0.45	1	0.04	0	0.00	0	0.00	1	0.04	0	0.00	2	0.09	1	0.04	0	0.00
UBalt	4,169	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	1.43	1	0.23	0	0.00	0	0.00	0	0.00
UMB	7,137	1	0.14	0	0.00	0	0.00	9	1.26	0	0.00	0	0.00	10	1.40	8	1.12	2	0.28	4	0.56	0	0.00
UMBC	13,497	0	0.00	0	0.00	8	0.59	6	0.44	0	0.00	0	0.00	0	0.00	0	0.00	9	0.66	3	0.22	0	0.00
UMCP	40,709	0	0.00	0	0.00	14	0.34	0	0.00	0	0.00	0	0.00	2	0.04	1	0.02	16	0.39	26	0.63	0	0.00
UMES	2,646	0	0.00	0	0.00	3	1.13	0	0.00	0	0.00	0	0.00	1	0.37	4	1.51	7	2.64	0	0.00	0	0.00
UMGC	58,526	0	0.00	0	0.00	3	0.05	1	0.01	0	0.00	0	0.00	6	0.10	9	0.15	29	0.49	28	0.47	2	0.03

Arrests and Disciplinary Actions - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	On-Campus Arrests						Disciplinary Actions						
		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		Weapons Possession		Drug Abuse Violations		Liquor Law Violations		
		No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	
BSU	6,250	0	0.00	0	0.00	0	0.00		0	0.00	9	1.44	1	0.16
CSU	2,348	0	0.00	0	0.00	0	0.00		0	0.00	22	9.36	17	7.24
FSU	4,857	3	0.61	2	0.41	0	0.00		0	0.00	53	10.91	37	7.61
SU	8,124	0	0.00	4	0.49	5	0.61		6	0.73	0	0.00	85	10.46
TU	21,917	4	0.18	10	0.45	1	0.04		0	0.00	0	0.00	53	2.41
UBalt	4,169	0	0.00	2	0.47	0	0.00		0	0.00	0	0.00	0	0.00
UMB	7,137	3	0.42	3	0.42	0	0.00		0	0.00	0	0.00	0	0.00
UMBC	13,497	0	0.00	3	0.22	0	0.00		0	0.00	0	0.00	40	2.96
UMCP	40,709	2	0.04	17	0.41	0	0.00		0	0.00	0	0.00	263	6.46
UMES	2,646	1	0.37	3	1.13	1	0.37		0	0.00	0	0.00	7	2.64
UMGC	58,526	5	0.08	6	0.10	13	0.22		0	0.00	0	0.00	0	0.00

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**Incidents Reported in Campus Crime Reports
2020 (con't)*****

Hate Crimes - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	0	0.00
CSU	2,348	0	0.00
FSU	4,857	0	0.00
SU	8,124	3	0.36
TU	21,917	0	0.00
UBalt	4,169	0	0.00
UMB	7,137	0	0.00
UMBC	13,497	1	0.07
UMCP	40,709	1	0.02
UMES	2,646	0	0.00
UMGC	58,526	0	0.00

Hate crime offenses include murder/non-negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, simple assault, larceny-theft, intimidation, and destruction/damage/vandalism of property.

VAWA Offenses - On-Campus, Noncampus, and Public Property

Institution	Fall HC Enrollment	All Offenses	
		No.	Rate
BSU	6,250	4	0.64
CSU	2,348	0	0.00
FSU	4,857	3	0.61
SU	8,124	1	0.12
TU	21,917	11	0.50
UBalt	4,169	0	0.00
UMB	7,137	1	0.14
UMBC	13,497	4	0.29
UMCP	40,709	13	0.31
UMES	2,646	8	3.02
UMGC	58,526	14	0.23

Fall HC Enrollment is statewide; All rates are in terms of total number of incidents per 1,000 students.

*Starting with 2014 statistics, these offenses replaced “forcible” and “non-forcible” sex offenses.

**Collection of VAWA offenses began with the 2014 statistics and includes domestic violence, dating violence, and stalking.

***Totals include all Clery geography: on-campus, noncampus, and public property.

**2024 Campus Crime Report
May 14, 2024**

Glossary

Aggravated Assault

An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arrest

Persons processed by arrests, citation, or summons.

Arson

Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Burglary

The unlawful entry of a structure to commit a felony or a theft.

Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence

Domestic Violence

A felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is or has cohabitated with the victim as a spouse or intimate partner; and
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Drug Abuse Violations

The violation of laws prohibiting the production, distribution and/or use of certain controlled substances and the equipment or devices utilized in their preparation and/or use. The unlawful cultivation, manufacture, distribution, sale, purchase, use, possession, transportation or importation of any controlled drug or narcotic substance. Arrests for violations of state and local laws, specifically those relating to the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics - manufactured narcotics which can cause true addiction (Demerol, Methadone); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

Fondling

The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Hate Crime

A criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of Clery, the categories of bias include the victim's actual or perceived race, religion, gender, gender identify, sexual orientation, ethnicity, national origin, and disability.

Incest

Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Liquor Law Violations

The violation of state or local laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages, not including driving under the influence and drunkenness. Include in this classification: the manufacture, sale, transporting, furnishing, possessing, etc., of intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating still; furnishing liquor to a minor or intemperate person; underage possession; using a vehicle for illegal transportation of liquor; drinking on train or public conveyance; and attempts to commit any of the above.

Motor Vehicle Theft

The theft or attempted theft of a motor vehicle.

Murder and Non-Negligent Manslaughter

The willful (non-negligent) killing of one human being by another.

Negligent Manslaughter

The killing of another person through gross negligence.

Noncampus Building or Property

(1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

On-Campus

(1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Public Property

All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Rape

The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Referred for Disciplinary Action

The referral of any person to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

Robbery

The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Statutory Rape

Non-forcible sexual intercourse with a person who is under the statutory age of consent.

VAWA (Violence Against Women Act) Offenses

Domestic violence, dating violence, and stalking.

Weapons: Carrying, Possessing, etc.

The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices or other deadly weapons. This classification encompasses weapons offenses that are regulatory in nature. Include in this classification: manufacture, sale or possessions of deadly weapons; carrying deadly weapons, concealed or openly, using manufacturing, etc. of silencers; furnishing deadly weapons to minors; aliens possessing deadly weapons; and attempts to commit any of the above.

TOPIC: Update on Test-Optional Undergraduate Admissions Policy

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: May 14, 2024

SUMMARY: The USM had required undergraduate applicants to provide an SAT or ACT score. Institutions had the ability to petition for an exception to this policy, and Salisbury University did so about 15 years ago and no longer required a standardized test score for admissions purposes. During the onset of the Covid-19 pandemic, access to standardized testing was more limited than usual, and consequently institutions across the country suspended the requirement for such scores as part of admissions applications. Then, in 2022, the USM formalized the test-optional policy. All constituent institutions have since gone test-optional. The Committee requested an update on the implementation of the test-optional policy, particularly in light of some prominent institutions returning to requiring a standardized test score for undergraduate admissions.

The attached report provides some additional information related to recent policy revisions at other schools. It notes that USM institutions are tracking their data internally to determine how the policy is working. The general report from campuses is that it is too early to make definitive statements about the policy change. Admissions applications and enrollments have not suffered because of the policy. Early retention figures do not seem to show a clear impact (positive or negative) across the System.

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

FISCAL IMPACT: No impact.

CHANCELLOR'S RECOMMENDATION: This item is for information only.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

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

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The Board of Regents has requested an update on the SAT/ACT test-optional component of the [undergraduate admissions policy](#). As a contextual reminder, during the height of the COVID-19 pandemic in 2020, most institutions across the country removed standardized test requirements from their undergraduate admission review process. This change was introduced to alleviate accessibility challenges for students that experienced test disruptions or cancellations due to the pandemic. The University System of Maryland (USM) also allowed its institutions to suspend the undergraduate admissions policy's SAT/ACT testing requirement. In 2022, the Board of Regents formalized the policy allowing member USM institutions the flexibility either to require test scores or to adopt test-optional policies in their admissions process, without having to make a special exception request of the Board of Regents. One USM institution, Salisbury University, was already test optional and has been for over fifteen years. Salisbury had found in the 2010s that it did not need test scores to identify students who would be successful there and going test-optional helped remove a barrier to admission for some—whether related to cost, test anxiety, or other factors.

Historically, institutions have used standardized test scores to measure a student's academic preparedness for college and, more specifically, their likelihood of success in the first year (Allensworth & Clark, 2020). Many institutions have used test scores as one factor of several, or many, to help shape an entering class, design honors communities, and award merit scholarships, among other things. An argument in favor of them is that they provide an indicator that is not tied to the vagaries of grade inflation or curricular variations. Although less predictive of college completion than high school GPA in college-preparatory courses, the GPA combined with the SAT is more predictive than either factor alone (Westrick et al., 2019). But standardized testing in admissions practices has also long had its critics. Students from under-resourced communities, including those under-represented in higher education, have historically not scored as high as those from more privileged communities (Bauer-Wolf, 2022). Students from more well-resourced economic backgrounds have access to test preparation programs to support stronger test scores, whereas students from lesser resourced areas do not. And there are disparities in access to curriculum, college preparation advising, and other important resources that impact standardized test scores (Bauer-Wolf, 2022).

To determine if a new testing policy is effective, institutions may wish to have sufficient time for a cohort (or class) of students to enter under the policy and then graduate to determine if retention, graduation, and even major choices have been impacted by policy change. Ideally, the policy review period would not have other major variables at play at the same time. The University of Maryland, College Park identified at the time that it went test-optional that it wanted to review five years of data from after the height of the pandemic to determine if it would remain test-optional. More generally, our institutions believe it is too early to determine the significance of test optional policies' effect on student outcomes, as well as on the demands for various student services.

There are several elite institutions that have recently reinstated the SAT/ACT requirement. Institutions like Dartmouth and Yale found that students from under-resourced communities have not been submitting their scores, which has been working to those students' detriment. These institutions have data to show that a high, even if relatively lower, score from a student in an under-resourced community predicts success at their institutions. Thus, the test requirement at certain Ivy League schools is being reinstated, at least in part, to help build a more diverse class from applications across the country (Coffin, 2024; Fisch, 2024). But the context in which these

institutions are operating is not necessarily that of the USM, which is required to have 70 percent of its students from Maryland. A more comparable example, at least for College Park, is the reinstatement of testing at the University of Texas, Austin. Texas has a guaranteed admissions program linked to class rank, whereas College Park and our other institutions have a holistic admissions review process. Rank alone could be unhelpful for predicting student success, so the SAT or ACT would add some further information to nuance class rank and assist in determining if the student will be successful.

An additional variable put into play is the transition of the SAT in spring 2024 to a digital-only format with adaptive testing functions. With adaptive testing, a student who makes an error may be shown an easier question next to help the student regain ground—but the practice can also limit the top score a student can achieve. The testing time has been adjusted from three hours to a little over two (College Board, 2023), which appeals to many students. On the other hand, there was news from fall 2023 that some college access programs noted they worked with students who requested an earlier test date so they could use the paper test.

Although the last few years have had Covid impact student success indicators like retention, we can still look to various indicators as part of our assessment of test-optional processes. Key questions include whether the policy impacted the application funnel, enrollment, and first-year retention. USM data that are publicly available from [IRIS](#) show the following:

	BSU	CSU	FSU	SU	TU	UMBC	UMCP
First-Time, First-Yr Applications 2018	12830	6197	3061	8983	12764	11847	33568
First-Time, First-Yr Applications 2022	6342	4739	4555	8090	19790	11578	59489
First-Time, First-Yr Enr. 2018	898	389	735	1285	2990	1777	6021
First-Time, First-Yr Enr. 2022	1170	332	582	1214	2662	2130	5533*
First-Year Retention 2018 (Fall 2019)	70.40%	70.70%	75.60%	80.50%	87.60%	85.00%	94.60%
First-Year Retention 2022 (Fall 2023)	71.00%	71.10%	69.20%	81.50%	84.60%	85.70%	92.90%

*UMCP Fall 2023 enrollment = 6,136; the Fall 2022 dip is not connected to the SAT/ACT optional policy.

The three institutions that serve primarily or exclusively transfer students were not included here as their first-time cohorts are relatively small.

The USM-wide data show no generalizable trends to suggest there is a problem with the test-optional policy. Institutions have more refined data for evaluating factors involved in student success and retention. For example, institutions track first-year average GPAs; pass rates in required composition, mathematics, and milestone courses; and credit accumulation trends. The more granular data speak to student preparation and help institutions decide if their admissions processes require an additional factor like a standardized test to predict student success. As noted earlier, the USM institutions have thus far indicated that they would like to continue monitoring their indicators before altering their SAT/ACT policies.

References

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- Coffin, L. (2024). Dartmouth's Admissions Dean on the Return to Testing. *Inside Higher Ed*.
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- Fisch, A. (2024). Reinstating tests is a step back for access. *Inside Higher Ed*.
- Westrick, P., Marini, J., Young, L., Ng, H., Shmueli, D., & Shaw, E. (2019). *Validity of the SAT for predicting first-year grades and retention to the second year*. CollegeBoard. <https://satsuite.collegeboard.org/media/pdf/national-sat-validity-study.pdf>

TOPIC: Update: PreK-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 14, 2024

The P–20 work in the Office of Academic and Student Affairs encompasses partnerships between USM and USM institutions; the Maryland State Department of Education and the Maryland Higher Education Commission; the Maryland community colleges and independent colleges and universities; and the Maryland Public Schools. The USM P–20 Office serves as a central point of contact for the education segments—P–12 schools, community colleges, and public and private senior universities—to collaborate on shared objectives of addressing the state’s most immediate education problems. P–20 at USM works to close gaps in opportunity and achievement for all students, but especially students of color and low-income students who have been traditionally under-represented in higher education. Our role is to support USM institutions in their work of preparing the next generation of teachers for Maryland schools, reducing remediation in college, bridging the digital divide, and preparing Maryland students to be informed and engaged citizens who will sustain our future democracy. Although we presented deep dives on both the Maryland Center for Computing Education (MCCE) and Civic Education and Community Engagement Council (CECE) earlier this year (November 30, 2023 and January 16, 2024, respectively), we want to take this opportunity to introduce new MCCE staff and give updates on the CECE Council and additional areas within the P–20 office:

- [MCCE: New Director: Quiana Bannerman](#)
- [CECE Council](#), New Co-Chairs Dr. Alexander (Sandy) Pope, SU, and Dr. Nicole Marano, UBalt
 - Help America Vote College Program grant from Election Assistance Commission
- [Student Access and Success](#): Report on the Maryland’s ABC’s for Student Success project, supported by the U.S. Department of Education’s Postsecondary Student Success Grant program
- [Teacher Education](#): Overview of teacher education highlights from USM campuses’ programs, including projects addressing the teacher shortage
- [P–20 Policy engagement](#): Maryland Longitudinal Data System (MLDS), MSDE’s Mathematics Launch Years Workgroup.
- [P–20 Impact, 1997–2024](#)

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: May 14, 2024

BOARD ACTION:

DATE:

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

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MCCE Update: New Director Appointed

The Maryland Center for Computing Education (MCCE) is now under the leadership of Quiana Bannerman, since the retirement of founding Director Dianne O’Grady-Cunniff. Quiana has been an educator for over 17 years. She is passionate about empowering students with the future-ready skills they need to succeed, particularly through computer science education. In her previous role at Prince George's County Public Schools, she oversaw a wide range of Career and Technical and Education programs, including Information Technology; Transportation Technologies; Arts, Media & Communication; Manufacturing, Engineering, and Design; Environmental, Agriculture, and Natural Resources along with technology education and computer science education PreK-12 implementation. She holds a master’s degree in computer science education and has extensive experience developing curriculum, leading professional development workshops, and advocating for diversity and inclusion in computer science education. She is a lifelong learner, constantly researching trends in education and the workforce to stay ahead of the curve. Her goal is to help others to develop the critical thinking and problem-solving skills they need to succeed.

Civic Education and Community Engagement (CECE) Council Updates

CECE Co-Chairs

The USM Civic Education and Community Engagement (CECE) Council was established and convened in January 2024. The [Council membership](#) is composed of at least two representatives from each USM institution as well as two student representatives from the Student Civic Leaders Committee and the USM Student Council. Dr. Alexander “Sandy” Pope, Salisbury University, and Dr. Nicole Marano, University of Baltimore co-chair the CECE Council.

In this inaugural year, the CECE Council will meet monthly. The agenda for these meetings include sharing campus-level concerns and insights about fostering civility and civic engagement as well as supporting student voting as mandated by the SMVEA act of 2020. Most recently, the Council has invited guest participants to help launch the work. Guests have included representatives from the Maryland’s State Board of Elections, Crystal McGinn and Mary Ann Mogavero, and Paul Monteiro, Secretary of Governor Moore’s new Department of Service and Civic Innovation.

Help America Vote College Program Grant

In February 2024 USM was the only public university system awarded a highly competitive grant under the Help America Vote Act of 2002 (HAVA). The award, \$86,000, administered by the United States Election Assistance Commission (EAC), is intended to “recruit, train and support students serving as poll workers on Election Day” with the aim of assisting states and localities in administering elections, educating college students about the work associated with running an election, and demonstrating the potential of partnerships with universities to ensure efficacious Election Day operations. In collaboration with University of Maryland, College Park (UMCP), the USM secured commitments from each USM institution to participate in the work of the grant. UMCP will serve as the coordinating “hub” of the HAVCP for USM, and will provide resources, support, and training for all 12 USM colleges and universities.

Langenberg Legacy Fellowship

The endowed Langenberg Legacy Fellowship, honoring Chancellor Emeritus Donald N. Langenberg, was inaugurated 2023, with a cohort of ten students from ten USM universities. The second cohort of eleven fellows was awarded in 2024. ([See attachment for a list of both cohorts' Fellows and projects.](#)) The 2025 cohort of applications is under review this spring. The Langenberg Legacy Fellowships provide financial support for students and their mentors to identify and complete student-led civic engagement projects at each USM institution. The LL Fellows will be honored at a reception hosted by Chancellor Jay Perman on May 19, 2024, at Hidden Waters. All Regents are invited to this reception.

Student Access and Success: Maryland's ABCs for Student Success

In September 2023, the P-20 office applied for funding through the U.S. Department of Education's Postsecondary Student Success Grant (PSSG) program, and in December, the Department announced that our application, *Maryland's ABCs for Student Success* won almost \$4 million for the four-year grant period (the maximum amount for early-phase projects). *Maryland's ABCs for Student Success* (P116M230035) seeks to improve retention, graduation, and sense of belonging among underserved students at USM universities. The project brings together teams from Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore; and University of Maryland Global Campus. ([See attachment for project abstract.](#))

Through the *ABCs* project, each university will create a new cadre of peer mentors (in addition to any peer mentor programs already taking place) to be trained with the *ABCs* model; a fresh cohort of peer mentors will be brought into the project each year through 2027. In addition, the P-20 office will be convening communities of practice to support project goals, including an Advisors Community of Practice, Peer Mentor Trainers Community of Practice, Data Liaisons Community of Practice, and Administrators Community of Practice.

The P-20 office also secured additional funding for all participating universities through a generous grant from MR Macgill, on behalf of the Nam-Macgill Family Fund. This grant will fund the hourly wages of all peer mentors who are recruited as part of this project for the first year of mentoring.

Overview of Teacher Education Campus Highlights

Background on Maryland Teacher Shortage

Maryland has been experiencing teacher shortages over several years, a pattern that was amplified by COVID-19. Maryland is also, traditionally, an "import state" for teachers, with roughly 50% of our teachers coming from other states. Maryland's issuance of conditional certificates more than doubled between 2018 to 2022. The *Blueprint for Maryland's Future* speaks directly to addressing the teacher shortage by raising teacher salaries, implementing a

statewide marketing campaign, a digital recruitment platform and outreach programs focused on candidates from historically underrepresented populations. In addition, MHEC is charged with providing scholarships and loan forgiveness.

In 2023 MSDE reported on Maryland’s teacher shortage to the State Board of Education. The link to this report gives more detail about Maryland’s educator supply and demand landscape. <https://www.marylandpublicschools.org/stateboard/Documents/2022/0726/TabGBlueprintAndDataDeepDiveTeacherPipelineAndDiversity.pdf>

The *Educator Shortage Act* (2023) is intended to provide a \$20,000 stipend to students in the internship phase of their teacher preparation programs and enrolled in institutions with 40% of their students receiving Pell Grant financial aid. Based on this criterion, there are four institutions that qualify: Bowie State, Morgan State, Coppin State and University of Maryland Eastern Shore. Students receiving the stipend commit to teach at least two years in a high-needs school in Maryland.

The bill also includes financial assistance for mental health professionals who work in schools for at least two years, allows “eligible” prekindergarten providers to provide teacher preparation programs and requires more diversity in all 24 Maryland public school systems. It also changed eligibility for the Teaching Fellows for Maryland scholarship to no longer require recipients to be Maryland residents or graduates of a Maryland high school. It required the Higher Education Commission’s Office of Student Financial Assistance to publicize the financial incentives at the state’s four historically Black colleges and universities (Bowie State, Morgan State, Coppin State and University of Maryland Eastern Shore) and to other students of other color “that are underrepresented in the teaching profession.” These grants and fellowships are intended to be distributed in the coming fiscal year.

<https://www.marylandmatters.org/2023/06/29/prospective-educators-appreciate-educator-shortage-act-some-still-want-improvements/>

USM P-20 Teacher Preparation Leadership

USM convenes two statewide policy councils: Maryland Education Deans Council and the Associate of Arts in Teaching Degree Oversight Council. Each council meets at least four times an academic year.

Maryland Education Deans Council

- Includes all public and independent universities with educator preparation programs (24 total institutions)
- Current co-chairs are Dr. Rhonda Jeter, Dean, College of Education at Bowie State University (USM) and Dr. Barbara Marinak, Dean, School of Education at Mount Saint Mary’s University (MICUA).
- Agenda topics include teacher shortage, professional development, teacher induction, apprenticeships, legislative & policy updates and implications.
- This year’s highlight was meeting with new State Superintendent Carey Wright who invited USM to participate in ongoing workgroups.

Associate of Arts in Teaching Oversight Council

- Includes select members, including provosts, education deans, education faculty and disciplinary faculty.
- Current co-chairs are Dr. Traki Taylor, Provost, Frostburg State University and Dr. Clayton Railey, Vice President for Academic Affairs, Prince George's Community College.
- Agenda topics include AAT transfer, addressing low-enrollment programs, early recruitment from grow-you-own programs.

USM tracks and supports collaborative P-20 opportunities for USM institutions in the following areas:

- Preparing educators hired a local school system but having a non-education bachelor's degree and needing to complete education course(s) and assessments.
- Preparing individuals who currently work for the school system but who do not possess an undergraduate degree---for instance, teaching assistants. Our institutions engage in collaborations to develop programs that are responsive to their needs (timing for course delivery, academic supports, varied modalities for teaching this population of candidates)
- Reaching out to high school students who have passed CCR (College and Career Readiness) and are ready for dual enrollment courses in 11th and 12th grades to encourage educator preparation pathways.
- Building an infrastructure of mentor and cooperating teachers for local schools by offering new professional development opportunities in collaboration with school districts.

Below are selected highlights from USM's educator preparation programs.

Bowie State University

- Maryland Higher Education Commission awarded BSU \$500,000 for the Teacher Quality and Diversity Program: "Teacher Training for Underrepresented Paras through a *Grow Your Own Para Pathway*" (2023- 2024).
- "*Preparing Urban Leaders in Special Education: PULSE*," (2023-2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of \$248,323.00.
- "*Responsive Effective Special Education Teachers (RESET)*" (2023 -2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of \$248,347.76.
- "*Culturally Responsive Early Education Development (CREED)*" (2023 -2028). The initial Budget period (10/01/2023 - 09/30/2024) has an award amount of \$249,096.69.

Coppin State University

- CSU in collaboration with UMES started their new Center for Inclusive Excellence in 2022 (<https://www.coppin.edu/center-inclusive-excellence>). In 2016 CSU became one of the first HBCUs to win a Teacher Quality Partnership grant. In 2022 CSU won another TQP grant from the U.S. Department of Education. Those grants led to the development of "Pathways to Profession," CSU's signature MicroCredentials for competency mastery, MicroResidencies for culturally responsive practices, and Inclusive Services specially

designed to support teacher diversity are being scaled and implemented among partnering agencies in high-need rural and urban communities across Maryland.

- CSU created an innovative Stackable Credentials initiative to provide training and specialized certificates for existing teachers, expand the range of options for those already within the teaching profession, and to speak to the future needs of public-school teachers in Maryland. Stackable credentials respond to the career ladder expectation in the Blueprint and has been implemented across partnering higher education institutions including Salisbury University, and school districts: Baltimore City, Dorchester, Wicomico, and Somerset County Public Schools (<https://www.coppin.edu/center-inclusive-excellence>).

Frostburg State University

- In 2019, Frostburg State University (FSU) was awarded a five-year, \$4.1 million Teacher Quality Partnership grant from the U.S. Education Department (Grant No. U336S190008) for the Maryland Accelerates Teacher-Leader Residency Program. The program recruited 36 new teachers for school districts in Western Maryland.
- Currently, 18 candidates are in a residency program funded by an MD LEADS grant, and another 7 are starting this year and are funded through a congressional earmark. [Maryland Accelerates Program \(frostburg.edu\)](#)
- In 2023, FSU was awarded five-year, \$3.5 million grant from the U.S. Department of Education for Rural Educators for Appalachian Children (REACH), a teacher quality partnership project. Under REACH, FSU will implement a dual certification special education and elementary teacher preparation program. This grant was also approved by the Maryland State Department of Education. [FSU Awarded \\$3.5 Million Grant for Teacher Quality Partnership Project \(frostburg.edu\)](#)

Salisbury University

- CSU, SU, and UMES collaborate on the USDOE Teacher Quality Partnership grant (\$3.6M) for the Pathways to Professions (P2P) initiative, which was featured multiple times by the USDOE for its innovation and quality of implementation.
- SU in collaboration with Wicomico County Public Schools (WCPS) received a Maryland Rebuilds grant (\$2.4M) for the Cradling the Early Years-Apprenticeship Program that seeks to upskill instructional assistants to become fully certified early childhood educators.
- SU joined the Higher Education Coalition of the National Partnership for Student Success (NPSS) housed at Johns Hopkins as a public/private initiative led by the USDOE and AmeriCorps. This initiative leverages federal work-study students as tutors for pK12 students.
- SU received a Donnie Williams Foundation award (\$40,000) for low-income pK12 students to participate in Summer Enrichment Programming provided by faculty and staff on SU's campus.

Towson University

- Leadership in Educator Advancement Project (LEAP) Teacher Collaborative Grant. In collaboration with Howard County Public School System National Board Certified Teachers (NBCT), *The Accomplished Teaching for Student Impact* graduate certificate

program was developed to support new candidates pursuing National Board Certification (Currently running eleven cohorts for HCPSS, with approximately forty-four students to finish the 4-course series this spring).

- Assembled [EQUIP \(Equity in Instructional Practice\) Task Force](#) to review data and make recommendations for diversifying the pool of NBCTs and supporting diverse candidates. Fifteen NBCTs and NBCs who identify as diverse teachers are involved in this initiative. EQUIP Taskforce members implemented an Affinity Group to support National Board candidates of color which met during monthly support sessions.
- Towson University hosted over 400 middle and high school students from Maryland at the [Educator's Rising Conference](#) in April 2024.

University of Maryland, Baltimore County

- [Transforming Undergraduate Mathematics Teacher Preparation using the PrimeD Framework](#) - In this four-year \$3M National Science Foundation (NSF) funded project, UMBC, in collaboration with Berea College, University of Central Florida, and University of Kentucky, is studying the effect of the application of Plan-Do-Study-Act cycles to carry theory to classroom practice in mathematics teacher preparation.
- [Maryland Elevates Grant](#) - UMBC has received two rounds of funding from the Maryland State Department of Education (MSDE) for the Maryland Elevates program (approximately \$450,000 over two years). The Maryland Elevates Grant is a collaborative project with researchers from the Frank Porter Graham Institute at UNC and Doug Clements and Julie Sarama from the University of Denver. The project focuses on supporting Head Start and Early Childhood Teachers in implementing inclusive STEM in their classrooms.
- [Enhancing Pedagogy in Cybersecurity](#) - In another project funded by the National Science Foundation, UMBC Education faculty, Linda Oliva, is working with colleagues from Computer Science at UMBC and the University of Minnesota and the University of Illinois to develop hands on exercises to teach core concepts in cybersecurity in collaboration with the US Naval Academy and the US Military Academy at Westpoint.

University of Maryland, College Park

- UMD's College of Education, hosted a state-wide [Teacher Education Summit 2024](#) with over 190 participants representing teachers, teacher educators, teacher education associations, union leaders, NGOs (Learning Policy Institute), State legislators, K12 school leaders, and higher education faculty and leaders (chairs, deans) from across the state. Roundtable sessions were coordinated with colleagues from Prince George's Public Schools, Bowie State, Prince George's Community College, UMD Baltimore County, TNTF teaching fellows, and UMD colleagues. Dr. Linda Darling Hammond provided a keynote address; Provost Rice, and Dean Griffin both participated as well. Former College of Education dean Donna Wiseman chaired the Teacher Education Summit Planning Committee.
- University of Maryland's [Center for Early Childhood Education and Intervention](#) (CECEI)'s [Child Development Associate Apprenticeship](#) program was recently approved as a Registered Apprenticeship by the Maryland Apprenticeship and Training Council of the Maryland Department of Labor. This is the first Early Childhood Educator Registered Apprenticeship in the state, and the effort is the direct result of a \$2.9 million Maryland

Rebuilds [grant](#) from the Maryland State Department of Education to prepare more highly qualified early childhood educators from diverse backgrounds to meet the demand created by the [Blueprint for Maryland's Future](#).

- University of Maryland's College of Education Center for Educational Innovation and Improvement (CEii)'s recently released of the [UMD Teacher Career Ladder Framework](#). This work was supported by a collaborative grant through the Maryland State Department of Education, and will serve as an important resource for the [Blueprint for Maryland's Future](#) Accountability and Implementation Board (AIB)

University of Maryland Eastern Shore

In addition to a number of undergraduate and graduate degree programs, UMES has two certificate programs:

- UMES collaborates with CSU and SU on the USDOE Teacher Quality Partnership grant (\$3.6M) for the [Pathways to Professions \(P2P\)](#) initiative, which was featured multiple times by the USDOE for its innovation and quality of implementation.
- In addition to regular educator preparation programs UMES offers two certificates: [Upper Division Certificate \(UDC\)](#) in Special Education, an 18 credit standards based professional certificate designed for students pursuing a degree in any discipline of education, health profession or relation service who wish to obtain a certificate in special education to serve students enrolled in elementary, middle, and/or high school grades.
- [Post-Baccalaureate Special Education Certificate \(PBC\)](#) oriented towards preparing individuals to serve students enrolled in elementary middle and/or high grades (K-12) who have been diagnosed with mild to moderate exceptionalities and their families through understanding direct experiences in schools with diverse populations.

University of Maryland Global Campus

- University of Maryland Global Campus (UMGC) piloted a new [Continuing Professional Development \(CDP\)](#) course for school district mentors to support early career teachers through a hybrid coaching model, resulting in increased efficacy and goal attainment for participating new teachers in St. Mary's County. Mentors/mentees worked together over the course of the 2023- 2024 school year in this LEADS funded project focusing on reflective practice, SMART goal setting, and leveraging the power of video-based feedback. Mentors earned CPD credits and built their capacity for coaching and mentoring.

P–20 Policy Engagement

Blueprint for Maryland's Future: Focus on Pillar III

USM continues to participate in work directly aligned with the [Blueprint for Maryland's Future](#) Accountability and Implementation Board (AIB) across Pillars I through IV. The most recent focus of USM's work, Pillar III, has been on ensuring that students graduating from Maryland public schools are prepared to be successful in their chosen major field of study. This work has primarily focused on mathematics.

The *Blueprint* requires the State Board of Education to adopt College and Career Readiness (CCR) standards that would equip all students for access to all post-CCR pathway options by the end of 10th grade. MSDE joined *The Launch Years Initiative* which comes out of the Dana

Center at the University of Texas at Austin. *Launch Years* supports the scaling of mathematics pathways from high school through postsecondary education and into the workplace, aligned to students' goals and aspirations. The Launch Years supports the scaling of mathematics pathways from high school through postsecondary education and into the workplace, aligned to students' goals and aspirations. Twenty-two states have joined this work, along with national organizations and leaders in mathematics education. Maryland is one of the 22 states that are part of this Initiative (others are Arizona, Arkansas, California, Colorado, Georgia, Indiana, Kansas, Louisiana, Maine, Massachusetts, Michigan, Nevada, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, Utah, Washington, and Wisconsin). Although the Launch Years work was started before the Blueprint legislation was passed in Maryland, it is aligned with the goals of the Blueprint, and Maryland benefits from the consulting and collaboration that are part of the Initiative. The work is led by MSDE, and the goal of Maryland's project is to develop a proposal for a secondary mathematics pathway framework that aligns with the Blueprint for Maryland's Future, ensuring meaningful access to post-CCR pathways (including credit-bearing college-level mathematics coursework) by the end of 10th grade.

MSDE paused Launch Years work between 2021 and 2023, but with the new superintendent, this spring MSDE has resumed this work on an updated timeline to align the CCR work better with Launch Years. As part of the new effort, this month they expanded higher ed participation to include five USM mathematics and mathematics educator faculty members in the workgroup.

The *Blueprint* requires the State Board of Education to adopt College and Career Readiness (CCR) standards that equip all students for access to all post-CCR pathway options by the end of 10th grade. The Launch Years Task Force is currently focused on developing an early secondary mathematics pathway aligned with the *Blueprint for Maryland's Future* and on redesigning secondary math experiences to ensure students have meaningful exposure to the requisite content and processes to keep all pathways open for students.

The MSDE Launch Years workgroup is on a fast track and hopes to present a proposal for an integrated mathematics course to the state board of education in June 2024. The proposal currently under consideration is for an Integrated Algebra 1 > Integrated Algebra 2 beginning of high school math pathway. These integrated courses will include geometry and statistics concepts to be blended with a trimmed algebra 1 and algebra 2 content base. It is critical that higher education participate in this work now, and we will have more work ahead after June to review our policies, including our admission policies, to review their alignment with the new high school curriculum.

VCASA has had undergraduate mathematics policy workgroups in the past and we will be charging a new workgroup shortly to review current policies.

Maryland Longitudinal Data System (MLDS)

USM was a founding member of the MLDS, and the Chancellor has a seat on the MLDS Governing Board. MLDS provides numerous regular reports such as five and ten years out from high school, financial aid outreach, progress on preparation on diversity of new teachers and teacher candidates, and dual enrollment, and dashboards, such as

- [computer science post-secondary outcomes](#),

- [high school to college expansion](#), and
- [dual enrollment expansion](#).

MLDS is also partnering with the Accountability and Implementation Board (AIB) to support research efforts and identify outcome measures.

Most recent MLDS reports include [the following dashboards](#):

- *Maryland Public High School Graduates: College and Workforce Outcomes*
- *Maryland College Graduates Employed as Public School Teachers*

Most recently, UMBC, in collaboration with UMD, MHEC, and MLDS won a \$966,892 grant for the 3-year project from the U.S. Department of Education’s Institute of Education Sciences (IES) Statewide Longitudinal Data Systems (SLDS) to study teacher shortage in Maryland: *Using Maryland SLDS to Strengthen and Diversify the Teacher Workforce through High School to Career Pathways*. This grant, “Using Maryland SLDS to Strengthen and Diversify the Teacher Workforce through High School to Career Pathways,” will provide important findings related to the AAT pipeline between two-year and four-year universities.

The grant team will be led by Dr. Jane Lincove, UMBC, School of Public Policy; Dr. Angela Henneberger, Director of the MLDS Center Research Branch and Associate Research Professor at University of Maryland School of Social Work; and Dr. Emily Dow, Assistant Secretary for academic Affairs, MHEC. Among the questions this project will address will be a longitudinal study of the AAT degree, how many students complete their programs and become teachers in Maryland public schools.

USM P-20 Impact

Between 1997 and 2024, the University System of Maryland’s P-20 office has leveraged “Systemness” to great effect. P-20, by definition, works through partnerships between and among educational segments. P-20 breaks down traditional silos. The combination of “Systemness” and partnership has resulted, over these many years, in collaborations that have persisted because they are grounded in shared goals for student success. The table below summarizes the many partnership grants, won by USM’s P-20 office, to engage in the critically important work of preparing the next generation for full participation in our prosperity and our democracy.

Grants	Amount Awarded	Partners
Help America Vote Act College Program <i>U.S. Election Assistance Commission (2024-2026)</i>	\$78,521.00	Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland Center for Environmental Science; University of Maryland, College Park; University of Maryland Eastern Shore; University of Maryland Global Campus
Maryland’s ABC’s (Advising, Belonging, and Coaching) for Student Success <i>U.S. Department of Education Postsecondary Student Success Program Grant (2024-2027)</i>	\$3,999,582.00	Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore; University of Maryland Global Campus
Project NEXUS: Nurturing Excellence for Undergraduate Success <i>The Abell Foundation (2022-2023)</i>	\$136,400.00	USM Universities
First in the World—Maryland Mathematics Reform Initiative <i>U.S. Department of Education (2015-2019)</i>	\$2,998,464.00	Coppin State University; Towson University; University of Baltimore; University of Maryland, Baltimore County; University of Maryland University College; Anne Arundel Community College; Garrett College; Harford Community

		College; Howard Community College; Montgomery College
Computer Science Supplemental Grant <i>National Science Foundation</i> (2018)	\$500,000.00	Prince George's Community College; Prince George's County Public Schools; University of Maryland Biotechnology Institute; University of Maryland, College Park
Maryland Delaware Climate Education Assessment and Research (MADE CLEAR II) <i>National Science Foundation</i> (2012-2017)	\$6,249,739.00	Maryland Public Television; Towson University; University of Delaware; University of Maryland Center for Environmental Science; University of Maryland, College Park
Business Higher Education Forum (BHEF) Award <i>BHEF and Sloan Foundation</i> (2012-2015)	\$134,400.00	Bowie State University; Towson University; University of Maryland Baltimore County; University of Maryland, College Park
Ithaka S+R Award <i>The Bill & Melinda Gates Foundation</i> (2012-2014)	\$414,300.00	Bowie State University; Frostburg State University; Salisbury University; Towson University; University of Baltimore; University of Maryland Eastern Shore; Community College of Baltimore County
Battelle Award <i>Battelle Corporation</i> (2012-2013)	\$25,000.00	Bowie State University; Towson University; University of Maryland Baltimore County; University of Maryland College Park
Complete College America (CCA) <i>CCA</i> (2012-2013)	\$109,000.00	Maryland Higher Education Commission (MHEC)
Partnership for Assessment of Readiness for College and Careers (PARCC)—Higher Education Engagement Project <i>U.S. Department of Education</i> (2011-2014)	\$40,000.00	Governor's Office; Maryland State Department of Education (MSDE); MHEC; Maryland Association of Community Colleges (MACC); Maryland Independent College and University Association (MICUA)
Maryland Delaware Climate Education Assessment and Research (MADE CLEAR I) <i>National Science Foundation</i> (2010-2013)	\$1,149,948.00	Institute for Learning Innovation; Maryland Public Television; Towson University; University of Delaware; University of Maryland Center for Environmental Science; University of Maryland College Park
Lumina Implementation Grant <i>Lumina Foundation</i> (2009-2013)	\$1,032,000.00	MACC; MHEC; MICUA

Minority Student Pipeline Math Science Partnership (MSP) ² <i>National Science Foundation (2008-2013)</i>	\$12,396,945.00	Prince George's Community College; Prince George's County Public Schools; University of Maryland Biotechnology Institute; University of Maryland College Park
Change and Sustainability in Higher Education (CASHE) <i>National Science Foundation (2004-2009)</i>	\$500,000.00	NSF-MSP Program: National Science Foundation Math Science Partnership
Education Equals Mentoring, Coaching and Cohorts (E=MC ²) <i>U.S. Department of Education (2003-2008)</i>	\$6,000,000.00	Baltimore City Public School System; Baltimore City Community College; Coppin State University; Frederick Douglass High School; Maryland Business Roundtable; University of Maryland College Park
Vertically Integrated and Partnerships K-16 (VIP K-16) (2002-2009)	\$7,800,000.00	Montgomery County Public Schools; Towson University; University of Maryland Biotechnology Institute; University of Maryland, Baltimore County; University of Maryland, College Park
Greater Expectations for Undergraduate Education <i>American Association for Colleges & Universities (2001-2003)</i>	\$35,000.00	USM Universities
Learning in Communities (LINC) <i>U.S. Department of Education (2000-2005)</i>	\$4,187,000.00	Bowie State University; Prince George's Community College; Prince George's County Public Schools; Towson University; University of Maryland College Park
Shaping the Future <i>National Science Foundation (1998-1999)</i>	\$20,000.00	USM
Pew/K12 Project <i>Pew Charitable Trusts (1997-2001 (1998))</i>	\$15,343.00	USM and MSDE
K-16 Partnership for Teaching and Learning <i>Pew Charitable Trusts (1997-2001)</i>	\$800,000.00	USM and MSDE
TOTAL	\$48,621,642.00	

Langenberg Legacy Fellows and Projects

Affiliation	Fellow	Project Title	Project Description
Bowie State University	Jakeya Johnson	From Law to Life on Campus: Implementation of the Reproductive Health Services Plans Act at BSU	The project will result in the development and implementation of a comprehensive plan for reproductive health services at Bowie State University. In the case that specific services cannot be provided on campus, the project will include a plan for where students can be referred for these services.
Bowie State University	Britney Guillory	Gun Violence Awareness & Prevention Program (G-VAPP)	My organization's primary goal is to combat the socioeconomic factors that are the root causes for gun violence. Our primary focus is to reduce violent acts (particularly gun violence), committed by violent youth offenders or children identified as at risk to commit future violent acts in Maryland. Our second goal is to bridge the Gap between at risk youth and higher education by providing an atmosphere where college students can become civically involved with their community through internships/volunteer opportunities, while sharing their personal experiences throughout their collegiate careers.
Coppin State University	Jawaad Williams	Bridging the Gap: A Path to Coppin	Speaker series on Pre-K educational inequalities in which we opened the floor to correlating the disconnects from primary schooling to secondary education. In other words, we wanted a firsthand thought from both students and staff in both settings, to gain insight on where institutions can step in to provide assistance for greater college enrollment.

Coppin State University	Jo-Nai' Duncan	Paul's Place Service	Student and faculty volunteer day to serve at Paul's Place, a soup kitchen in Baltimore's Pigtown neighborhood. The event included two additional student participants, one of whom was from Coppin State and the other from MICA. Paul's Place enjoyed having a helping hand. Nonetheless, the lasting impact of this event resulted in the participants requesting for all of us to return monthly to continue to make a difference in the lives of community members who need it most.
Frostburg State University	Jamie Roberts	Outreach to Develop Engaged Citizens	In pursuit of increasing civic engagement at Frostburg State University, I would like to propose initiating a series of workshops to teach the students of this campus how to be a more engaged citizen of the community. I intend to cover a variety of aspects within the realm of civic engagement. Each of these workshops would be around 1-2 hours long and will consist of two parts. First, I would like to bring professors, alumni, and other knowledgeable people to speak on the matter. Second, I would like for the students to complete an activity. Workshops would include: news literacy; voter registration; community volunteerism; and climate change.
Frostburg State University	Rachael Michalski	Voter education, registration, and turnout	Rachael completed a host of tasks including workshops on voter education, registration, and turnout, in partnership with Frostburg's Office of Civic Engagement. These tasks included, but were not limited to, hosting a gubernatorial debate, tabling for voter registration, and shuttling to local polling places.
Salisbury University	Dylan Laconich	Promoting a Natural Salisbury	This project included a Day of Action in Fall 2022 that focused on environmental justice and activism in collaboration with Salisbury University, city officials, and local cultural institutions.

Towson University	Caroline Creeden	The Old Family	My project, The Old Family, will consist of a series of artworks that mimic historical artifacts that challenge the notion of women and children’s innocence in race-based discrimination and oppression within American Antebellum culture. Each quilt, garment, and textile print includes historical imagery and illustrations that highlight the role of white women as active participants in the abuse of power instead of bystanders.
Towson University	Danielle McNerney	The Faces of Injustice: What Newspapers Get Wrong in Wrongful Conviction Reporting	This project aimed to detect whether there are differences in how the alleged crimes and exonerations between Black and White individuals were covered by journalists by using archival and survey-based data. The results of this project are being presented at national undergraduate research conferences.
University of Baltimore	Loren Nelson	Pathways for Success for Young and Single Moms	This project seeks to bring awareness to the struggles that young and single moms face when pursuing their career and educational goals and provide tangible solutions to addressing those challenges. This event will streamline the ‘UBALT Experience’ into a fresh initiative centered around “Pathways for Success for Young and Single Moms,” that focuses on tackling barriers often faced by this population. This collaborative event will engage UBALT students, staff, stakeholders, and community members by providing volunteer opportunities, donated goods and services, career, educational and personal resources from community sponsors and representatives from various programs at UBALT.

University of Baltimore	Erica King	Think Happy. Live Happy.	E3 is a holistic, licensed curriculum provided as 3 step process that can be utilized by any race, gender, age, or demographic as a toolkit, treatment, workshop, or course. E3 targets all mental health issues, and disabilities, and also provides treatment for those symptoms. With that as a foundational goal, it can be a solution to other disparities within Baltimore City such as wealth inequality, climate crisis, and existential threats to our time. I hosted a workshop at my University to showcase the importance of having a work-life balance, how to do so, and what resources were needed. That was a presentation to communicate and teach the information necessary. It also shared my personal experiences and how not having my own work-life balance harmed my mental health. I also presented a kit with tools that align with the E3 curriculum and what's needed for having a work-life balance. I explained how every tool in the kit should be utilized, their purpose of them, and how they are important to one's work-life balance.
University of Maryland, Baltimore	Alexis Vetack	Career Day for Refugee Students	The proposed project is a career day with refugee middle and high school students from our local community. The potential participants will be the refugee students I serve through the local organization Soccer Without Borders (SWB). The intended goal is that our refugee students leave with a greater understanding of career fields they can pursue and what is required to succeed in each path.
University of Maryland, Baltimore	Donald De Alwis	The Inaugural UMB Social and Environmental Advocacy Soiree	Environmental Justice and Advocacy Symposium, connecting UMB students, faculty, and staff with advocacy leaders in the Baltimore area who work with communities experiencing environmental health injustice

University of Maryland, Baltimore County	Meghna Chandrasekaran	iLead	I propose to organize and manage a year-long cohort-based leadership development program for undergraduate students, called iLead. iLead will be based on The Social Change Model, which encompasses seven components (the “7 C’s”) of an approach to leadership that is ethical, inclusive, and community-minded. Participants in iLead will learn how individual, group, and society/community values can support effective social change.
University of Maryland, Baltimore County	Musa Jafri	Candidates in Our Backyard event	This event was a candidate forum designed to help connect candidates for state and local elections with UMBC, Catonsville, and Arbutus communities in townhall-style forum. The event was able to have success and buy-in due to the prioritization of community partnerships and the showcase as opposed to the candidates. We also allowed the candidates to have more time with the constituents by de-centering them for half of the event.

<p>University of Maryland Center of Environmental Science</p>	<p>Ben Malmgren</p>	<p>Community Pollinator Garden Project</p>	<p>Community-initiated pollinator garden on Eastern Shore, adjacent to UMCES Horn Point Laboratory Campus, involving local community organization, Building African American Minds (BAAM). On July 25th 2022, over 30 students and chaperones from BAAM visited Horn Point Laboratory for a day of environmental education and outdoor experiences. Our time together was structured around a central theme of “mutualistic symbiosis”—an ecological concept defining a relationship wherein individual organisms benefit from working with each other. We explored the literal definition of this term during the first half of our day. We began with a presentation on the environmental significance of pollinators, the critical role they play in the production of some of our favorite foods, the threats these organisms face in our ever-changing world, and what we as individuals and a community can do to help. We then strolled over to the campus community garden where we put lessons into practice. There, we planted native wildflowers to provide habitat and encourage pollination. Students also worked on promoting green spaces in all places by planting seeds in biodegradable cups to germinate at home and start pollinator gardens of their own. Our activities after lunch reflected mutualistic symbiosis in a more philosophical sense. We headed down to the Choptank River to immerse ourselves in the local ecosystem by dragging sein nets through the shallow cove and getting an up-close look at some of the resident biota. Students had to work as a team to successfully corral and catch critters using the large, cumbersome nets.</p>
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University of Maryland, College Park	Vivian Ebisike	Midterm Election Trivia	<p>The student collaborated with TerpsVote, which is a UMD organization that educates students about local, state, and federal elections and encourages youth voter participation. They were the best organization to partner with because they had extensive experience with mobilizing students to vote. At Homecoming Carnival, Vivian enticed students to do an election trivia game where students would answer questions, like “When is the general election?” and “What does a county sheriff do?”. They would do the election trivia game after they did a bean bag toss activity. The bean bag toss was a fun way to invite them to our table and be more welcoming to the idea of getting quizzed.</p>
University of Maryland, College Park	Jaden Mikoulinskii	Addressing Inequities in Pathways to College for Students in Prince George's County and Beyond	<p>My project will focus on pathways into the University of Maryland System and partner community colleges. My project will include information for First Generation students (partnering with First Generation College Bound), Transfer Students, Students with Disabilities (partnering with TerpsEXCEED), and namely, students from varying socioeconomic and racial backgrounds. Via informational panel and seminar for students and families about college pathways, scholarships, and other resources.</p>

Civic Education and Community Engagement Council

Institution	Representative	Representative
Bowie State University	Matasha L. Harris, Ph.D., Associate Dean, College of Professional Studies mlharris@bowiestate.edu	Jared E. Moffett, Director of Experiential Learning jmoffett@bowiestate.edu
Coppin State University	James Stewart, Ph.D. Associate Vice President of Student Development and Achievement jastewart@coppin.edu	
Frostburg State University	Artie Lee Travis, Vice President for Student Affairs altravis@frostburg.edu	Traki L. Taylor, Provost & VP Academic Affairs, Office of the Provost ttaylor@frostburg.edu
Frostburg State University	Patrick O'Brien, Director, Civic Engagement pobrien@frostburg.edu	Tish Cooper lvcooper@frostburg.edu
Salisbury University	Sandy Pope, Associate Professor and Director PACE, AXPOPE@salisbury.edu	Dierdra Johnson, Associate Vice President of Students Affairs, dgjohnson@salisbury.edu
Towson University	Romy Hübler, Director, Office of Civic Engagement and Social Responsibility rhuebler@towson.edu	Matthew Durlington, Ph.D. Faculty Director, Community Engagement and Partnerships Professor, Anthropology mdurlington@towson.edu
University of Baltimore	Nicole Marano, Vice President of Student Success & VPSA nmarano@ubalt.edu	Ralph Mueller, Ph.D., Senior Vice President for Academic Affairs and Provost rmueller@ubalt.edu
University of Maryland Center of Environmental Science	Amy Griffin, Manager of Student Affairs agriffin@umces.edu	Julie Halick, Associate Director of Digital Learning, Technology, and Innovation Jhalick@umces.edu
University of Maryland Eastern Shore	Roxana Walker-Canton, Faculty rlwalkercanton@umes.edu	Lynnette Johnson, Faculty lfdoanejohnson@umes.edu
University of Maryland, Baltimore	Bill Joyner, JD, MSW, Assistant Vice President, Office of Community Engagement wjoyner@umaryland.edu	Malika Brown, B.A, Civic and Community Engagement Coordinator malikabrown@umaryland.edu
University of Maryland, Baltimore County	David Hoffman, Director, Center for Democracy and Civic Life dhoffman@umbc.edu	Tess McRae, Coordinator for Civic Design tessmcr@UMBC.edu

University of Maryland, College Park	Lena Morreale Scott, Director, Civic Education & Engagement Initiative, College of Education, and Principal Investigator, Maryland Democracy Initiative Lscott12@umd.edu	Courtney Holder, Assistant Director, Leadership & Community Service-Learning (LCSL) cholder@umd.edu
University of Maryland Global Campus	Shelley Hintz, Director of Student Engagement shelley.hintz@umgc.edu	Jennifer Thompson, Department Chair, Applied Sciences, School of Integrative & Professional Studies Jennifer.thompson@umgc.edu
Student Members	Musa Jafri, UMBC, mjafri1@umbc.edu	Rachael Michalski, Frostburg State, rrmichalski0@frostburg.edu
University System of Maryland	Nancy Shapiro, Associate Vice Chancellor for Education and Outreach, nshapiro@usmd.edu	Dewayne Morgan, Senior Director of Education, Outreach and Pipeline Development, dmorgan@usmd.edu
University System of Maryland	Nancy O'Neill, Executive Director, William E. Kirwan Center for Academic Innovation, noneill@usmd.edu	

Maryland's ABC's for Student Success: Advising, Belonging and Coaching

Maryland's ABC's for Student Success addresses the critical challenge of increasing student success, persistence, and graduation for underserved college students. This project focuses on building the bridge between the multiple supports that exist at IHEs and the students who need them. The University System of Maryland (USM) Office, in collaboration with eleven diverse partner institutions, proposes *Maryland's ABCs for Student Success*, answering Absolute Priority 1 and the Competitive Preference Priority.

Grounded in Tinto's (1975) theory of academic and social integration, Astin's (1984) theory of student involvement, and Strayhorn's (2019) work on student belonging, the goals of this project are rooted in evidence-based research coaching (Bettinger & Baker, 2014), peer mentoring (Graham & McClain, 2019), advising underserved students (Swecker et al., 2013), and other relevant work that links theory to high-impact practice (Karp et al., 2021).

The *Maryland's ABCs for Student Success* primary **intervention** is the establishment of a cadre of peer mentors trained to implement coaching-informed practices and act as the critical link between the student's academic advisor and the multitude of resources available at every USM institution. Research demonstrates that intentionally developed advising and mentoring can improve student sense of belonging and increased use of academic and non-academic campus resources (Gonzales et al., 2015; Hurtado & Carter, 1997; Scrivener & Weiss, 2009).

Maryland's ABCs for Student Success proposes two **innovations**, supporting the primary **intervention**, which will be evaluated using a rigorous quasi-experimental design (QED):

1. **Creation of Communities of Practice** that include Administrators, Advisors, Trainers of Peer Mentors, and Data Liaisons draws on USM's implementation of "Systemness." Collectively, these actors support peer mentors and advisors in each institution by training, leveraging existing resources and expertise, and building capacity to ensure that students access what they need to progress towards completing their degree requirements.
2. **Design and development of a System-awarded micro-credential for peer mentors** across 11 institutions that will draw on evidence-based practice to elevate the standard of practice for peer-advising across the System.

The QED is designed to answer three confirmatory research questions:

1. To what extent do first-time-in-college (FTIC) underserved students (students of color, Pell-eligible, and non-traditional students) who receive PD-trained peer mentoring accumulate more college-level credits compared to their peers after 1, 2 and 3 years?
2. Do FTIC underserved students who receive PD-trained peer mentoring persist in college at higher rates relative to their peers after 1, 2 and 3 years?
3. Are there differences in academic outcomes of FTIC underserved students who receive PD-trained peer mentoring relative to their peers after 1, 2 and 3 years of treatment?

The project evaluation will include two exploratory research questions:

1. Does the PD-trained mentorship experience improve FTIC underserved students' sense of belonging after 1, 2 and 3 years?

2. How are early indicators of achievement and progression distributed among underserved subgroups of students at the end of each cohort's first year?

The project evaluation will also include implementation-focused research questions to ensure fidelity of implementation and help USM, campus teams, and mentors use data to see which services students are accessing and how often and passing required courses in their first year.

USM Board of Regents
Committee on Research and Economic Development
May 15th, 2024
Zoom

Call to Order: Regent Leggett called the meeting of the Economic Development & Technology Commercialization Committee of the University System of Maryland Board of Regents to order in public session at 12:32pm on Wednesday May 15, 2024, via Zoom.

In attendance:

Regents: Ike Leggett, Michele Masucci, Yehuda Neuberger, Ellen Fish, Josiah Parker, Anwer Hasan, Lindsay Ryan.

Audience: 45 attendees in the audience.

Agenda:

- 1. Francis Scott Key Bridge Economic and Environmental Impacts Discussion Panel.** The Committee on Research and Economic Development hosted an expert panel discussion on the economic and environmental impacts of the collapse of the Francis Scott Key Bridge in Baltimore City harbor. This panel consisted of Cinzia Cirillo, PhD, Heather Gramm, CEcD, Richard Clinch, PhD, Sarah Sheppard, JD, Daraius Irani, PhD, Michael Siers, MS, and Bill Dennison, PhD. All meeting materials are available to the public on the USM website.
- 2. Research and Economic Development Highlights.** Vice Chancellor Michele Masucci presented highlights on various USM research and economic development topics. These updates included information on the recent BHEF Inaugural Innovation Fellowship Program

at the IMET, the new UMD Artificial Intelligence Interdisciplinary Institute at Maryland (AIM), Salisbury University's partnership with NASA for workforce development, UMES's partnership with George Washington University on an NIH study of AI in medicine, the renewal of NSF funding for the UMD CyberCorps Scholarship, and finally the approval of MPower Strategic Funding from the State of Maryland. All meeting materials are available to the public on the USM website.

- 3. Economic Development Update.** Executive Director of Economic Development Lindsay Ryan presented economic development updates, including updates on the March 15th Major Resource Centers and Venture Funds retreat, the annual Venture Development Report, and the USM Launch Fund. All meeting materials are available to the public on the USM website.

Action items: 1) Chancellor Jay Perman tasked the Office of the Vice Chancellor of Research and Economic Development with presenting on how the USM's research and technology commercialization efforts impact and support USM students.

Adjourned: Regent Legget called to adjourn the meeting at 1:53pm, which was seconded by Regent Hasan.



UNIVERSITY SYSTEM
of MARYLAND
 BOARD OF REGENTS
 COMMITTEE ON FINANCE

May 29, 2024

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish welcomed those on the video and teleconference and called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:31 a.m.

Regents participating in the session included: Ms. Fish, Mr. Gonella, Ms. Gooden, Mr. Hasan, Ms. Helal, Mr. Pope, and Mr. Sibel. Also participating were: Chancellor Perman, Ms. Herbst, Dr. Wrynn, Dr. Masucci, Ms. Lawrence, Mr. Mosca, Assistant Attorney General Bainbridge, Assistant Attorney General Palkovitz, Dr. Fowler, Dr. Caraco, Ms. Aughenbaugh, Mr. Bitner, Ms. Brace, Mr. Colella, Ms. Dettloff, Mr. Donoway, Ms. Edenhart-Pepe, Mr. Henley, Mr. Lockett, Mr. Lowenthal, Mr. Oler, Dr. Rhodes, Mr. Sergi, Mr. Maginnis, Ms. Watson, Mr. Ullmann, Ms. Peartree, Mr. Trierweiler, Mr. Zain, Ms. Barry, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Ms. Skolnik, Mr. Bothun, Mr. Brown, Ms. Bucko, Ms. McMann, and other members of the USM community and the public.

1. University System of Maryland: FY 2025 Operating Budget (action)

Regent Fish stated that this item represents the operating budget as approved by the Legislature during this session. The budget is required to be approved by the Board of Regents prior to July 1. She reminded everyone that throughout the year, Chancellor Perman and Sr. Vice Chancellor Herbst had done a thorough job of keeping the Board informed on the strategic direction and progress of the budget. Referring to the material, Regent Fish specified that the total USM budget of \$7.5 billion included a state funding increase of \$98 million, or 4.4% over the FY 2024 budget. She added that the increase in state general funds is significantly impacted by salary enhancements for faculty and staff, which are initially held in the DBM Personnel budget. She highlighted several key points, including an appropriation of \$142.9 million to fund COLA and merit salary increases, \$7.3 million of fringe benefit increases, \$35.5 million related to the HBCU Lawsuit Settlement, and various campus initiatives making up the balance. She also noted a reduction of \$55 million due to an adjustment to the position turnover rate. Chancellor Perman expressed his appreciation of the Governor, Senate President, and Speaker of the House for their support of the University System.

The Finance Committee recommended that the Board of Regents approve the FY 2025 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

(Regent Pope moved recommendation, seconded by Regent Gonella; approved)

Vote Count YEAs: 7 NAYs: 0 Abstentions: 0

2. FY 2025 System Funded Construction Program Request (action)

Regent Fish explained that this item concerns the recommendation for the FY 2025 System Funded Construction Program (SFCP), which includes funding from USM Auxiliary Bonds and cash funding by institutions as outlined in the attachments. If the Board approves the SFCP at its June meeting, the budget will become effective on July 1. Regent Fish advised the committee that while the approval is for the single asking-year budget, Board policy requires a full five-year plan. She noted that three ongoing public-private partnership (P3) projects had previously been presented to the committee and highlighted that P3 projects typically impact USM debt capacity.

In response to questions about the process of evaluating, prioritizing, and selecting projects, Mr. Beck reviewed a Capital Budgeting Process flow chart and offered to follow up with Regent Hasan and other members of the committee. Regent Fish mentioned that there would be a capital budget workshop next spring in advance of the June meeting cycle.

Addressing a question about affordable student residences for all campuses, Chancellor Perman indicated that this is a top priority, and the team is focused on this issue. Sr. Vice Chancellor Herbst added that the team is working with the two construction management service centers to ensure the USM gets the best value for its projects, noting that modular construction is one consideration.

The Finance Committee recommended that the Board of Regents approve the FY 2025 System Funded Construction Program request with the conditions listed (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

3. University System of Maryland: Forty-Sixth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

Regent Fish stated that the resolution authorizes the issuance of Revenue Bonds to finance \$64,950,000 for academic and auxiliary facilities projects. This action is required under the Indenture of Trust. The 46th Resolution includes authorizations for two academic projects already approved by the Maryland Legislature and signed by the Governor, as well as five auxiliary projects that the Committee just recommended for approval in the SFCP. Over a 20-year period, the average term of all debt issues, annual debt service will increase by approximately \$5.2 million. Regent Fish reported that the USM remains within the state's legislative debt cap of \$1.7 billion and adheres to the financial ratios set by the Board. In response to a question from Regent Gooden regarding the timing of issuance, Ms. Norris responded that the USM has sufficient cash on hand and will likely follow the typical January/February issuance schedule.

The Finance Committee recommended that the Board of Regents approve the 46th Bond Resolution.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

4. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)

Regent Fish stated that the item before the Committee satisfies an IRS requirement that governing boards actively assert their intent to reimburse cash balances used for projects funded with Revenue Bond proceeds. Project spending and estimates often fluctuate, causing proceeds to be spent either slower or faster than anticipated. Consequently, the System will use cash to cover project costs with the intention of reimbursing itself with bond funds when the next issuance closes.

The Finance Committee recommended that the Board of Regents approve the resolution to enable the spending of System cash balances on revenue bond-authorized projects to be reimbursed from the proceeds of the next bond issue.

(Regent Pope moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

5. Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)

Regent Fish welcomed Sr. Vice Chancellor Wrynn and Dr. Caraco from the Office of Academic and Student Affairs, then proceeded to summarize the item. The Office of Academic and Student Affairs collaborated with the Office of the Attorney General to draft the proposed amendments for the Board’s consideration. The policy undergoes regular review to ensure alignment with state and federal law changes and to address frequent questions from students and families. Regent Fish reviewed key proposed edits including: aligning the policy with new federal laws requiring in-state tuition charges for specific groups (e.g., members of the US Foreign Service). Removing the requirement for Maryland voter registration as a stand-alone requirement. Adding Maryland voter registration as part of a set of documents to prove residency and intent to remain in Maryland permanently. Clarifying and refining policy phrasing for better understanding and application.

In response to a question from Regent Helal regarding students who have been in the State for a year or two on visas, have attended and graduated from Maryland high schools, yet are classified as international students, Dr. Caraco clarified that the state law mandates a three-year requirement that the USM must adhere to.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM’s Policy on Student Classification for Admission and Tuition Purposes, as presented.

(Regent Pope moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

6. University System of Maryland: Revisions to USM Procurement Policies and Procedures (action)

Regent Fish extended her sincere appreciation to Vice Presidents Rhodes and Lowenthal, and Mr. Hickey for their exceptional leadership in this effort. She also commended the dedicated workgroup of USM procurement directors for their tireless contributions over the past year. She then turned to Mr. Hickey, who provided a brief overview of USM procurement, referencing the slide deck included in the agenda item.

The USM Procurement Policies and Procedures were last updated in 2016. These policies govern procurements within the University System. The major proposed changes were reviewed, including: any revisions to these policies now require approval from the Board of Public Works (BPW). Contracts related to Intercollegiate Athletics and High Impact Economic Development Activities are excluded from BPW approval. Two new exclusions for utilities and accreditation fees are introduced. A new provision allows for the cancellation of solicitations. The existing USM Policy on Service Contracts is now embedded within the USM Procurement Policies and Procedures, following a formal opinion from the Office of the Attorney General. A provision on liquidated damages, as required by statute, has been added. The standalone Policy on Service Contracts is recommended for revocation as it is now incorporated within the overall procurement policies. The revisions underwent a thorough review and received approval from USM procurement directors, the vice presidents for administration and finance, the Chancellor's Council, and the Office of the Attorney General for legal form.

Regent Helal conveyed a concern raised by students regarding the use of the Maryland Correctional Enterprises (MCE) program. Mr. Hickey explained that utilizing MCE is a statutory requirement. He mentioned that he is a member of the advisory council and offered to arrange an informational session and a tour of the operations. He highlighted that MCE aims to provide employment opportunities, and individuals in the correctional system who are employed by MCE receive job training, which can support their rehabilitation. He added that participation in the program is voluntary and noted that there is a long waiting list of individuals seeking to access the program.

The Finance Committee recommended that the Board of Regents approve revisions to the USM Procurement Policies and Procedures. In addition, this action will rescind the USM Policy on Service Contracts, USM Policy VIII-22.00, as it has been incorporated into the USM Procurement Policies.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

7. University System of Maryland: Revision to USM Policy on Approval of Procurement Contracts (action)

Regent Fish stated that this item is a companion to the USM Procurement Policies and Procedures revisions. The revisions include a clarification that Board of Regents' approval is required for any contract exceeding \$5 million in value, regardless of any exclusions in the USM Procurement Policies and Procedures. In response to a question about the difference with the CIP approval, Mr. Hickey clarified that capital construction *contracts* are presented to the Board of Public Works. The Board of Regents approves the capital projects in the CIP, but not the individual construction contracts.

The Finance Committee recommended that the Board of Regents approve the proposed amendment to USM's Policy on Approval of Procurement Contracts.

(Regent Fish moved recommendation, seconded by Regent Gonella; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

8. University of Maryland, College Park: Lease Extension at Diamondback Garage (action)

Regent Fish greeted Mr. Colella, Mr. Oler, and Mr. Maginnis and proceeded to summarize the request. The University is seeking to exercise its first option to renew a lease for 20,286 leasable square feet of commercial space on the ground floor of The Hotel at the University of Maryland. The lease term is for ten years, and the University is exercising this option early to negotiate longer-term leases with its sub-tenants. The projected base rent for the first year of the option term is \$29.50 per square foot, totaling just under \$600,000 annually. In response to Regent Fish's inquiry about how the University knows if this rate is fair market, Mr. Colella described the location of the space, situated on the lower-level side of the Hotel facing a parking lot, with rents in the area slightly higher. Mr. Maginnis added that eight leases in the general area range from \$30 to \$38 per square foot, morphing to around \$34. With a projected increase of 3%, the rate would scale up to approximately \$39 per square foot.

The Finance Committee recommended that the Board of Regents approve the University of Maryland, College Park exercising the first of its two lease renewal options for Diamondback Garage.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

9. University of Maryland, College Park: Contract Extension for Official Athletic Team Sponsorship and Intercollegiate Athletics Uniforms and Related Products (action)

Regent Fish recognized Mr. Ullmann and Ms. Watson, who joined Mr. Colella and Mr. Oler. Regent Fish provided a summary of the request. The University seeks approval to extend its current contract for official athletic team sponsorship with Under Armour for an additional twelve years, from July 1, 2024, through June 30, 2036. This revenue-generating contract is projected to provide \$98 million to the University over that period. It was determined by the University that conducting a competitive procurement would not be advantageous, and extending the current agreement with Under Armour is deemed to be in its best interest. This Intercollegiate Athletics-related contract will not require the approval of the Board of Public Works. Regent Fish invited Mr. Colella and his colleagues to provide comment. Mr. Ullmann elaborated on the University's longstanding partnership with Under Armour and highlighted the benefits it provides to the university community, emphasizing that the new agreement represents an improvement over the existing one. Regent Gooden emphasized the importance of understanding the comparative value of this agreement and suggested that future submissions incorporate a comparative analysis with similar partnerships within the Big Ten Conference. Additionally, Regent Gooden recommended the inclusion of a chart for enhanced clarity.

The Finance Committee recommended that the Board of Regents approve the 12-year contract extension with Under Armour for the University of Maryland, College Park, as described in the agenda item.

(Regent Fish moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

10. Approval of FY 2025 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)

Regent Fish acknowledged the presence of Dr. Rhodes and Ms. Peartree, then proceeded to outline the agenda item. She explained that Section 13-306 of the Education Article of the State of Maryland required the submission of the annual contract to the Board of Regents for consideration, modification, and approval upon recommendation of the UMB president. It was emphasized that the Office of the Attorney General has reviewed the contract text for its form and legal sufficiency. Dr. Rhodes provided a brief overview of the exchange of funds, highlighting a 12% increase in net transfer to UMB, attributed to faculty services and mission support. She also noted that while Schedule 8 (Mission Support Agreement) is correct in total, it has undergone recent allocation updates, and an updated chart will be provided before the Board meeting.

The Finance Committee recommended that the Board of Regents authorize the President of UMB to execute the FY 2025 Annual Contract.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

11. Convening Closed Session – Temporary Adjournment for Closed Session

Regent Fish explained that the public session would be briefly adjourned while the Committee on Finance met in the first part of its two-part closed session. Regent Fish then read the Convene to Close Statement.

“The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM’s website.”

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Fish moved recommendation, seconded by Regent Pope; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

The public session was temporarily adjourned at 12:02 p.m.

Following a closed session, the Finance Committee reconvened in public session at 12:24 p.m.

12. University of Maryland Global Campus: Ventures Information Technology Contract (action)

Regent Fish provided a summary of the item. UMGC is requesting to extend its information technology services contract with Ventures for one year at a cost of \$46 million. This extension will afford UMGC the opportunity to thoroughly assess the cost-effectiveness of the arrangement. The contract encompasses a comprehensive range of IT services, including personnel, operating costs, third-party IT services, and administrative expenses.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland Global Campus the one-year extension of its contract with UMGC Ventures, Inc. as described in the agenda item.

(Regent Fish moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 1 - Regent Gonella

13. Convening Closed Session

Regent Fish read the Convene to Close Statement.

“The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM’s website.”

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Pope moved recommendation, seconded by Regent Hasan; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

Regent Fish thanked everyone for joining. The public meeting was adjourned at 12:28 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

May 29, 2024
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Closed Session (Part One)

Regent Fish called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session, part one of two, at 12:06 p.m. via video conference.

Regents attending the session included: Ms. Fish, Mr. Gonella, Ms. Gooden, Mr. Hasan, Ms. Helal, Mr. Pope, and Mr. Sibel. Also in attendance were: Chancellor Perman, Ms. Herbst, Mr. Mosca, Ms. Wilkerson, Asst. Attorney General Bainbridge, President Fowler, Mr. Sergi, Mr. Lockett, Ms. Denson, Mr. Hickey, and Ms. McMann.

1. The committee discussed information concerning an ongoing legislative audit of an institution (§3-305(b)(13)). This item was presented for information purposes; there were no votes on this item.

The Committee adjourned part one of the closed session at 12:24 p.m.

Closed Session (Part Two)

Following the adjournment of the public session, Regent Fish reconvened the Finance Committee of the University System of Maryland Board of Regents in closed session, part two of two, at 12:32 p.m. via video conference.

Regents attending the session included: Ms. Fish, Mr. Gonella, Mr. Hasan, Mr. Pope, and Mr. Sibel. Also in attendance were: Chancellor Perman, Ms. Herbst, Ms. Wilkerson, Asst. Attorney General Bainbridge, Asst. Attorney General Palkovitz, Mr. Beck, Ms. Bucko, Ms. Denson, Mr. Hickey, Ms. Norris, and Ms. McMann. President Fowler, Mr. Sergi, Mr. Trierweiler, Mr. Lockett, Mr. Zain, Ms. Barry, Mr. Bothun, and Ms. Aughenbaugh also participated in part of the session.

2. The committee discussed the proposed FY 2026 Capital Budget submission (§3-305(b)(13)). (Regent Pope moved recommendation, seconded by Regent Hasan; approved)
Vote Count = YEAs: 5 NAYs: 0 Abstentions: 0
3. The committee discussed the awarding of a contract for advertising media buying services (§3-305(b)(14)). (Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 5 NAYs: 0 Abstentions: 0

4. The committee discussed the awarding of a contract for an enterprise license agreement and enterprise support agreement (§3-305(b)(14)).
(Regent Fish moved recommendation, seconded by Regent Pope; approved)
Vote Count = YEAs: 5 NAYs: 0 Abstentions: 0

5. The committee discussed a potential real property acquisition in the City of Baltimore (§3-305(b)(3)). This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 12:45 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

TOPIC: University System of Maryland: Forty-Sixth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: The Board of Regents has previously adopted forty-five bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed Resolution authorizes the issuance of Revenue Bonds to finance \$64,950,000 of academic and auxiliary facilities projects.

The Auxiliary Facilities Projects submitted in this Forty-Sixth Bond Resolution may be subject to adjustments in order to align it with the FY 2025 System Funded Construction Program Request to be considered and adopted by the Board on June 14, 2024. Any changes to this Resolution will be reported to the Committee on Finance. The total amount of bonds authorized will not exceed \$64,950,000.

Academic Facilities Projects

- University of Maryland, College Park: Infrastructure Project \$5,000,000
- System-wide Capital Facilities Renewal \$25,000,000

Auxiliary Facilities Projects

- University of Maryland, College Park: South Campus Housing Utility and Infrastructure Upgrade \$6,000,000
- Bowie State University: Refurbish Tubman Hall \$10,050,000
- University of Maryland Eastern Shore: Athletic Fields Upgrade \$4,900,000
- Coppin State University: Student Center & Residential Complex (SCRC) Phase 1 \$9,000,000
- University of Maryland, Baltimore County: The Commons Courtyard Enclosure \$5,000,000

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The projects may be delayed without this authorization.

FISCAL IMPACT: Issuance of \$64,950,000 of bonds would result in debt service of approximately \$5.2 million per year for 20 years at 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Forty-Sixth Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FORTY-SIXTH BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AUTHORIZING THE ISSUANCE AND SALE OF UP TO

\$64,950,000 UNIVERSITY SYSTEM OF MARYLAND

AUXILIARY FACILITY AND TUITION

REVENUE BONDS

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**FORTY-SIXTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND
AUTHORIZING THE ISSUANCE AND SALE OF UP TO
\$64,950,000 UNIVERSITY SYSTEM OF MARYLAND
AUXILIARY FACILITY AND TUITION
REVENUE BONDS**

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (as the same may be amended or supplemented from time to time, "Title 19"), the University System of Maryland (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects," as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted May 3, 1989, the System approved the Original Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the System desires to issue and sell up to \$64,950,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as hereinafter defined) in one or more series from time to time, subject to the terms and conditions of this Forty-Sixth Bond Resolution (as amended or supplemented from time to time, this "Resolution" or "Forty-Sixth Bond Resolution") and the Indenture (as hereinafter defined) and secured by and payable from the Trust Estate pledged under the Indenture;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT:

ARTICLE I

DEFINITIONS

Section 1.01. Terms Defined in the Indenture. Except as provided in Section 1.02, all initially capitalized terms contained in the Indenture when used in this Resolution shall have the same meaning herein as set forth in the Indenture.

Section 1.02. Additional Definitions. In addition to the words and terms defined in the Indenture and elsewhere defined herein, the following words and terms as used herein shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

“Academic Facilities Projects” means, collectively, those projects constituting “academic facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Accreted Amount” means the principal amount of any Capital Appreciation Bond as of the date of delivery, plus accrued interest (including compounded interest to the immediately preceding Interest Payment Date), if any.

“Arbitrage Compliance Agreement” means each Arbitrage Compliance Agreement (if any) or such other arbitrage or tax certification respecting payment of arbitrage rebate executed with respect to the Forty-Sixth Resolution Bonds issued on any Issuance Date.

“Authorized Denomination” means \$5,000 or any integral multiple thereof, or such greater amount or multiple as may be set forth in a System Order.

“Auxiliary Facilities Projects” means, collectively, the projects constituting “auxiliary facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Bond Resolution(s)” means each and all of the Resolutions of the Board which authorize the issuance of Bonds.

“Bonds” has the meaning given that term in the Indenture.

“Capital Appreciation Bonds” are described in Section 2.02 of this Resolution.

“Current Interest Bonds” are described in Section 2.02 of this Resolution.

“Escrow Deposit Agreement” means each agreement by and between the System and the Trustee executed and delivered in accordance with Section 2.07 of this Resolution.

“Fixed Rate Bond” means a Forty-Sixth Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-Sixth Resolution Bond.

“Forty-Sixth Resolution Bonds” means the Bonds of the System authorized by this Resolution.

“Forty-Sixth Resolution Rebate Fund” means the fund established pursuant to Section 6.01 of this Resolution and Section 7.01 of the Indenture.

“Indenture” means the Original Indenture, as supplemented and amended by the Supplemental Indenture and as further amended or supplemented from time to time.

“Interest Payment Date” means April 1 and October 1 of each calendar year or such other date or dates as may be prescribed in a System Order and for any Forty-Sixth Resolution Bond paid in full, the date of payment in full of such Forty-Sixth Resolution Bond.

“Issuance Date” means each date on which all or any portion of the Forty-Sixth Resolution Bonds are exchanged for the purchase price thereof.

“Liquidity Facility” means a Credit Facility which shall provide for the payment of the purchase price of Variable Rate Bonds tendered by the holders thereof for purchase as provided in a System Order regarding the issuance of such Variable Rate Bonds but shall not provide for the payment of the principal due on any such Variable Rate Bond at maturity or earlier redemption.

“Liquidity Provider” means the Person who provides a Liquidity Facility.

“Mandatory Sinking Fund Payment” is defined in Section 3.01 of this Resolution.

“Original Indenture” means the Indenture of Trust, dated as of May 1, 1989, by and between the System and the Trustee as approved by the Board of Regents pursuant to the 1989 Series A Bond Resolution of the System adopted May 3, 1989.

“Projects” means, collectively, the Academic Facilities Projects, the Auxiliary Facilities Projects and any other projects for which the proceeds of the Forty-Sixth Resolution Bonds are authorized to be used.

“Record Date” means (a) with respect to Forty-Sixth Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer, the 15th day of the calendar month immediately preceding an Interest Payment Date, whether or not such day is a Business Day, and (b) with respect to all other Forty-Sixth Resolution Bonds, the Business Day immediately preceding an Interest Payment Date.

“Refunding Bonds” means (i) Forty-Sixth Resolution Bonds of the System authorized by Section 2.06 of this Resolution or (ii) any Bonds issued under the authority of any other Bond Resolution to refund Bonds previously issued to finance any Project or to refund any prior issue of Bonds, including refunding Bonds.

“Sinking Fund Redemption Date” is defined in Section 3.01 of this Resolution.

“Supplemental Indenture” means the First Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee, which Supplemental Indenture supplements and amends the Original Indenture.

“System Order” means the separate written order with respect to the Forty-Sixth Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

“Variable Rate Bond” means a Forty-Sixth Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Sixth Resolution Bond.

ARTICLE II

FORTY-SIXTH RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-Sixth Resolution Bonds; Designation and Series; Purpose; Security.

(a) In order to provide sufficient funds to carry out the purposes described in this Section 2.01, and according and subject to the terms, conditions and limitations established in the Indenture and this Resolution, Forty-Sixth Resolution Bonds in an aggregate principal amount not to exceed \$64,950,000 are hereby authorized to be issued on one or more Issuance Dates from time to time as may be prescribed in a System Order regarding each issuance of Forty-Sixth Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Sixth Resolution Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds or any combination thereof and may be issued from time to time on any Issuance Date. For the purposes of this Section 2.01, the principal amount of Capital Appreciation Bonds shall be the Accreted Amount as of the Issuance Date of such Capital Appreciation Bonds. Each System Order regarding each Issuance Date of the Forty-Sixth Resolution Bonds shall specify the aggregate principal amount of Forty-Sixth Resolution Bonds to be issued. In addition to the title “University System of Maryland Auxiliary Facility and Tuition Revenue Bonds,” each such System Order may prescribe or the Trustee may add to or incorporate into the general title or numerical designation of any Forty-Sixth Resolution Bonds, any words, figures or letters designed to distinguish Forty-Sixth Resolution Bonds issued on a particular Issuance Date from any other Forty-Sixth Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-Sixth Resolution Bonds shall be used for the purposes of financing or refinancing the cost of the Projects described in Section 2.04 hereof.

(c) The intended source of payment for the Forty-Sixth Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Sixth Resolution Bonds not designated for Academic Facilities Projects shall be Auxiliary Facilities Fees; provided, however, such intention as to source of payment shall in no way limit the lien of the Trust Estate or the right of the System to use any other source legally available for payment of any of the Forty-Sixth Resolution Bonds.

(d) The Forty-Sixth Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-Sixth Resolution Bonds.

(a) The Forty-Sixth Resolution Bonds shall be dated as of the date or dates prescribed in a System Order.

(b) The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Forty-Sixth Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Forty-Sixth Resolution Bonds) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Sixth Resolution Bonds. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall be payable at maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Sixth Resolution Bonds.

(c) The Forty-Sixth Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Sixth Resolution Bonds initially shall be issued only in book entry form and an Authorized System's Representative is hereby authorized to enter into such agreements with a Depository as may be necessary or appropriate to issue the Forty-Sixth Resolution Bonds only in book entry form.

(d) The principal of and premium (if any) on the Current Interest Bonds and the principal of, and premium (if any) and interest due at maturity on, the Capital Appreciation Bonds shall be payable at the principal office or the principal corporate trust office of the Trustee, upon surrender of such Bonds at such principal office.

(e) Interest on the Current Interest Bonds shall be paid on each Interest Payment Date for the period from and including the immediately preceding Interest Payment Date for which interest has not theretofore been paid to but excluding the Interest Payment Date on which such payment is to be made. Subject to the terms of any agreement with a Depository and except as otherwise provided in a System Order, interest on the Current Interest Bonds shall be payable by check drawn upon the Trustee and mailed to the Persons in whose names such Current Interest Bonds are registered on the Bond Register as of the close of business on the Record Date immediately before the relevant Interest Payment Date; provided that the payment of interest on any such Current Interest Bonds in an aggregate principal amount equal to or greater than \$1,000,000 registered in the name of one Bondholder may, at the option of such Bondholder, be paid on any Interest Payment Date by wire transfer in federal reserve funds to any bank in the United States of America specified by such Bondholder, upon receipt by the Trustee of written notice on or before the Record Date immediately prior to the first Interest Payment Date upon which such a wire transfer is to be made. If any Bondholder shall elect to receive payment of interest by wire transfer, such election shall remain effective for all subsequent Interest Payment Dates until written notice revoking such election is received by the Trustee on or before the Record Date immediately prior to the Interest Payment Date for which notice of revocation is to be effective.

(f) As provided in the Indenture, the obligation of the System to pay the principal of, and premium (if any) and interest on, the Forty-Sixth Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Sixth Resolution Bonds. The Forty-Sixth Resolution Bonds shall be in the form as may, consistent with the Indenture and this Resolution, be approved in a System Order, and shall be executed and delivered as provided in Section 2.09 of the Indenture. Execution of any Forty-Sixth Resolution Bonds consistent with Section 2.09 of the Indenture shall be conclusive evidence of the System's approval thereof.

Section 2.04. Use of Proceeds; Projects Authorized. The following "academic facilities" and "auxiliary facilities" are hereby approved as projects, the costs of which may be paid from the proceeds from the issuance and sale of Bonds:

(a) up to \$5,000,000 of the Forty-Sixth Resolution Bonds for the costs of the following constituting Academic Facilities Project:

University of Maryland, College Park (Prince George's County)
Infrastructure Project

(b) up to \$25,000,000 of the Forty-Sixth Resolution Bonds for the costs of those Capital Facilities Renewal Projects identified in the Capital Improvement Program approved by the Board for Fiscal Year 2025, as those Projects, from time to time, may be amended, modified, or supplemented by the Board.

(c) the following auxiliary facilities (the “Auxiliary Facilities Projects”) which are further identified and described in the System Funded Construction Program approved by the Board for Fiscal Year 2025, as those Projects, from time to time, may be amended, modified, or supplemented by the Board:

- (1) University of Maryland, College Park (Prince George’s County)
South Campus Housing Utility and Infrastructure Upgrade
- (2) Bowie State University (Prince George’s County)
Refurbish Tubman Hall
- (3) University of Maryland Eastern Shore (Somerset County)
Athletic Fields Upgrade
- (4) Coppin State University (Baltimore City)
Student Center and Residential Complex (SCRC) Phase 1
- (5) University of Maryland, Baltimore County (Baltimore County)
The Commons Courtyard Enclosure

In accordance with Section 102(d) of Title 19, and pursuant to Chapter 123 of the 2022 Laws of Maryland, each of the Academic Facilities Projects specified in subsection (a) and (b) above were approved by the Maryland General Assembly as a project for an academic facility. The aggregate amount of Bonds (of all series) designated for Academic Facilities Projects, as provided in Section 6.03 of the Indenture, shall not exceed the amounts specified in (a) and (b) above for the Academic Facilities Projects specified in such Sections.

Section 2.05. Deposit of Forty-Sixth Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Sixth Resolution Bonds, in the following order:

- (a) accrued interest, if any, on those Forty-Sixth Resolution Bonds that are Current Interest Bonds, from their dated date to but excluding the date of delivery thereof, shall be paid to the Trustee and deposited in the Interest Account of the Consolidated Bond Fund;
- (b) proceeds of those Forty-Sixth Resolution Bonds designated as CBF Bonds which are Refunding Bonds shall be applied in accordance with Section 2.07 below; and
- (c) proceeds of those Forty-Sixth Resolution Bonds designated as CBF Bonds which are not Refunding Bonds shall be deposited in the General Construction Fund, in such accounts as may be designated in a System Order.

Section 2.06. Refunding Bonds.

(a) Authority to Issue Refunding Bonds. In addition to the Forty-Sixth Resolution Bonds authorized pursuant to this Resolution, and pursuant to the authority provided in Section 19-108 of Title 19 and Section 2.07(c) of the Indenture, the System is authorized to issue from time to time on any Issuance Date, additional Forty-Sixth Resolution Bonds, as may be

prescribed in a System Order, to refund any Forty-Sixth Resolution Bonds or any other Refunding Bond. The terms and provisions of Section 2.01(a), 2.02 and 2.03 of this Resolution shall govern the terms and provisions of any Refunding Bonds. Proceeds of any Forty-Sixth Resolution Bonds or any other Refunding Bonds may be used for the purpose of paying (i) the principal of, and premium (if any) and interest on any Forty-Sixth Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Sixth Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Sixth Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Sixth Bond Resolution shall be allocated to the Bond Resolution under which such Bonds to be refunded were originally issued without taking into account any premiums or discounts received in connection with the sale of such Bonds or the principal amount of such Refunding Bonds to be applied to pay the principal of, and premium (if any) and interest on any Bonds to be refunded or the costs of issuance of such Refunding Bonds.

Section 2.07. Escrow Deposit Agreements.

(a) On each Issuance Date of Refunding Bonds, the System and the Trustee, if advised by Bond Counsel, may execute and deliver an Escrow Deposit Agreement satisfying the requirements of this Section 2.07 and containing such other terms and conditions as the System may deem necessary or appropriate.

(b) Amounts held by the Trustee pursuant to an Escrow Deposit Agreement shall constitute part of the Trust Estate. If, and to the extent that, any Escrow Deposit Agreement provides for the disbursement of amounts for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Sixth Resolution Bonds being refunded, then such amounts shall not be deemed to be held by the Trustee for the benefit of the Refunding Bonds but only for the benefit of the Forty-Sixth Resolution Bonds being refunded, all at such times and with respect to such amounts as may be specified in such Escrow Deposit Agreement. Except as provided in the preceding sentence, or as may be provided in an Escrow Deposit Agreement, amounts held by the Trustee pursuant to such Escrow Deposit Agreement shall be held for the benefit of only the Refunding Bonds issued on such Issuance Date.

(c) The System, pursuant to an Escrow Deposit Agreement, is hereby authorized to require the Trustee to establish from time to time one or more additional funds, accounts or subaccounts under this Resolution.

(d) Amounts held pursuant to an Escrow Deposit Agreement shall be disbursed by the Trustee pursuant to the terms of such Escrow Deposit Agreement for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Sixth Resolution Bonds being refunded and Refunding Bonds identified in such Escrow Deposit Agreement, on or prior to the maturity date thereof.

(e) A single Escrow Deposit Agreement may be executed in connection with the issuance of Refunding Bonds and other Bonds of the System, the proceeds of which are to be

used to refund Outstanding Bonds under the Indenture.

Section 2.08. Consolidation of Bonds. Refunding Bonds (a) may be designated as CBF Bonds under the Indenture and (b) may be consolidated with, and issued together with, any other Bonds authorized to be issued under the Indenture. The proceeds of any Refunding Bonds may be consolidated and commingled with the proceeds of other Bonds issued to refund Outstanding Bonds under the Indenture as part of any Escrow Deposit Agreement that otherwise complies with Section 2.07 of this Resolution.

Section 2.09. Records for Academic Facilities and Auxiliary Facilities. The System shall maintain such books and records and shall make such allocations of the principal amount of Refunding Bonds and the payment of the principal of, and premium (if any) and interest on, such Refunding Bonds, as may be required from time to time in order to comply with the provisions of Section 19-102(e) of Title 19.

ARTICLE III

REDEMPTION OF FORTY-SIXTH RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-Sixth Resolution Bonds shall be subject to redemption, in whole or in part at any time, at the option of the System or on such date or dates and at such price or prices as may be set forth in a System Order. The principal value of any Capital Appreciation Bonds as of any date of redemption shall equal the Accreted Amount.

(b) The Current Interest Bonds or certain of such Current Interest Bonds shall be subject to mandatory redemption, on such date or dates as may be prescribed in a System Order (each such date being a "Sinking Fund Redemption Date"), in such principal amount or amounts and at such price or prices as may be prescribed in a System Order (each such amount being a "Mandatory Sinking Fund Payment").

Section 3.02. Redemption Amounts.

(a) The System may reduce the amount of any Mandatory Sinking Fund Payment payable on any Sinking Fund Redemption Date by an amount equal to the principal amount of Current Interest Bonds subject to such Mandatory Sinking Fund Payment that shall be surrendered uncanceled by the System to the Trustee for such purpose not less than sixty (60) days prior to such Sinking Fund Redemption Date.

(b) In the case of any partial redemption of Current Interest Bonds at the option of the System, the System may select for redemption (i) any one or more subsequent maturities of Current Interest Bonds, and (ii) if any maturity of Current Interest Bonds is subject to Mandatory Sinking Fund Payment, any one or more subsequent Mandatory Sinking Fund Payments to be credited as being paid, provided that the System shall have delivered to the Trustee, not less than

sixty (60) days before such maturity date or Sinking Fund Redemption Date (or such lesser period of time as the Trustee may allow), a System Request stating its election to redeem such Current Interest Bonds in such manner. In such case, the Trustee shall reduce the amount of Current Interest Bonds to be redeemed on the Sinking Fund Redemption Date specified in such System Request by the principal amount of Current Interest Bonds so purchased or redeemed. In the absence of any such direction, the Trustee shall reduce subsequent maturities and Mandatory Sinking Fund Payments proportionately, in increments of the minimum Authorized Denomination, to the extent reasonably practicable.

(c) Any credit given to any Mandatory Sinking Fund Payments shall not affect any remaining or subsequent Mandatory Sinking Fund Payments which shall remain payable as otherwise provided herein, unless and until another credit is given in accordance with the provisions hereof.

(d) In the case of any partial redemption of Forty-Sixth Resolution Bonds, the particular Forty-Sixth Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Sixth Resolution Bonds then outstanding, to the maximum extent practicable, and in such manner as the Trustee shall deem fair and equitable; provided, however, that so long as the Forty-Sixth Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Sixth Resolution Bonds or portions thereof to be redeemed shall be selected by the Depository in such manner as the Depository shall determine. If any Forty-Sixth Resolution Bonds to be redeemed are selected by lot, such method shall be conclusively deemed fair and equitable. In the case of any partial redemption of Forty-Sixth Resolution Bonds, in selecting Forty-Sixth Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Sixth Resolution Bond as representing that number of Forty-Sixth Resolution Bonds as is obtained by dividing the principal amount of such Forty-Sixth Resolution Bond by the minimum Authorized Denomination. If it is determined that one or more, but not all, of the units of the minimum Authorized Denomination of face value represented by any Forty-Sixth Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Sixth Resolution Bond shall forthwith surrender such Forty-Sixth Resolution Bond to the Trustee (i) for payment of the redemption price (including accrued interest thereon on the date fixed for redemption) of the portion thereof called for redemption and (ii) for exchange for Forty-Sixth Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Sixth Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Sixth Resolution Bond to be redeemed in part shall fail to present such Forty-Sixth Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Sixth Resolution Bond shall, nevertheless, become due and payable on the date fixed for redemption to the extent of the unit or units of the minimum Authorized Denomination of principal amount called for redemption (and to that extent only).

ARTICLE IV

CONSOLIDATED BOND FUND; ADDITIONAL FUNDS

Section 4.01. Payments into Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.01(b) hereof, moneys transferred from the Revenue Fund in respect of the Forty-Sixth Resolution Bonds shall be deposited in the order and amount set forth in Section 5.02 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall establish such additional accounts within the Consolidated Bond Fund as shall be directed in a System Order relating to such Variable Rate Bonds. Moneys transferred from the Revenue Fund in respect of any Variable Rate Bonds may be deposited in any such additional accounts established within the Consolidated Bond Fund, and the amounts, times and order of priority of deposits to the Interest Account, the Principal Account and any such additional accounts established within the Consolidated Bond Fund with respect to such Variable Rate Bonds shall be as set forth in such System Order.

Section 4.02. Disbursements from Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.02(b) hereof, the Trustee is hereby authorized and directed to withdraw and disburse moneys in the Consolidated Bond Fund in the order and amount, and for the purposes, set forth in Section 5.03 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall be authorized and directed to withdraw and disburse moneys in the Principal Account, the Interest Account and any additional accounts established pursuant to Section 4.01(b) hereof within the Consolidated Bond Fund in the order and amounts, and for the purposes, set forth in the System Order relating to such Variable Rate Bonds.

Section 4.03. Establishment of Additional Funds or Accounts.

(a) In addition to any accounts established by the Trustee pursuant to Section 4.01(b) and 4.02(b) hereof, there may be established within the Consolidated Bond Fund, pursuant to the System Order regarding the issuance of any series of the Forty-Sixth Resolution Bonds or as requested by the Authorized System's Representative, such additional trust accounts as shall be necessary or convenient in connection therewith and as shall be permitted pursuant to Section 5.01 of the Indenture. Deposits to and payments from such separate funds or accounts shall be as set forth in such System Order, subject in all events to the provisions of the Indenture.

ARTICLE V

GENERAL CONSTRUCTION FUND

Section 5.01. Deposit to General Construction Fund. Upon receipt by the Trustee of the moneys specified in Section 2.05(c) hereof, such moneys shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund, in such amounts as may be specified in a System Order.

Section 5.02. Deposit of Moneys Transferred from the Forty-Sixth Resolution Rebate Fund. Any moneys transferred from the Forty-Sixth Resolution Rebate Fund to the General Construction Fund shall be deposited in the Academic Facilities Project Account and the Auxiliary

Facilities Project Account in such amounts as may be specified in a System Request.

Section 5.03. Disbursements

(a) Proceeds of the Forty-Sixth Resolution Bonds deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund shall be disbursed in accordance with the provisions of Section 6.03 of the Indenture for the Costs of the Projects.

(b) Upon completion of the Projects, any moneys remaining in the General Construction Fund (other than moneys retained to pay costs, expenses and interest not then due and payable) shall be transferred to the Excess Proceeds Account and shall be held and disbursed by the Trustee in accordance with Section 6.04 of the Indenture.

Section 5.04. Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed.

(a) The System, without the consent of the Trustee or the Holders of the Forty-Sixth Resolution Bonds, may from time to time amend Section 2.04 hereto to include as a Project any “academic facilities” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Sixth Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel, or to delete from Section 2.04 any Academic Facility Project listed therein; provided, however, that each item shall have been approved by the General Assembly of the State of Maryland pursuant to Section 19-102(d) of Title 19. In connection with any such amendment of Section 2.04, the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an academic facility.

(b) The System, without the consent of the Trustee or the Holders of the Forty-Sixth Resolution Bonds, may from time to time amend Section 2.04 hereto to include as an Auxiliary Facilities Project any other “auxiliary facilities,” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Sixth Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel or to delete from Section 2.04 auxiliary facility projects listed therein to be acquired or constructed by the System and items of equipment to be acquired and installed by the System. In connection with any such amendment of Section 2.04 the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an auxiliary facility.

Section 5.05. Authorization for Use of Proceeds of Forty-Sixth Resolution Bonds for Other Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of the Forty-Sixth Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to prior Bond Resolutions and any Projects authorized pursuant to this Forty-Sixth Bond Resolution. In addition,

the proceeds of the Forty-Sixth Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to subsequent Bond Resolutions without amending any other Bond Resolution and without the necessity of any amendment to this Forty-Sixth Bond Resolution or the consent of the Trustee or any Holder of the Forty-Sixth Resolution Bonds.

Section 5.06. Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of any Bonds heretofore or hereafter issued under any prior Bond Resolutions and deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to this Forty-Sixth Bond Resolution.

ARTICLE VI

REBATE FUND

Section 6.01. Rebate Fund. The Trustee if directed shall establish such Rebate Fund in connection with the Forty-Sixth Resolution Bonds as shall be directed in a System Order relating to any such Forty-Sixth Resolution Bonds and as provided in the Indenture. To the extent not inconsistent with the provisions of the Indenture, such System Order may restrict such Rebate Fund for use in connection with the Forty-Sixth Resolution Bonds or may permit the use of such Rebate Fund in connection with other series of Bonds hereafter issued under the Indenture. Deposits shall be made to, and disbursements may be made from, such Rebate Fund as provided in such System Order, to the extent not inconsistent with the provisions of the Indenture.

ARTICLE VII

ADDITIONAL PERMITTED INVESTMENTS

Section 7.01. Additional Permitted Investments. As permitted by clause (i) of the definition of Permitted Investments of the Indenture, the following are added as Permitted Investments for the investment of the proceeds of the Forty-Sixth Resolution Bonds and all Funds established by this Resolution:

(a) Repurchase, resale and other similar agreements with any person provided (i) such agreements are continuously collateralized with Government Obligations, (ii) the market value of the collateral is not less than one hundred two percent (102%) of the repurchase price (including interest), (iii) the Trustee or a third party acting as agent or custodian of the collateral solely for the Trustee has possession of the collateral, (iv) the collateral is free and clear of all liens and encumbrances, (v) the Trustee shall be entitled to liquidate the collateral if the requirement of subclauses (i) and (ii) are not continuously satisfied and (vi) the Trustee shall have a first priority perfected security interest in the collateral;

(b) Investment agreements, the provider of which is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) by two Rating Agencies;

and

- (c) Investment agreements issued by any provider:
 - (i) that is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) of a Rating Agency, or
 - (ii) whose obligations under such investment agreements are unconditionally guaranteed by parent entities or other third parties that are rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) from a Rating Agency, or
 - (iii) who satisfies the rating requirements of clause (i) or (ii) above and whose obligations under such investment agreements are collateralized by obligations described in clauses (a), (b), (d) or (e) under the definition of “Permitted Investments” in the Indenture or in clauses (a) or (b) above of this Article VII and which are delivered to the Trustee, or registered in the name of the Trustee, or are supported by a safekeeping receipt issued by a depository satisfactory to the Trustee, provided that such investment agreements must provide that the value of such obligations collateralizing such investment agreements shall be maintained at a current market value (determined not more frequently than monthly) of not less than 102% of the aggregate amount of the obligations of such financial institution, insurance company or financial services firm;

provided, however, that any investment agreement, at the time it is entered into, must meet and comply with the requirements of clause (i), (ii) or (iii) above.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Supplemental Resolutions. The System may, without the consent of, or notice to, any of the Bondholders, enter into a resolution or resolutions supplemental hereto which shall not be inconsistent with the terms and provisions hereof, provided that, in the opinion of Counsel to the Trustee, the change effected thereby is not to the prejudice of the interests of the Trustee or the Bondholders as permitted by Section 13.01 of the Indenture.

Section 8.02. Limitation of Rights. With the exception of the rights herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution or the Forty-Sixth Resolution Bonds is intended or shall be construed to give to any Person other than the System, the Trustee and the Holders of the Forty-Sixth Resolution Bonds, any legal or equitable right, remedy or claim under or in respect to this Resolution or any agreements, conditions and provisions herein contained; this Resolution and all of the agreements, conditions and provisions hereof being intended to be and being for the sole and exclusive benefit of the System, the Trustee and the Holders of the Forty-Sixth Resolution Bonds as herein provided.

Section 8.03. Severability. If any provision of this Resolution shall be invalid, illegal or unenforceable because it conflicts with any constitution or statute or rule of public policy or for any other reason, such circumstances shall not have the effect of rendering the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

Section 8.04. Immunity of Regents and Officers. No recourse for the payment of the principal of or premium (if any) or interest on, any Forty-Sixth Resolution Bond or for any claim based thereon or otherwise in respect thereof or of this Resolution shall be had against any member of the Board of Regents or officers or employees of the System whether past, present or future, whether by virtue of any constitution, statute or rule of law, all such liability (if any) being hereby expressly waived and released as a condition of and in consideration of the issuance of the Forty-Sixth Resolution Bonds.

Section 8.05. Private Use of the Projects. The System covenants that it will not make, or (to the extent the System exercises control or direction) permit to be made, any use of the Projects, or any portion thereof, by any other Person, if such use would cause those Forty-Sixth Resolution Bonds to be "private activity bonds" within the meaning of Section 141 of the Code, unless the System and the Trustee receive an opinion of Bond Counsel to the effect that such use does not adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Forty-Sixth Resolution Bonds, if any.

Section 8.06. Sale of Forty-Sixth Resolution Bonds. As permitted by Title 19, the Board of Regents hereby finds and determines that the best interests of the System will be served by selling each issuance of the Forty-Sixth Resolution Bonds at either a public competitive sale or a private (negotiated) sale as the Chancellor of the System deems to be in the best interest of the System at such prices, which may be at, above or below par, as the Chancellor of the System deems to be in the best interest of the System. In the event that two bidders offer to purchase an issue of the Forty-Sixth Resolution Bonds at the same lowest true interest cost at a public competitive sale, the Chancellor of the System shall determine in his sole discretion to which of the bidders such issue of the Forty-Sixth Resolution Bonds will be awarded. In the event of a private (negotiated) sale the Chancellor of the System shall select the purchaser of such issue of the Forty-Sixth Resolution Bonds which the Chancellor of the System deems to be in the best interest of the System.

Section 8.07. Official Statement. There is hereby authorized to be prepared and distributed, in conjunction with each issuance and sale of the Forty-Sixth Resolution Bonds, both a preliminary and a final official statement (the "Official Statement"). The preliminary official statement and the final official statement shall be in the form approved by either of the Chairperson of the Board of Regents or the Chancellor of the System whose execution by either of them shall be conclusive evidence of the approval thereof. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to execute by their manual or facsimile signatures and to deliver in the name of and on behalf of the System the Official Statement regarding each issuance of the Forty-Sixth Resolution Bonds and to deem the Official Statement as final for the purposes of Securities Exchange Act Rule 15c2-12, as amended

or supplemented from time to time, or any successor law, rule or regulation (“Rule 15c2-12”).

Section 8.08. Continuing Disclosure. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to enter into one or more continuing disclosure agreements with respect to information contained in, or matters relating to, the Official Statement for any Forty-Sixth Resolution Bonds and any other Bonds of the System. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to prepare and file with the Municipal Securities Rulemaking Board such financial or other information as may be required to comply with the requirements of Rule 15c2-12, and to delegate the preparation and filing of any such information to any other officer or employee of the System. The System’s bond counsel is also designated as an agent for the System for purposes of preparing and filing any such information.

Section 8.09. Absence of Chairperson or Chancellor. If the Chairperson of the Board of Regents is unable to act or unavailable for any reason, or such position is vacant, the Chairperson of the Finance Committee of the Board of Regents is hereby authorized and empowered to act in place of the Chairperson of the Board of Regents, and if the Chancellor of the System is unable to act or unavailable for any reason, or such position is vacant, the Vice Chancellor for Administration and Finance is hereby authorized and empowered to act in place of the Chancellor of the System.

Section 8.10. Further Actions. The Chairperson of the Board of Regents, the Chairperson of the Finance Committee, the Secretary and Assistant Secretary of the Board of Regents of the System, the Chancellor of the System, and the Vice Chancellor for Administration and Finance of the System and other officials of the System are hereby authorized and empowered to do all acts and things and execute such instruments, documents and certificates (including all necessary closing certificates) and otherwise take all action necessary, proper or expedient in connection with each issuance, sale and delivery of the Forty-Sixth Resolution Bonds.

Section 8.11. Validity of Signatures. In the event any Regent or officer of the System who has executed any bond, document, certificate or other matter ceases to be a Regent or officer before delivery, the signature is valid and sufficient for all purposes as if the Regent or officer had remained in office until delivery.

Section 8.12. Declaration of Official Intent. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to adopt a declaration of official intent (within the meaning of Treasury Regulations Section 1.150-2) to reimburse the costs of any project with the proceeds of any bonds or other obligations issued by the System under the authority of Title 19 or any other provision of the laws of Maryland.

Section 8.13. Liberal Construction. The terms of this Forty-Sixth Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Sixth Bond Resolution shall be liberally construed in order to carry out and effectuate the purposes set forth herein and in Title 19.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 14th day of June, 2024.

Ellen Herbst
Sr. Vice Chancellor for Administration and Finance

TOPIC: University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: The University System authorizes capital projects to be funded from revenue bond proceeds on an annual basis. Debt issuances are sized to provide approximately one year's worth of bond proceeds for projected spending on these authorized revenue bond projects. Because of debt issuance timing and project estimates changing, the System often uses Cash Funding to pay for project costs, with the intent of reimbursing itself with Bond Funds when they become available. IRS rules require this resolution for reimbursement of advance payments from future bond issuances.

In the event bond funds become fully depleted prior to the next debt issuance, the System will use Cash Funding to bridge the gap until the next bond issuance. The process and record-keeping infrastructure necessary to facilitate initially paying the project costs from System cash balances and then reimbursing the amounts spent from the proceeds of the next bond issue have been formalized and are in place.

The attached Exhibit A represents all of the projects authorized for revenue bond funding which may potentially utilize System cash balances over the next several months. Based on the Current Project Authorization Balances in Exhibit A, we anticipate System cash will be spent on costs eligible for reimbursement prior to the next issuance.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The Board of Regents could decide to not spend System cash balances temporarily pending the next bond issuance and advance the issuance process immediately. This would potentially delay the projects.

FISCAL IMPACT: There is no known fiscal impact associated with this resolution.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the attached resolution to enable the spending of System cash balances on revenue bond-authorized projects to be reimbursed from the proceeds of the next bond issue.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

OFFICIAL INTENT RESOLUTION
UNDER TREASURY REGULATION SECTION 1.150-2

WHEREAS, University System of Maryland (the "Issuer") proposes to make certain capital expenditures in connection with the construction of certain capital projects as listed on Exhibit A attached hereto and made a part hereof (collectively, the "Capital Project").

WHEREAS, the Issuer intends to issue tax-exempt bonds (the "Bonds") to finance all or a portion of the purchase price, acquisition and installation expenses, costs of related construction and improvements and issuance costs of the Capital Project, all constituting capital expenditures (collectively referred to as the "Project Costs").

WHEREAS, the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for the Project Costs paid by the Issuer prior to the issuance of the Bonds.

NOW, THEREFORE, THE ISSUER MAKES THE FOLLOWING DECLARATION OF OFFICIAL INTENT:

1. BE IT RESOLVED, that the Issuer reasonably expects that a portion of the Project Costs will be paid by the Issuer prior to the issuance of the Bonds and that certain proceeds of the Bonds will be used to reimburse the Issuer for those Project Costs incurred and paid by the Issuer prior to the issuance of the Bonds. The Bonds will be issued in a total principal amount not to exceed \$150,000,000.

2. BE IT FURTHER RESOLVED, that the Issuer intends that the adoption of this Resolution shall be and constitute an "official intent resolution" within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 14th day of June, 2024

Ellen Herbst
Sr. Vice Chancellor for Administration and Finance
University System of Maryland

Res	Project Type	Project Name	Original	Allocation USM Emergency	Adjusted Authorization	Balance to be Financed	FY2024 Activity
Various		Systemwide Facilities Renewal:	226,710,271		226,710,271	69,589,510	2,706,768
46	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	5,000,000	
46	Aux	UMCP S Campus Housing Utility and Infrastructure	6,000,000		6,000,000	6,000,000	
46	Aux	BSU Refurbish Tubman Hall	10,050,000		10,050,000	10,050,000	
46	Aux	UMES Athletic Fields Upgrade	4,900,000		4,900,000	4,900,000	
46	Aux	CSU Student Center & Residential Complex Ph I	9,000,000		9,000,000	9,000,000	
46	Aux	UMBC The Commons Courtyard Enclosure	5,000,000		5,000,000	5,000,000	
45	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	4,728,897	110,115
45	Acad	USG Campus Building Improvement	431,976		431,976	431,976	
45	Acad	USM-H Building/System Improvement	45,627		45,627	45,627	
45	Acad	USMSM Building/System Improvement	59,858		59,858	59,858	
45	Aux	UMCP S Campus Housing Utility and Infrastructure	8,000,000		8,000,000	8,000,000	
45	Aux	TU 401 Washington Renovation	10,000,000		10,000,000	10,000,000	
44	Acad	UMCP Infrastructure Project	2,500,000		2,500,000	1,185,315	206,836
44	Acad	UMES Campus Flood Mitigation Project	2,192,000		2,192,000	2,192,000	
44	Aux	UMCP High Rise Residence Halls Renovation PH	6,850,000		6,850,000	6,850,000	
44	Aux	TU Glen Towers Addition and Renovation	9,046,000		9,046,000	9,046,000	
44	Aux	TU 401 Washington Renovation	5,000,000		5,000,000	4,893,493	51,873
43	Acad	UMCP Infrastructure Project	5,000,000		5,000,000	1,513,064	365,002
43	Acad	USMSM Building #1 Roof Replacement		600,000	600,000	600,000	
43	Aux	TU University Union Expansion and Renovation	8,000,000		8,000,000	620,254	51,598
43	Aux	UMB Saratoga Garage Structural & Building System Repairs	2,700,000		2,700,000	2,700,000	
43	Aux	FSU Residence Hall Renovations	1,000,000		1,000,000	1,000,000	
43	Aux	TU Glen Towers Addition and Renovations	20,000,000		20,000,000	7,495,213	543,529
42	Acad	UMCP Campuswide Building and Infrastructure	5,000,000		5,000,000	3,191,570	40,501
42	Acad	UMES Flood Mitigation	10,000,000		10,000,000	5,640,579	64,095
42	Acad	FSU Education & Health Sciences	5,000,000		5,000,000	3,415,890	1,988
42	Aux	TU Union Addition/Renovation	25,100,000		25,100,000	40,909	
41	Acad	UMES Pharmacy and Health Professions	5,000,000		5,000,000	2,806,182	2,379
41	Aux	UMCP High Rise Residence halls Renovation	1,500,000		1,500,000	1,474,698	17,428
41	Aux	FSU New Residence Hall	13,330,000		13,330,000	12,667	
41	Aux	FSU Five Dorm Renovation	7,700,000		7,700,000	3,531,481	
41	Aux	TU Union Addition/Renovation	13,000,000		13,000,000	15,881	
41	Aux	TU Glen Towers Addition and Renovation	4,201,000		4,201,000	811,647	14,605
40	Acad	UMBC Interdisciplinary Life Science Building	5,000,000		5,000,000	1,370,451	
40	Acad	UMCP Chiller Replacement		130,000	130,000	130,000	
40	Acad	USMSM Concrete Replacement		88,000	88,000	88,000	
40	Acad	USG Building 2 Interior Renovations		315,000	315,000	315,000	
40	Aux	UMCP Rossborough Lane Parking Garage	2,000,000		2,000,000	1,528,245	
39	Acad	UMES Trigg Hall Small Animal Facility Renov		200,000	200,000	91,304	
39	Aux	TU Union Addition/Renovation	39,000,000		39,000,000	69,981	6,215

TOPIC: Proposed Amendment to USM Policy VIII-2.70 Policy on Student Classification for Admission and Tuition Purposes

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: The USM Policy on Student Classification for Admission and Tuition Purposes requires regular review to remain consistent with changes to state and federal law. In addition, students and their families often have questions about this policy and ask for clarification. USM residency officers have an affinity group, which meets biweekly, and they use this time to ensure consistent application of the policy and to address new questions as they arise.

The proposed edits in the attached document will:

- a) align the policy with new federal laws that require in-state tuition charges for members of the US Foreign Service and their spouses and children and for citizens of Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau;
- b) remove the requirement for a Maryland voter registration as that can be obtained very quickly and adds a requirement for in-state status without necessarily adding demonstration of residency duration;
- c) add Maryland voter registration to be used as part of a set of documents for rebuttal evidence in the petition process to demonstrate residency and the intent to remain in Maryland permanently; and
- d) clarify some phrasing in the policy.

The USM Office of Academic and Student Affairs worked with the Office of the Attorney General to draft the proposed amendments.

ALTERNATIVE(S): The Regents may request that only changes required by federal law be made.

FISCAL IMPACT: Only the changes related to federal law have fiscal impact, and that impact should be relatively modest. We anticipate a handful of students with connections to the Foreign Service will be eligible this year. There could be additional students from Micronesia, the Marshall Islands, or Palau, but we do not anticipate that there would be substantial impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to USM's Policy on Student Classification for Admission and Tuition Purposes, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

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

REDLINE

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023; Amended June 14, 2024).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of all the following requirements for the 12-month period (or shorter period indicated):

¹ Annotated Code of Maryland, Educ. ~~Art.~~ § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland **Resident Tax Return**. ~~an income tax return~~
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- ~~6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).~~
- ~~7)6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.~~
- ~~8)7) Has a legal the ability under Federal and Maryland law to live permanently and without interruption in Maryland.~~

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered **F**financially **I**ndependent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all ~~of~~ the information the student wishes the institution to consider. All information must be submitted by the

institution's deadline for submitting a petition; ~~for the semester for which the student seeks reclassification before or within the semester for which the student seeks reclassification.~~ Only one Petition may be filed per semester.

Criteria for Change in Tuition Status

B. Criteria for Changes in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

~~a1~~) make Maryland the student's permanent home;

~~b2~~) abandon the student's former home state;

~~c3~~) reside in Maryland indefinitely; and

~~d4~~) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying ~~all of all~~ the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by ~~how completely the criteria are addressed, the amount presented,~~ but also based upon the reliability, authenticity, credibility, and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at

least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

~~6) — 6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).~~

~~7) —~~

~~8) 7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.~~

~~9) 7) Has the a legal ability under Federal and Maryland law to live permanently without interruption in in Maryland.~~

~~10) 8) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.~~

B.C. Rebuttal Evidence to Support a Change in Tuition Status

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution.

Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in- state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans,

etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or

- b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.
- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)

8)9) Voter registration in Maryland.

C-D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

D-E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

E-F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- C. Active duty members of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof (Army National Guard and Air National Guard), who are stationed in Maryland, reside in Maryland, or are domiciled in Maryland, or their spouse or financially dependent children, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.
- D. Veterans of the Armed Forces of the United States who provide documentation that they were honorably discharged and currently reside or are domiciled in Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.
- E. Veterans who live in Maryland and were discharged from a period of at least 90 days of service in the active military, naval, space, or air service and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill[®] (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill[®] (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c).² A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
 - 1) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill[®] benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9));
 - 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
 - 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

- G. In addition to benefits provided under federal law noted in section IV.C above, aA-A member of

the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard. (Maryland National Guard members may also qualify if they meet the criteria in section IV.C. above.)

- H. For UMGC, only, a full-time active member of the Armed Forces of the United States on active duty, or their spouse.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

² GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.
- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15-106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.
- N.O. Members of the U.S. Foreign Service who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses, and dependents. Members and their spouses and dependents who qualify for in-state status will continue to hold in-state status while continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside Maryland.
- P. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, as required by provided in the Consolidated Appropriations Act, 2024, Pub. L. No. 118-42, Div. G, Title II, §Section 209-(b)(1)(E) of Title II of Division G of The Consolidated Appropriations Act of 2024 (Public Law 118-42.

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that upon request, the institution's President or designee has the authority to waive any requirement/any of the requirements set forth in Sections II or III set forth in Section II if it is

determined that ~~the its~~ application ~~of the requirement~~ creates an unjust result. These procedures shall be filed with the Office of the Chancellor. The institution may require that a student file a petition under Section III.A and complete the petition process before requesting a waiver under this section.

VI. DEFINITIONS

- A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.
- B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.
- D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage.
- F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.
- G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

~~H.—Continuous Enrollment for undergraduate, graduate, and professional students is :~~

~~I.—Undergraduate Student—An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off campus.~~

~~J.H. Graduate or Professional—Continuous enrollment for a graduate or professional student is defined by the institution in accordance with institutional and program requirements.~~

~~K.I. Armed Forces of the United States: As defined in 38 U.S.C. ~~A.~~ § 101(10), the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.~~

~~J. Uniformed Services of the United States: As defined in 38 U.S.C. § 3319, Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.~~

~~L.—K. Foreign Service of the United States—: as defined in 22 U.S.C. § 3903. -~~

APPENDIX

~~{add A — O from Section IV}~~

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended October 24, 2014; Amended April 10, 2015; Amended February 17, 2017; Amended June 16, 2017; Amended April 19, 2019; Amended June 17, 2021; Amended June 17, 2022; Amended June 16, 2023; Amended June 14, 2024).

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, to qualify for in-state status, prospective, returning, or current students must demonstrate that they are permanent Maryland residents. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

Students seeking in-state status shall have the burden of proving by clear and convincing evidence that they satisfy the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known by the institution or presented to it by the student.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all the following requirements for the 12-month period (or shorter period indicated):

¹Annotated Code of Maryland, Educ. § 12-101.

- 1) Has continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

- 1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
- 2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered Financially Independent if the student provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all the information the student wishes the institution to consider. All information must be submitted by the institution's

deadline for submitting a petition before or within the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Changes in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to

- a) make Maryland the student's permanent home;
- b) abandon the student's former home state;
- c) reside in Maryland indefinitely; and
- d) reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility, and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period the student:

- 1) Continuously maintained primary living quarters in Maryland.
- 2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
- 3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the state and has filed a Maryland Resident Tax Return. If the student is a dependent for tax purposes, then the person who claims the student as a dependent shall have paid Maryland income tax on all taxable income, including all taxable income earned outside Maryland, and have filed a Maryland Resident Tax Return.
- 4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.
- 5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that

their driver's license was issued in Maryland within 60 days after moving to the state in accordance with Maryland Motor Vehicle Administration requirements.

- 6) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
- 7) Has the ability under Federal and Maryland law to live permanently without interruption in Maryland.
- 8) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence to Support a Change in Tuition Status

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by how completely the criteria are addressed, but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution.

Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

- 1) Source of financial support:
 - a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution, e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
 - b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.
- 2) Substantial participation as a member of a professional, social, community, civic, political, athletic, or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.
- 3) Registration as a Maryland resident with the Selective Service, if applicable.

- 4) Evidence that the student is married to a Maryland resident.
- 5) Evidence that the student attended schools in Maryland for grades K-12.
- 6) Evidence showing the student uses the student's Maryland address as the sole address of record for all purposes, including, for example, on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.
- 7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of the student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.
- 8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g., divorce, family relocation, taking care of a sick family member, etc.)
- 9) Voter registration in Maryland.

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

A student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

- A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.
- C. Active duty members of the Armed Forces of the United States as defined in 38 U.S.C. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof (Army National Guard and Air National Guard), who

are stationed in Maryland, reside in Maryland, or are domiciled in Maryland, or their spouse or financially dependent children, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.

- D. Veterans of the Armed Forces of the United States who provide documentation that they were honorably discharged and currently reside or are domiciled in Maryland, as provided in § 15-106.4 of the Education Article, Annotated Code of Maryland.
- E. Veterans who live in Maryland and were discharged from a period of at least 90 days of service in the active military, naval, space, or air service and are pursuing a course of education with educational assistance under the Montgomery G.I. Bill® (38 U.S.C. Ch. 30) or the Post-9/11 G.I. Bill® (38 U.S.C. Ch. 33), pursuant to 38 U.S.C. § 3679(c).² A veteran so described will continue to retain in-state status if the veteran is using educational benefits under either chapter 30 or chapter 33 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.
- F. Anyone who lives in Maryland, and:
 - 1) Is using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) and enrolls after the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or
 - 2) Is using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) and the transferor is a member of the uniformed services who is serving on active duty;
 - 3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9));
 - 4) Is using benefits through the Survivors' and Dependents' Educational Assistance Program (DEA), (38 U.S.C. chapter 35) or
 - 5) Is entitled to rehabilitation under 38 U.S.C. § 3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, 33, or 35 of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

- G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Annotated Code of Maryland, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard. (Maryland National Guard members may also qualify if they meet the criteria in section IV.C. above.)
- H. For UMGC, only, a full-time active member of the Armed Forces of the United States on active duty, or their spouse.
- I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

² GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

- J. A full-time public school teacher in the first year of employment by a Maryland local education agency, who resides in Maryland and meets the criteria for a residency waiver in § 15-106.2 of the Education Article, Annotated Code of Maryland.
- K. The child of a Maryland public safety employee who is eligible for the Edward T. Conroy and Joan B. Cryor Scholarship under § 18-601(d)(3)(ii) of the Education Article, Annotated Code of Maryland.
- L. A person who has completed all service hours in an AmeriCorps Program in Maryland or who has completed a service program under the Maryland Corps Program, pursuant to Title 9, subtitle 28 of the State Government Article, Annotated Code of Maryland, as provided in § 15-106.9 of the Education Article, Annotated Code of Maryland.
- M. A person who has been certified by the Director of the Peace Corps as having served satisfactorily as a Peace Corps volunteer and who is domiciled in Maryland, as provided in § 15-106.11 of the Education Article, Annotated Code of Maryland.
- N. Individuals, including undocumented immigrants, who do not meet the definition of nonimmigrant alien within the meaning of 8 U.S.C. § 1101(a)(15) and who meet all the criteria in § 15-106.8 of the Education Article, Annotated Code of Maryland.
- O. Members of the U.S. Foreign Service who are on active duty for a period of more than 30 days and whose domicile or permanent duty station is in Maryland, and their spouses and dependents. Members and their spouses and dependents who qualify for in-state status will continue to hold in-state status while continuously enrolled at the institution, notwithstanding a subsequent change in the permanent duty station of the member to a location outside Maryland.
- P. Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau, as provided in the Consolidated Appropriations Act, 2024, Pub. L. No. 118-42, Div. G, Title II, § 209(b)(1)(E).

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that upon request, the institution's President or designee has the authority to waive any of the requirements in Sections II or III if it is determined that its application creates an unjust result. These procedures shall be filed with the Office of the Chancellor. The institution may require that a student file a petition under Section III.A and complete the petition process before requesting a waiver under this section.

VI. DEFINITIONS

- A. **Financially Dependent:** For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.
- B. **Financially Independent:** For the purposes of this Policy, a financially independent student is one who provides 50 percent or more of the student's own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.
- C. **Parent:** A parent may be a natural parent, or, if established by a court order recognized under the laws of the State of Maryland, an adoptive parent.

- D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage.
- F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the laws of Maryland.
- G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.
- H. Continuous Enrollment for undergraduate, graduate, and professional students is defined by the institution in accordance with institutional and program requirements.
- I. Armed Forces of the United States: As defined in 38 U.S.C. § 101(10), the United States Army, Navy, Marine Corps, Air Force, Space Force, and Coast Guard, including the reserve components thereof.
- J. Uniformed Services of the United States: As defined in 38 U.S.C. § 3319, Armed Forces and the Commissioned Corps of the National Oceanic and Atmospheric Administration and of the Public Health Service.
- K. Foreign Service of the United States: as defined in 22 U.S.C. § 3903.

TOPIC: Revisions to USM Procurement Policies and Procedures

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: A Procurement Workgroup was formed to complete a comprehensive review of USM's Procurement Policies and Procedures (Section VII-3.00) in collaboration with institution vice presidents and procurement directors. These policies and procedures were examined and updated based on current best methods and business practices as well as opportunities to gain efficiencies and improve effectiveness. In addition, there were certain statutory changes that necessitated changes to these policies. Attached is a spreadsheet summary of the proposed amendments to the policies and procedures resulting from this systematic effort. The detailed amendments to these policies and procedures can be found on the USM website at:

<https://www.usmd.edu/usm/procurement/policy-review/>

The USM Procurement Policies and Procedures were adopted by the Board of Regents on December 3, 1999. There was a similar workgroup created in 2015 that resulted in updates to these policies in 2016. Many of the amendments are technical in nature and could be considered "housekeeping" revisions. Other proposed changes are substantive in nature and include updates to exclusions, clarifications regarding Board of Public Works approval, cancellation of solicitations, policy on service contracts and a liquidated damages provision.

Pursuant to the general procurement autonomy granted to USM by the Maryland General Assembly (Chapter 515 of the Laws of 1999), the policies and procedures are designed to support and facilitate the educational, research and public service missions of the University System of Maryland and its constituent institutions through the acquisition of goods and services by applying best methods and business practices that provide for public confidence in the System. The proposed revisions provide for a procurement process of quality and integrity, broad-based competition, fair and equal treatment of the business community, increased economy and uniform procurement procedures.

At the recommendation of the Workgroup, and as supported by the USM Procurement Directors, the USM Administrative Vice Presidents and the Council of University System Presidents, today's action requests approval of the revisions to the USM Procurement Policies and Procedures. Upon approval by the Finance Committee and Board of Regents, these policies and procedures will be forwarded to the Joint Committee on Administrative, Executive and Legislative Review of the Maryland General Assembly for review and comment, as required. These revised policies will also require the approval of the Board of Public Works.

ALTERNATIVE: The policies could remain unchanged but would be out of compliance with statute and hinder institution procurement operations.

FISCAL IMPACT: Although there is no direct fiscal impact, it is believed that these revisions will (a) result in efficiencies in costs, productivity, and business processes and (b) be consistent with current best methods and business practices.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve revisions to the USM Procurement Policies and Procedures as described above. In addition, this action will rescind the USM Policy on Service Contracts, USM Policy VIII-22.00, as it has been incorporated into the USM Procurement Policies.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM PP&P – Substantive Proposed Revisions

Section	Page	Recommendation	Rationale/Comment
Approvals page	6	Proposed Approvals Timeline Added	To show when the Board of Regents, General Assembly, and Board of Public Works approve the policies and procedures
Section IV. Applicability			
Section IV. A. General Applicability	8	Added “Board of Public Works” and “approval”	Board of Public Works approval is needed per the Office of Attorney General's opinion.
Section IV. B. Exclusions	9	Added: “18. Utility charges (e.g. electricity, natural gas, sewer, water, internet, etc.)”	These are not procurement contracts. These are utility commodity purchases.
		Added: “19. Accreditation fees”	This is not considered a procurement activity. Accreditation is required for universities to operate, which provides students with the assurance of a quality education and ensures that other colleges and employers recognize the course credits and degrees earned.
		Add at the end of the section: “ NOTE: An exclusion does not negate the requirement to seek the approval of the Maryland Board of Public Works for any service contract that exceeds \$1 million in value with the exception of Intercollegiate Athletics related contracts and High Impact Economic Development Activities related contracts between the institution(s) that created the entity and the HIEDA entity.”	OAG has advised that with the exception of Intercollegiate Athletics and HIEDA entities, all exclusions are subject to BPW approval if they meet the definition of a service or capital construction contract that exceeds \$1 million in value.
Section V. Procurement Methods			
Section V. B. Competitive Sealed Bidding		Added “A public bid opening may also be conducted through an electronic solicitation system, e.g. eMaryland Marketplace Advantage “eMMA”.”	Institutions are also permitted to use an electronic solicitation system to open bids publicly.
	14	Added the words “responsive and responsible”	Clarify that rejected bids are not available for public inspection.

USM PP&P – Substantive Proposed Revisions

	16	Adding “at least”	Common practice is 120 days. This change would allow flexibility to go longer than 90 days.
Section V. C. Competitive Sealed Proposals	22	Delete the last sentence.	It is common practice to take notes during a debriefing.
	23	Remove “one or more of the following ways” and make several grammatical changes to ensure the sentence still makes sense.	Statutory requirement to post awards in eMMA
Section V. H. Use of Contracts Established by Other Organizations, Institutions or Agencies	28	removed “provided that use of the contact is in the best interest of the Institution, and”	Any USM institution's procurement method should be in the institution's best interest and determining the procurement method is at the sole discretion of the procurement officer.
	28	The role of MEEC was clarified by moving “Maryland Education Enterprise Consortium (MEEC)” to the end of the section and adding, “is a consortium sponsored by the University System of Maryland and is available to all members, including USM Institutions.”	Clarify that MEEC is a USM-sponsored consortium available to USM institutions and all members of MEEC.
NEW Section VI – Cancellation of Solicitations			
NEW Section VI – Cancellation of Solicitations	36	Added provision to cancel solicitations: “Cancellation” Section after Section V; new section VI will bump all sections down. Adapted this section from a COMAR regulation.	Maryland State Board of Contract Appeals (MSBCA) rendered an opinion in August of 2023, holding that Universities had no authority to cancel a solicitation. This provision will spell out that the USM has this authority.
Section VII – Contract Types			
Section VII. A. General	37	Adjusted language, removing the first part of the sentence.	Consistent with federal regulation 2 CFR 200.324(d)
Section VIII – Contract Administration			
Section VIII. B. Authority and Responsibility	39	Adjusted the language and made grammatical changes to clarify the role of the procurement officer.	This was updated to match the added “Contract Administrator” definition. The change clarifies that the contract manager is responsible for the day-to-day contract. The Procurement Officer does not manage the contract or approve invoices.

USM PP&P – Substantive Proposed Revisions

Section VIII. D. Board of Public Works	40	Added the last sentence: “An exclusion does not negate the requirement to seek the approval of the Maryland Board of Public Works for any service contract that exceeds \$1 million in value with the exception of Intercollegiate Athletics related contracts and High Impact Economic Development Activities related contracts between the institution(s) that created the entity and the HIEDA entity.	Exclusions in the policies do not negate the statutory requirement that the Board of Public Works approve these contracts per OAG advice except for the two exceptions- Intercollegiate Athletics and HIEDA contracts.
Section VIII. F. Contract Modifications	41	Added at the end, “Any contract modification to a service or capital construction contract that exceeds \$1,000,000 requires the approval of the Maryland Board of Public Works.”	This clarifies that the Board of Public Works must approve any modification to a service or capital construction contract over 1 million.
Added Section VIII. J. Void/Voidable Contracts	41	The section was added based on a recommendation from the Office of the Attorney General.	The section is based on the statutory requirement of the USM 11-204 State Finance and Procurement Article. An example of a void/voidable contract was the recent MEEC IT master contract in which the “not to exceed amount” was breached.
Section X – Socio-Economic Policies			
Section X – Socio-Economic Policies	44	Removed second sentence	The State of Maryland Minority Business Enterprise program does not recognize certifications from other governmental agencies. If the law changes, nothing needs to be changed in the policy.
Added Section XII – Policy on Service Contracts			
Added Section XII – Policy on Service Contracts	48	Policy is from VIII: Fiscal and Business Affairs The policy would apply only to service contracts as defined in these policies.	This provision is being added to the procurement policies per a formal opinion of OAG that the statute requires this rather than a stand-alone policy.
Added Section XIII – Policy on Liquidated Damages			
Added Section XIII – Policy on Liquidated Damages	50	All references to state agencies were removed and replaced with “University”; the same with references to agency heads being replaced with “president or their authorized designee.” Includes example language.	Included it because it’s a statutory requirement. Model policy approved by Board of Public Works December 2023.

USM PP&P – Substantive Proposed Revisions

Section XIV – Definitions			
Aggrieved Party	53	AGGRIEVED PARTY – An aggrieved party is an offeror or bidder next in line for award or an offeror or bidder or a potential offeror or bidder that is able to prove by clear and convincing evidence that it was harmed competitively as a direct result of an action taken by an Institution in connection with the solicitation or award of a contract.	To explain who an aggrieved party is per the Office of Attorney General’s suggestion
Best and Final Offer	54	Removed the word “initial” and added sentence: ‘A best and final offer can be technical and/or financial at the Procurement Officer’s sole discretion.’	To make it clear that technical and/or financial best-and-final offers are acceptable when the procurement officer determines they’re in the university’s best interest.
Contract Administrator	56	CONTRACT ADMINISTRATOR - Responsible for the development of the scope of work for a solicitation, understanding all components of the solicitation and subsequent contract after award including: acceptance of deliverables, approval of invoices, monitoring of contract performance and spend on the contract. The contract administrator is responsible for communication with the procurement officer for any contract modifications, renewal options, and any disputes.	Adapted from the State of Maryland definition.
Appendix A			
Appendix A. VI. Master List of Uniform Terms and Conditions	81	Non-Visual Clause for IT Contracts-changed 5 to 15 percent	Consistent with the State’s requirement.
All Sections			
All Sections		Any time the word “proposer” or “prospective contractor” appears changes to “bidder/offeror.”	This is the modern terminology.
All Sections		Added the word “Electronic” in front of the words “Bid Board.”	

*Pending outcome of Maryland General Assembly

USM Procurement Overview and Policies and Procedures Revisions

Board of Regents Finance Committee, May 29, 2024



Autonomy and Legislative Background



Legislative Autonomy: Granted by Maryland General Assembly under Chapter 515 of the Laws of 1999.



Procurement Authority: USM exempt from State Finance and Procurement Article, except mandatory contract terms and MBE Program.



Policy Development: Required to establish procurement policies aligned with state procurement law.



Policy Approval: Original policies approved by USM Board of Regents on December 3, 1999, and subsequently by Maryland Board of Public Works on February 9, 2000.

"These procurement policies and procedures are designed to support and facilitate the educational, research, and public service missions of the University System of Maryland and its constituent institutions through the acquisition of goods and services by applying best methods and business practices that provide for public confidence in the System and . . . are relevant to the USM institution environment while providing for a procurement process of quality and integrity, broad based competition, fair and equal treatment of the business community, increased economy in the procurement process, and uniform procurement procedures."

Procurement Policies and Practices

Policy Objectives: Support USM missions through acquisition best practices, ensuring public confidence, integrity, competition, and economic efficiency in procurement.


High-Value Contracts: Capital construction and service contracts exceeding \$1 million require approval from the Maryland Board of Public Works; contracts over \$5 million require approval from the USM Board of Regents.

Preference Providers: Mandated use of Maryland Correctional Enterprises, Blind Industries and Services of Maryland, and Maryland Works Program.

Management of Capital Construction: This is handled by USM Service Centers at the University of Maryland, College Park and University of Maryland, Baltimore.

Technology Procurement: Maryland Education Enterprise Consortium procures master IT contracts for all K-20 educational institutions in Maryland.

Purpose



The USM Procurement Policies and Procedures were last updated in 2016. It was necessary to revise these policies due to certain changes in statute and recent OAG guidance.

Workgroup

- A workgroup was formed to make the necessary changes to the USM Procurement Policies and Procedures.
- The chairs are **Dawn Rhodes**, Chief Business and Finance Officer and Senior Vice President, University of Maryland, Baltimore, and **Ben Lowenthal**, Vice President and Chief Financial Officer, Towson University.

Workgroup Members

- Keith Gagnon and Jack Mumma, University of Maryland, Baltimore
- Kim Watson, University of Maryland, College Park
- Joselyn Johnson, Towson University
- Laura McWeeney, University of Maryland, Global Campus
- Tom Hickey, University System of Maryland
- Neena Narayanan and Derreq Player, University System of Maryland-Administrative Support
- Rebecca Salsbury, Office of Attorney General

Summary

- The following is a summary of the substantive changes proposed to the USM Procurement Policies and Procedures.
- **Applicability:** as a result of a formal OAG Opinion, any revisions to the procurement polices must be approved by the Maryland Board of Public Works.
- **Exclusions:** added two new exclusions-Utility Charges and Accreditation Fees which are not procurement contracts. Also added note that an exclusion does not negate the statutory requirement to bring any service contract that exceeds \$1 million in value to the Maryland Board of Public Works for approval with the exception of Intercollegiate Athletics related contracts and HIEDA contracts created by a parent institution.

Procurement Methods

Invitations for Bid:

- A provision was added to allow for public bid openings through electronic means.
- Clarified that rejected bids are not available for public inspection.
- Added words “at least” to allow for a period longer than 90 days for bids to be irrevocable.

Competitive Sealed Proposals:

- Allow for notes to be taken during a debriefing.
- Posting of awards is required in eMMA.

Use of Contracts Established by Other Organizations, Institutions or Agencies:

- Removed “provided that the use of the contract is in the best interest of the Institution” as the procurement method to use is at the sole discretion of the procurement officer, and any authorized procurement method utilized should be in the institution’s best interest.
- Clarified that the Maryland Education Enterprise Consortium (MEEC) is a USM-sponsored consortium.

New Section Added:

Cancellation of Solicitations

A recent Maryland State Board of Contract Appeals (MSBCA) decision held that institutions do not have the authority to cancel a procurement because it is not stated in the USM Procurement Policies and Procedures. This new provision will rectify this.

Contract Administration

Clarifies the role of the Procurement Officer and the Contract Administrator.

Board of Public Works

- Added language to re-iterate that with the exception of Intercollegiate Athletics and HIEDA contracts, an exclusion does not negate the requirement to seek Board of Public Works approval for any service contract that exceeds \$1 million in value.
- Also added language to clarify that any contract modification that exceeds \$1 million requires Board of Public Works approval.

Void\Voidable Contracts

- This new section was added at the recommendation of the Office of Attorney General, Contract Litigation Unit.
- The section is consistent with the statutory provision that applies to USM in State Finance and Procurement Article 11-204.

Policy on Service Contracts

- This is an existing stand-alone policy that is being incorporated into the USM Procurement Policies as a result of a formal opinion of the Office of Attorney General.
- The policy establishes a preference for the use of institution employees to provide services unless the use of an external service contract is justified by cost or other reasons.

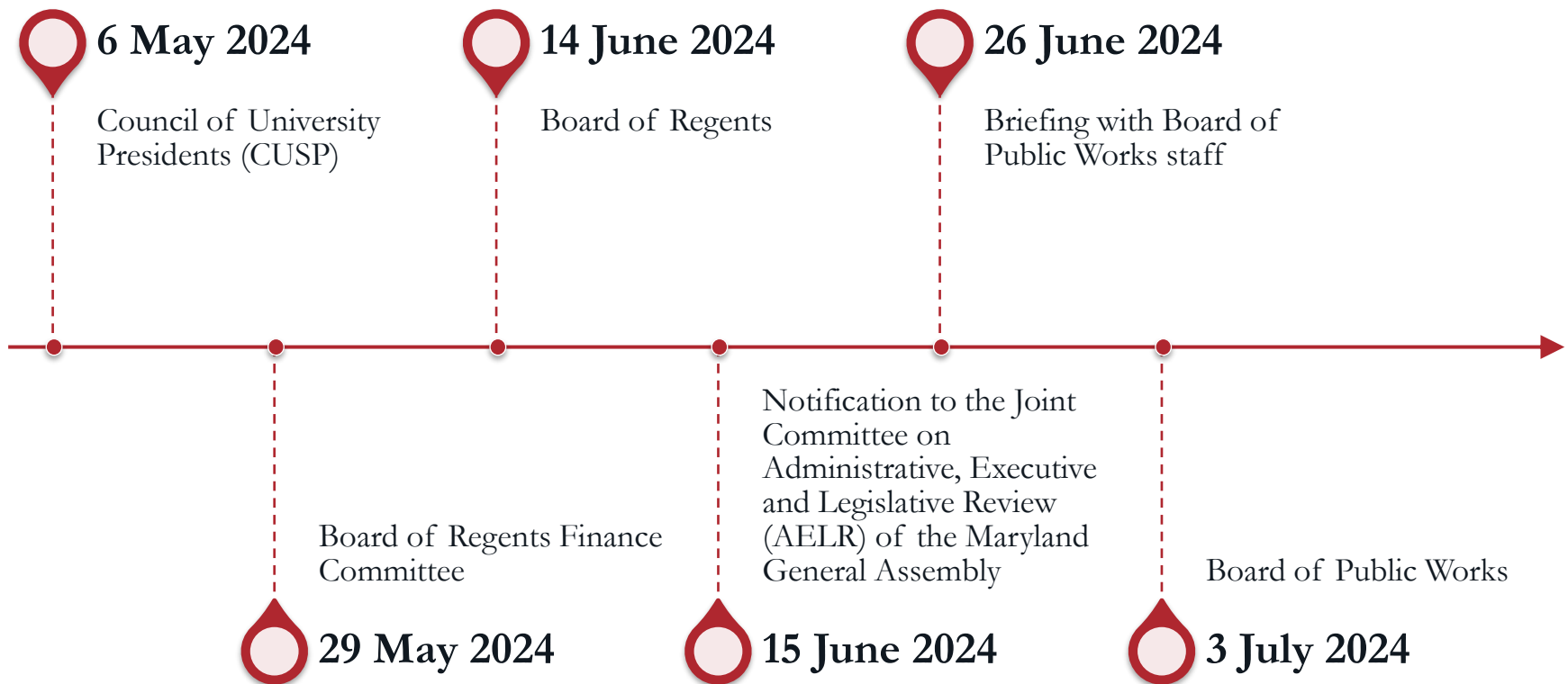
Policy on Liquidated Damages

There is a statutory requirement that USM adopt a policy on liquidated damages that is based upon a model policy that was approved by the Board of Public Works in December, 2023.

Definitions Added

- **Aggrieved Party:** is an offeror or bidder next in line for award or an offeror or bidder or a potential offeror or bidder that is able to prove by clear and convincing evidence that it was harmed competitively as a direct result of an action taken by an Institution in connection with the solicitation or award of a contract.
- **Best and Final Offer:** clarified that it can be technical and/or financial at the procurement officer's sole discretion.
- **Contract Administrator:** responsible for the development of the scope of work for a solicitation, understanding all components of the solicitation and subsequent contract after award including: acceptance of deliverables, approval of invoices, monitoring of contract performance and spend on the contract. The contract administrator is responsible for communication with the procurement officer for any contract modifications, renewal options and any disputes.

Timeline



Revisions to USM Policy on Approval of Procurement Contracts

- Clarified that contracts that exceed \$5 million in value, regardless if they fall under an exclusion in the USM Procurement Policies and Procedures, requires the prior approval of the USM Board of Regents.
- Codified existing practice of providing an annual report of contracts between \$1-\$5 million to the USM Board of Regents.
- Eliminated language regarding Federal stimulus funding that had already sunseted.

TOPIC: Proposed Amendment to USM Policy VIII-3.10 Policy on Approval of Procurement Contracts

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: A Procurement Workgroup, in collaboration with institution vice presidents and procurement directors, conducted a comprehensive review of USM's Procurement Policies and Procedures (Section VII-3.00). As part of this review, revisions were made to the subject policy, with a redline version attached for reference.

The updated policy now includes a clarification stipulating that Board of Regents approval is mandatory for any contract exceeding \$5 million in value, regardless of whether it falls under an exclusion in the USM Procurement Policies and Procedures. Additionally, a second change is the shift of responsibility from the Chancellor to the Vice Chancellor for Administration and Finance, who will provide an annual report to the Finance Committee for contracts valued between \$1 million and \$5 million. This amendment formalizes the longstanding practice within USM. Finally, a provision related to Federal stimulus funding from the Great Recession—that had sunset—has been deleted.

ALTERNATIVE(S): This policy could remain unchanged; however, reporting practices would need to change and there could be confusion about seeking BOR approval for certain contracts.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed amendment to USM's Policy on Approval of Procurement Contracts, as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

267.0 VIII-3.10-Policy on Approval of Procurement Contracts

(Approved by the Board of Regents on October 19, 1989; Amended by the Board of Regents on March 11, 2009; Amended by the Board of Regents on _____)

1. Except as provided in paragraphs 2(b), 3 and 5 below, the Board of Regents shall approve all procurement contracts of \$5 million or more prior to their execution, including any contract that falls under an exclusion in the USM Procurement Policies and Procedures.
2. The Vice Chancellor for Administration and Finance shall report the following to the Finance Committee of the Board of Regents ~~at the first meeting of the Committee after the execution of the contract~~ annually for each fiscal year:
 - a. All procurement contracts of \$1 million to \$5 million; and
 - b. Emergency and expedited procurement contracts of \$5 million or more.
3. The following procurement contracts are not subject to paragraphs 1 and 2 of this Policy:
 - a. Construction contracts for capital projects approved by the Board of Regents as part of the System Capital Program, except for those that exceed the approved amount by more than twenty percent;
 - b. Sponsored research/educational contracts and grants; and
 - c. Contracts pertaining to interests in real property.
4. The Vice Chancellor for Administration and Finance may report to the Finance Committee, or seek Board of Regents prior approval of, any procurement contract notwithstanding the provisions of this Policy.
5. ~~The Chancellor is authorized to waive the requirements of this Policy concerning Board of Regents approval of contracts as necessary to satisfy requirements related to federal stimulus program funding. The Chancellor's written approval is required for such contracts. Waivers shall be reported to the Board of Regents. This provision shall sunset three years from the date of approval.~~

267.0 VIII-3.10-Policy on Approval of Procurement Contracts

(Approved by the Board of Regents on October 19, 1989; Amended by the Board of Regents on March 11, 2009; Amended by the Board of Regents on)

1. Except as provided in paragraphs 2(b), 3 and 5 below, the Board of Regents shall approve all procurement contracts of \$5 million or more prior to their execution, including any contract that falls under an exclusion in the USM Procurement Policies and Procedures.
2. The Vice Chancellor for Administration and Finance shall report the following to the Finance Committee of the Board of Regents annually for each fiscal year:
 - a. All procurement contracts of \$1 million to \$5 million; and
 - b. Emergency and expedited procurement contracts of \$5 million or more.
3. The following procurement contracts are not subject to paragraphs 1 and 2 of this Policy:
 - a. Construction contracts for capital projects approved by the Board of Regents as part of the System Capital Program, except for those that exceed the approved amount by more than twenty percent;
 - b. Sponsored research/educational contracts and grants; and
 - c. Contracts pertaining to interests in real property.
4. The Vice Chancellor for Administration and Finance may report to the Finance Committee, or seek Board of Regents prior approval of, any procurement contract notwithstanding the provisions of this Policy.

TOPIC: University of Maryland, College Park: Lease Extension at Diamondback Garage

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: The University of Maryland, College Park (“UMCP”) is requesting approval to exercise its first renewal option for a lease encompassing 20,286 leasable square feet of commercial space on the ground floor of The Hotel at the University of Maryland (“Hotel”), located at 7777 Baltimore Avenue in College Park. The proposed lease renewal spans a term of ten years, commencing from May 2, 2028, through May 1, 2038.

The Board of Regents approved an initial ten-year lease term on February 12, 2016. Correspondingly, UMCP and Hotel at UMCP, LLC entered into a ten-year lease dated December 20, 2016. The property is located on the east lower-level side of the Hotel facing Diamondback Drive, commonly known as “Diamondback Garage.” Diamondback Garage is currently subleased by UMCP for incubator space for entrepreneurs and early business ventures, co-working space, and office space for two existing commercial tenants, the Capital One Tech Incubator and Immuta, Inc., a private data analytics company.

As of April 2024, Diamondback Garage generates more than \$100,000 a year in positive cash flow to UMCP. A key reason for seeking approval to exercise the first extension option at this time is to give UMCP the ability to negotiate extensions of the existing subleases for terms beyond 2028.

Pursuant to the First Amendment to the Original Lease, dated June 19, 2019 (“First Amendment”), the Hotel agreed to provide UMCP with two ten-year options to renew the Original Lease. For the first renewal term, the first year’s rent is equal to the rent of the last year of the original term. For each subsequent lease year, the rent will equal the rent for the immediately preceding lease year multiplied by the percentage increase in the Consumer Price Index (CPI) annually. Acknowledging that the Original Lease did not contemplate renewal options, the First Amendment noted that UMCP would seek BOR approval before the exercise of its renewal options. The University requests authority to exercise the first of its two extension options.

The first renewal term of the lease is ten years, commencing on May 2, 2028 and expiring on May 1, 2038.

LANDLORD: The Hotel at UMCP, LLC,
Southern Management: Vienna, Virginia; CEO: Suzanne D. Hillman

ALTERNATIVES: The Board of Regents could reject this request and the current lease would terminate in 2028. Control of Diamondback Garage would shift to the Hotel.

FISCAL IMPACT: The projected base rent for the first year of the option term is \$29.50 per square foot for a total annual base rent of just under \$600,000. By way of explanation, rent is “projected” because it is tied to future CPI. Although there is inherent risk associated with future leasing arrangements, UMCP remains committed to subleasing Diamondback Garage to private tenants, a practice that currently generates positive cash flow.

UMCP DIAMONDBACK GARAGE LEASE

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park exercising the first of its two lease renewal options for Diamondback Garage.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

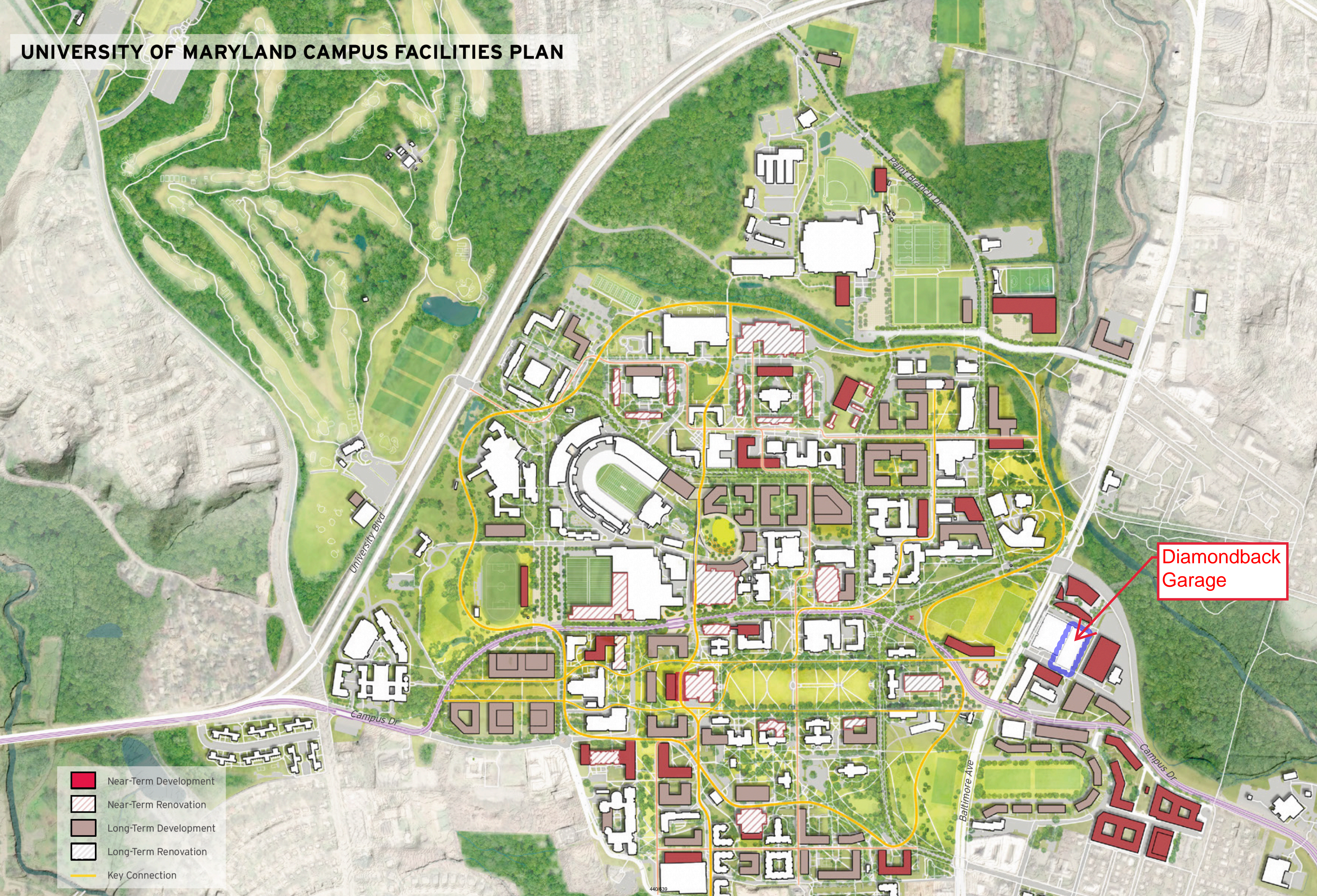
DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY:

UNIVERSITY OF MARYLAND CAMPUS FACILITIES PLAN



Diamondback
Garage

-  Near-Term Development
-  Near-Term Renovation
-  Long-Term Development
-  Long-Term Renovation
-  Key Connection

TOPIC: University of Maryland, College Park: Contract Extension for Official Athletic Team Sponsorship and Intercollegiate Athletics Uniforms and Related Products

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: The University of Maryland College Park (UMCP) requests approval to extend its current contract for official athletic team sponsorship with Under Armour for an additional twelve years. The new contract term would be from July 1, 2024 through June 30, 2036. The current contract, which has been in place since July 1, 2014, expires on June 30, 2024. This is a revenue generating contract that will provide \$98 million to the University over the next twelve years.

The Under Armour-Maryland Athletics relationship extends far beyond the terms of any agreement. For nearly 25 years, Under Armour has supported the University with internships, experiential learning, exclusive tours, and numerous other benefits. The contract extension enhances these attributes of the relationship.

Engaging in a competitive solicitation process at this time has been deemed impractical for several reasons. First, time constraints pose a significant limitation, compounded by the considerable costs associated with transitioning to a new prime supplier. Such a change would inevitably lead to substantial disruptions across the institution, necessitating the replacement of equipment, rebranding efforts, and comprehensive staff training across all UMCP venues. In light of these factors, pursuing a contract extension presents the most favorable option for the University, allowing for increased revenue generation and alignment with key institutional objectives.

UMCP has carefully evaluated the current landscape and determined that now is not the ideal time to initiate a competitive solicitation for Intercollegiate Athletic uniforms and associated products. This decision is underscored by the prevailing economic challenges, including the ongoing inflationary trend and escalating costs of raw materials. Moreover, the potential expenses associated with transitioning to a new prime vendor, coupled with the disruptions it would entail, further solidify the rationale behind our approach.

The proposed extension enhances the revenue streams to UMCP by more than 50% and comes with additional benefit to UMCP in the form of supplemental sponsorship with UMCP Intercollegiate Athletics' multimedia rights partner, a brand ambassador program for student athletes, and enhanced core team performance bonuses.

This request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures, Section VIII.3.10 for procurements exceeding \$5 million. This contract will not require the approval of the Board of Public Works because it falls under a statutory exclusion as well as an exclusion in the USM Procurement Policies and Procedures.

CONTRACTOR: Under Armour, CEO: Kevin Plank
Baltimore, Maryland

ALTERNATIVE(S): The University could extend the current contract for one year and solicit the contract for a start date of July 1, 2025. This puts the lucrative revenue stream at risk, potentially resulting in UMCP having to pay for uniforms that would otherwise be included in the sponsorship, and potentially remove access to all branding, uniforms, and related items needed for ICA for Fall 2024 due to the time needed to negotiate a one-year extension.

FISCAL IMPACT: \$98 million in revenue to UMCP Intercollegiate Athletics.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the 12-year contract extension with Under Armour for the University of Maryland, College Park as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: Approval of FY 2025 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: Pursuant to Section 13-306 of the Education Article, each year the Board of Regents of the University System of Maryland and the Board of Directors of the University of Maryland Medical System Corporation (UMMS) are asked to approve an Annual Contract between University of Maryland, Baltimore (UMB) and UMMS which states financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center (UMMC). The Annual Contract is required to identify all services to be provided and the agreed cost of such services.

Section 13-306 requires that the Annual Contract be submitted to the Board of Regents, upon recommendation of the UMB President, for consideration, any modification, and approval. The Office of the Attorney General has reviewed the Annual Contract text for form and legal sufficiency.

The Board is asked to approve the Annual Contract for FY 2025. For FY 2025, UMMC has elected not to support full costs incurred by UMB (including COLA and merit salary increments for personnel who provide certain administrative or professional faculty services). As a result, the parties have negotiated some service reductions to maintain alignment between UMB costs and UMMC payments.

The majority of faculty and other services reflected in the Annual Contract are provided at UMMC facilities at the UMB campus. The Annual Contract also includes compensation for School of Medicine (SOM) faculty services at UMMS's Midtown hospital, a few blocks north of UMB. Midtown is operationally part of UMMC, although legally separate from UMMC.

In addition to compensation for faculty services, the SOM will benefit from approximately \$10 million in new mission support in FY 2025. The new mission support is referenced in Article XII and Schedule 8 of the Annual Contract for FY 2025. Mission support payments are set by UMMS after considering SOM recommendations and are expected to vary from year to year.

ALTERNATIVE(S): An Annual Contract for FY 2025 incorporating the information in the attached schedule is recommended by the President of UMB, the Dean of the SOM, the President of UMMS and the Chancellor. In accordance with Section 13-306, the Committee could postpone action and recommend that the Regents and Directors of the Education Article appoint a joint committee to review the proposed contract. This is not recommended, as UMB and UMMS have agreed upon contract terms.

FISCAL IMPACT: The fiscal impact of the FY 2025 Annual Contract is as specified in the attached schedule of payments. Subject to adjustments as discussed in the text of the FY 2025 Annual Contract, it results in a net fund transfer from UMMS to UMB of approximately \$196,000,000 in FY 2025.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Board of Regents authorize the President of UMB to execute the FY 2025 Annual Contract.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SCHEDULE TO AGENDA ITEM

**PAYMENTS UNDER
FY 2021 - FY 2025 ANNUAL CONTRACTS
BETWEEN UMB AND UMMS**

	<u>FY 2021</u>	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024</u>	<u>FY 2025</u>
<u>Payments from UMMS to UMB</u>					
Administrative Services	\$ 2,578,473	\$ 2,552,417	\$ 1,846,794	\$ 2,035,824	\$ 2,292,150
<i>Faculty Services:</i>					
School of Medicine	\$ 155,036,448	\$ 166,480,747	\$ 172,140,000	\$ 175,281,503	\$188,156,738
School of Pharmacy	\$ 1,673,899	\$ 1,592,807	\$ 1,535,824	\$ 1,576,028	\$ 1,430,114
School of Dentistry	\$ 588,583	\$ 600,629	\$ 609,038	\$ 647,304	\$ 769,477
Mission Support to SOM	<u>N/A</u>	<u>\$ 3,100,000</u>	<u>\$ 1,030,000¹</u>	<u>\$ 1,010,000</u>	<u>\$10,010,000</u>
<u>Payments from UMB to UMMS</u>					
Space Charge	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,157,304)	(\$ 1,742,190)
Employee Health Services	N/A	N/A	N/A	(\$ 65,000)	(\$ 65,000)
Fringe Benefit Adjustment ²	<u>(\$ 4,529,735)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>	<u>(\$ 4,778,533)</u>
<u>Net Payments to UMB</u>	<u>\$ 154,190,364</u>	<u>\$ 168,390,763</u>	<u>\$ 171,225,819</u>	<u>\$ 174,549,822</u>	<u>\$196,072,756</u>

¹ The Agenda Item submitted in 2022 reflected \$0 in mission support to be transferred to SOM. However, better than anticipated financial performance in FY 2023 by UMMC resulted in \$1,030,000 being available for transfer to SOM in FY 2023. Thus, this number has been updated.

² The SOM payments for faculty services are calculated using the standard UMB faculty fringe benefit rate. The effective fringe benefit rate for SOM faculty is lower than the campus standard or average rate for other faculty. In consideration of this, UMB will adjust the fringe benefit cost charged to UMMC by \$4,778,533.

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2025**

BY AND BETWEEN

UNIVERSITY SYSTEM OF MARYLAND

on behalf of

UNIVERSITY OF MARYLAND, BALTIMORE

AND

UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION

**ANNUAL CONTRACT
FOR FISCAL YEAR ENDING JUNE 30, 2025**

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ANNUAL CONTRACT FOR FISCAL YEAR ENDING JUNE 30, 2025

This Annual Contract (“**Agreement**”) is made as of July 1, 2024 between the **UNIVERSITY SYSTEM OF MARYLAND**, a public corporation and an agency of the State of Maryland (“**USM**”), on behalf of **UNIVERSITY OF MARYLAND, BALTIMORE** (“**UMB**” or “**University**”), and the **UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION** (“**UMMS**”), a private, nonprofit, nonstock corporation organized under the laws of the State of Maryland which assumed ownership of and management responsibility for the University of Maryland Medical System (as then defined in Maryland law) on July 1, 1984.

RECITALS

A. UMB, a public university that is part of USM, includes accredited Schools of Medicine, Pharmacy, Law, Dentistry, Nursing, and Social Work, and a Graduate School (each a “**School**,” and collectively the “**Schools**”).

B. University of Maryland Medical Center, LLC (“**UMMC LLC**”) is a nonprofit direct subsidiary of UMMS, which was established as provided in Section 13-303(k) of the Education Article of the Annotated Code of Maryland (the “**Education Article**”). UMMC LLC was formed to operate the University of Maryland Medical Center (“**UMMC**”), the part of UMMS that provides patient care services at facilities formerly part of UMB.

C. UMMC includes: the health care delivery components of the previously State-owned University Hospital; the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center (the current name of the University Cancer Center referred to in the Medical System Law) the clinical component of the Maryland Institute for Emergency Medical Services Systems; and the R. Adams Cowley Shock Trauma Center. UMMC does not include health care delivery components owned or controlled by UMMS that were not named in the “**Medical System Law**” (as defined below).

D. As provided by Section 13-305 of the Education Article, the clinical faculties of the Schools of Medicine and Dentistry are the sources for the medical staff of UMMC. Physician members of UMMC’s clinical services (“**UMMC Clinical Service**”) are faculty members within the parallel School of Medicine clinical science departments (“**SOM Departments**”). For example, faculty members within the SOM Department of Medicine provide clinical services within the UMMC Medicine Service, and faculty members within the SOM Department of Surgery provide clinical services within the UMMC Surgical Service. The Practice (as defined below) associated with the relevant SOM Department bill the professional fees for the associated UMMC Clinical Services.

E. USM, UMB, UMMS, and UMMC have long-standing, historic associations and enjoy close, cooperative, and effective working relationships. Together they seek to realize the statutory purposes set forth in the Medical System Law, which authorized the creation of UMMS and its subsidiary UMMC.

F. This Agreement is intended by the parties to be the annual contract for the fiscal year ending June 30, 2025, as mandated by Section 13-306 of the Education Article. The annual contract is required to include all financial obligations, exchanges of services, and any other agreed relationships between USM and UMMS for each fiscal year, and to identify the services to be provided and the agreed cost of such services. Because UMMC LLC operates UMMC, as permitted by the Medical System Law, the financial relationships between USM (inclusive of UMB as well as the Schools) and UMMC LLC are also included in this Agreement.

G. Toward this end, and in consideration of the mutual covenants and agreements set forth in this Agreement, USM, UMB, UMMS, and UMMC agree to the terms set forth below.

[END OF RECITALS]

ARTICLE I. DEFINITIONS

In this Agreement, the following words have the meanings indicated:

1. “**2024 Agreement**” means the previous Annual Contract between the parties for the fiscal year ending June 30, 2024.
2. “**2025 Agreement**” means this Annual Contract between the parties for the fiscal year ending June 30, 2025.
3. “**Academic Programs**” has the meaning set forth in Section II.A.
4. “**Board of Directors**” means the Board of Directors of UMMS.
5. “**Board of Regents**” means the Board of Regents of USM.
6. “**Chancellor**” means the Chancellor of USM.
7. “**Dentistry Faculty**” means the faculty of the School of Dentistry.
8. “**Dentistry Faculty Services**” has the meaning set forth in Section IV.C.1.
9. “**Education Article**” means the Education Article of the Annotated Code of Maryland.
10. “**Fiscal Year**” or “**FY 2025**” means the fiscal year ending June 30, 2025.
11. “**FPI**” means University of Maryland Faculty Physicians, Inc.
12. “**Jointly Supported Employee**” has the meaning set forth in Section VI.A.1.
13. “**Leadership Document**” has the meaning set forth in Section IV.A.4.
14. “**Medical System Assets**” means all assets allocated to UMMS as shown on the financial statements of UMMS at the Transfer Date and as more particularly or additionally identified or supplemented by the Board of Regents and approved by the Board of Public Works and transferred to UMMS upon its establishment in 1984, including (except as limited by the terms of the documents of transfer approved by the Board of Public Works) all related land and buildings and funds deposited with the State Treasurer.
15. “**Medical System Law**” means Chapter 288 of the Laws of Maryland of 1984, which is codified (in part) in Title 13, Subtitle 3 of the Education Article.
16. “**Medical System Liabilities**” means all liabilities allocated to UMMS as shown on the financial statements of UMMS at the Transfer Date.

17. **“Midtown”** means the hospital in Baltimore City owned by UMMS through its subsidiaries, University of Maryland Medical Center Midtown Health, Inc. and Maryland General Hospital, Inc. d/b/a University of Maryland Medical Center Midtown Campus, Midtown is a licensed hospital operationally integrated with UMMC.
18. **“MSA”** means the Mission Support Agreement between UMMS, UMMC LLC, and UMB.
19. **“Pharmacy Faculty Services”** has the meaning set forth in Section IV.B.1.
20. **“Practice”** and **“Practices”** have the meaning set forth in Section IV.A.10.
21. **“President”** means the President of UMB.
22. **“School of Dentistry”** or **“SOD”** means the University of Maryland School of Dentistry.
23. **“School of Medicine”** or **“SOM”** means the University of Maryland School of Medicine.
24. **“School of Nursing”** or **“SON”** means the University of Maryland School of Nursing.
25. **“School of Pharmacy”** or **“SOP”** means the University of Maryland School of Pharmacy.
26. **“Shock Trauma Center”** means the R Adams Cowley Shock Trauma Center operated by the UMMC LLC.
27. **“SOD Faculty”** means the faculty of the School of Dentistry.
28. **“SOM Faculty”** means the faculty of the School of Medicine.
29. **“SOP Faculty”** means the faculty of the School of Pharmacy.
30. **“Space Related Resources”** has the meaning set forth in Section V.A.1.
31. **“Supporting Organization”** has the meaning set forth in Section VI.A.1.
32. **“Transfer Date”** means July 1, 1984, the date of transfer of Medical System Assets determined by the Board of Public Works and filed with the Secretary of State and the Department of Legislative Reference.

33. “**UMB**” or “**University**” means the University of Maryland, Baltimore.
34. “**UMB-Supported Employees**” has the meaning set forth in in Section VI.A.1.
35. “**UMMC**” has the meaning set forth in the Recitals.
36. “**UMMC-CEO**” means the person serving as Chief Executive Officer of UMMC LLC and UMMC.
37. “**UMMC Clinical Service**” has the meaning set forth in the Recitals.
38. “**UMMC LLC**” has the meaning set forth in the Recitals.
39. “**UMMC Personnel**” means employees of UMMC, including without limitation employees of UMMC LLC and employees of Midtown, as referred to in Article VI.
40. “**UMMS-CEO**” means the person serving as Chief Executive Officer of UMMS.
41. “**UMMC-Supported Employees**” has the meaning set forth in in Section VI.A.1.
42. “**USM**” means the University System of Maryland.

[END OF ARTICLE I]

ARTICLE II. COOPERATION IN ACADEMIC PROGRAMS

A. General Agreement to Cooperate in UMB Academic Programs and UMMC Graduate Medical Education Programs.

Consistent with their educational missions, UMB and UMMC will cooperate in the planning and administration of UMB's health professions academic programs which take place at both UMB and UMMC, including both clinical education and clinical research, and the graduate medical education programs sponsored by UMMC, such as residencies and fellowships, collectively referred to herein as "**Academic Programs.**" Pursuant to UMB's and UMMC's agreement, Academic Programs at UMMC may be co-located, relocated, or extended to Midtown.

B. Affiliation Agreements between UMB Schools and UMMC.

Existing affiliations between UMMS and/or UMMC and the Schools for the conduct of Academic Programs at UMMC will be continued under the direction of the UMMC-CEO, the President, and the Deans of the respective Schools. Affiliation agreements between UMMC and the Schools may be developed by UMMC and UMB as required for accreditation of the UMB Schools' degree programs or UMMC's graduate medical education programs. Affiliation agreements will be modified as appropriate to reflect an Academic Program's co-location, relocation, or extension to Midtown.

C. Affiliations between Schools and non-UMMC Institutions.

UMB will ensure affiliations between UMB Schools and health care institutions other than UMMC do not detract from the operation of Academic Programs at UMMC, inclusive of graduate medical education programs.

D. Accreditation and Compliance Considerations.

1. All actions of the parties with respect to Academic Programs and related affiliations of the parties shall be consistent with applicable accreditation requirements for UMMC's and Midtown's facilities, UMB Academic Programs, and UMMC's and Midtown's graduate medical education programs in terms of both curriculum requirements and standards for patient care.

2. In addition, the parties agree that they will cooperate with respect to implementing their respective policies regarding sexual harassment and sexual misconduct, which include, but are not limited to, policies addressing Title IX of the Education Amendments of 1972, as amended, and Title VII of the Civil Rights Act of 1964, as amended, and policies concerning consensual relationships.

3. More specifically, each party agrees to notify the other promptly upon becoming aware of any allegation of sexual harassment, sexual misconduct, or discrimination against, or by, a representative or affiliate of the other. In the case of UMB, representatives or affiliates include any student, faculty, or staff personnel, and any third parties or contractors under UMB's control. In the case of UMMC or Midtown, representatives or affiliates includes any employee, volunteer, and contractor or its employees, and any medical or professional staff who

are not UMB personnel, but who are credentialed or contracted by UMMC or Midtown to provide services at UMMC or Midtown, as applicable.

4. Each party agrees to cooperate with the other regarding investigations of possible sexual harassment, sexual misconduct, or discrimination at UMMC facilities or elsewhere involving individuals in the categories described above. Each party will support the other in taking steps to end any sexual misconduct, sexual harassment, or discrimination, prevent its recurrence and address its effects. Each party will provide the other with information about applicable policies, and the parties will work together to provide appropriate training and educational materials for their respective constituencies.

E. Additions of and Changes to Academic Programs.

1. Information related to additions or changes in UMB's Academic Programs or UMMC's or Midtown's patient care activities which would impact such Academic Program and may affect the budget or operations of the other party shall be provided in advance of the planned changes, but no less than six (6) months prior to the planned change and in sufficient time for UMMC to evaluate the current need, relevance and anticipated duration and to account for any changes in funding within UMMC's annual budget and operational structure.

2. On an annual basis, each Academic Program funded in full or in part by UMMC will be evaluated by UMMC as to its current need, relevance, and anticipated duration. Based on the outcome of that evaluation, UMMC will determine whether modifications to its funding or operational support of the Academic Program in the upcoming fiscal year is necessary and will provide no less than six (6) months' notice of modification of funding or operational support to the affected UMB School.

3. After the President and the UMMC-CEO, or their designees, have discussed any changes to Academic Programs and patient care services and UMB has obtained any requisite approvals from UMMC, as referenced in this Section II.E, planning for the implementation of the approved changes or programs will be coordinated by appropriate UMB and UMMC personnel, as specified by the President and the UMMC-CEO.

F. Clinical Research and Innovation Conducted/Created at UMMC.

1. Should UMB require additional use of UMMC or Midtown resources including without limitation facilities, staff, equipment, supplies, IT support, funding, or other support in connection with a clinical research project, UMB, or the appropriate UMB School, should submit a request to the UMMC-CEO or designee (e.g., Chief Medical Officer, Chief Clinical Officer, or such officer's designee) for approval in the format reasonably requested by UMMC. For purposes of this Section, clinical research is understood to mean all types of research, trials, or studies, whether industry-sponsored or principal investigator-initiated.

2. UMB or the School shall submit the request in a timely manner so that UMMC may evaluate the operational and financial implications of the proposed clinical research and confirm that services required for such research may be provided by UMMC or Midtown. To

the extent any such support includes UMMC or Midtown's provision of employees, UMMC or Midtown may determine to document such as Jointly Supported Employees pursuant to Article VI or to document the engagement in another written format agreed to and signed by both parties. UMMC will act in good faith to complete its approval process in a timely manner so as to avoid delay of the UMB approval processes.

3. UMMC and UMB will continue to assess the current processes for initiating, managing and approving clinical research conducted at UMMC and Midtown with the goal of creating a mutually agreed upon process that ensures that: (a) the interests of UMB, UMMC, and Midtown are appropriately represented; and (b) each party has sufficient information regarding the clinical research project to appropriately commit, contribute, and receive appropriate value for its respective roles within and support of the research. In assessing these processes, the parties acknowledge that clinical research is a shared mission. The parties will work in good faith during FY 2025 to identify efficiencies and solutions that appropriately account for the costs and benefits to both parties related to clinical research.

4. UMMC and UMB will maintain appropriate business processes to guide the accurate billing of services delivered in conjunction with clinical research protocols by the appropriate party.

5. Invoices and any other requests for payment for research related services submitted by UMMC to UMB for payment by UMB to UMMC shall be reconciled and processed within 45 days from receipt of the invoice or request, provided that sufficient support is included with the invoice or request, the reconciliation is acceptable to UMB, and UMB has received the sponsor's funding.

6. During FY 2025, the parties agree to work diligently and in good faith to create an underlying agreement that describes each party's role and responsibilities as it pertains to the support of research. This agreement will address, without limitation, the process for ensuring sponsor payments to UMMC where UMMC does not have a direct relationship with the sponsor and is dependent upon UMB to facilitate those payments.

7. UMMC recognizes that the use of UMMC resources for innovation and the creation of intellectual property is a matter separate from clinical research. The parties agree that ownership rights in such intellectual property are governed by UMMC, USM and UMB policy, the parties' Amended and Restated Technology Management Agreement, the Technology Management Agreement regarding the Institute for Health Computing, as well as federal law.

G. UMB Professional Liability Insurance – Research and Educational Programs.

Annually, UMB will provide to UMMC information about any professional liability insurance acquired by UMB, or provided by the State of Maryland, to provide coverage for UMB students and/or faculty that would be applicable to incidents arising from educational or research activities conducted by them at UMMC or Midtown.

H. UMB Obligations Related to Students. Prior to assigning students to UMMC for an educational clinical experience, as part of the Academic Programs, UMB will provide those students with training, orientation, and immunizations as required by UMMC and/or Midtown, for health care workers, as applicable, and will require students to present evidence of personal health

insurance. In the event UMMC and/or Midtown, as applicable, believes that UMB is not providing the required training, orientation, and immunizations in a timely manner, UMMC may choose to provide the services to the students and will charge the relevant UMB School for the actual cost of the services, or in the alternative deny the students' participation until the students are compliant with the requirements. The current requirements of UMMC and Midtown are listed in *Exhibit A*.

I. Student Exposure Matters. If a UMB student is exposed to body fluids (as defined in Section 18-338.1, Health-General Article, Annotated Code of Maryland) while engaged in educational clinical experience at UMMC or Midtown, the student, as a health care provider, may request patient testing under the conditions set forth in such law. The parties will follow applicable policies of UMMC or Midtown, as relevant, except that UMB will be responsible for counseling the students and paying the expenses related to testing.

J. Consolidation of Funds for Residents and Fellows.

1. UMB and UMMC will agree on each party's contribution to the salaries of the medical residents and fellows and document each party's share in writing. Because UMMC currently serves as the employer of the medical residents and fellows, UMB will forward its share of the salary cost to UMMC in a time frame agreed to by UMMC so that UMMC can timely support and fund its payroll processes. In that capacity, UMMC administers UMMC funds, Veterans Administration funds, and some other funds assigned to the support of residents and fellows.

2. Except where restricted by law or contract, UMB funds for resident and fellow salaries from accounts identified as revolving and grant accounts will be transferred to UMMC for administration during the Fiscal Year.

3. As a result of discussions during FY 2024, the parties agree to work collaboratively to request and secure funding from the Health Service Cost Review Commission for all learners.

[END OF ARTICLE II]

ARTICLE III. ADMINISTRATIVE SERVICES

A. UMB Administrative Services Provided to UMMC.

UMB will provide services to UMMC as described in this Article III and **Exhibits B and C**. UMB will be paid for providing these services and will transfer funds to other components of USM, if appropriate, if other components have been involved in furnishing services to UMMC. Notwithstanding anything stated in Article III or this Agreement, UMMC is not obligated to purchase any set amount of administrative services, or any at all. UMMC will determine its needs for administrative services on a year-to-year basis and the parties will document agreed services and compensation in this Agreement for each applicable fiscal year.

1. UMB Services of Facilities Management and Police Department

(a) Scope of Services. Through its Office of Facilities Management and its UMB Police Department, UMB will provide to UMMC facilities management and UMB Police services as specified in **Exhibit B**.

(b) Compensation. The compensation for the Facilities Management and UMB Police services for the Fiscal Year is specified in **Schedule 1**. The payment schedule for compensation set forth in **Schedule 1** is set forth in Section X.C.1.

(c) Fee for Service. As stated in **Exhibit B**, some services will be compensated on a fee-for-service basis, with the cost of service being calculated solely by multiplying the hourly wage of the personnel involved, including any shift differential, times the hours or fractional hours required for the service. Compensation for services provided on a fee-for-service basis under this subsection are not included in **Schedule 1** and will be billed to UMMC by the appropriate UMB office, with payment due to UMB within thirty (30) days from UMMC's receipt of UMB's bill for such services.

2. Services of UMB Department of Environmental Health and Safety

(a) Scope of Services. Through its Department of Environmental Health and Safety, UMB will provide services to UMMC as specified in **Exhibit C**.

(b) Compensation.

i. Compensation for the services described in **Exhibit C** is set forth in **Schedule 1** and the payment schedule for such compensation is set forth in Section X.C.1. Such compensation reflected on **Schedule 1** does not include UMB's direct costs incurred in obtaining materials and supplies necessary to provide the services set forth in **Exhibit C** and UMB's direct costs incurred in obtaining, permits and licenses in the name of UMMC, and UMB may invoice UMMC for any of the same. Further, the compensation does not include the costs of contracted services required to furnish the services.

ii. Services described in *Exhibit C* that exceed limits stated in *Exhibit C* will be considered extra costs. The costs described in this section will be billed to UMMC quarterly, with payment due to UMB within thirty (30) days from UMMC's receipt of UMB's bill.

iii. UMB will not incur any cost or make any expenditure related to the provision of the services described in *Exhibit C*, including without limitation any cost or expenditure for materials, supplies, or contracted services, that exceeds \$1,000 without prior approval of UMMC. Such approval will be provided by the UMMC Chief Operating Officer or designee. UMB reserves the right to request that major purchases or contracts be made directly by UMMC, which UMMC may agree to do or may elect to forgo the particular service.

3. **Changes in Level of Administrative Services**

(a) Change Process. Any changes in administrative services during this Fiscal Year must be agreed upon as provided in Section X.I.1. Unless otherwise specifically provided in this Article III, UMMC and UMB shall meet, no later than April 1, 2025, to discuss any anticipated changes in the next fiscal year in UMMC's need, or UMB's ability to provide, the level of administrative services provided by any administrative unit named in this Article III. Further, from time to time throughout the Fiscal Year, pursuant to either party's request, UMMC and UMB will meet to discuss and collaboratively address any such anticipated changes.

(b) Non-Solicitation. In connection with UMMS's establishment of administrative units to carry out functions performed by UMB under this Agreement, UMMS agrees not to hire, employ, or contract with any UMB employee whose function in any way relates to performance of an administrative service by UMB for UMMS. This prohibition is applicable to employees of all UMB administrative units providing services described in Article III of this Agreement. Notwithstanding the foregoing provisions, UMMS may extend offers of employment to UMB personnel who have been laid off or discharged, or who have given UMB at least six (6) months prior written notice of their intention to accept a position with UMMS. The period of notice may be reduced by UMB's Senior Vice President for Administration and Finance.

4. **University of Maryland Identity Program.** UMB, UMMS and UMMC have a joint corporate identity program intended to promote the identifier "*University of Maryland*" and a common logo based upon that identifier for both parties. The identifier and logo will be used in connection with promotional literature, advertising, publications, signage, and other uses, as confirmed in separate memoranda between the parties, approved by the President and the UMMC-CEO. Branding and identification activities will continue in the Fiscal Year. The parties may enter into joint procurements of identity and promotion services, and in that case will reimburse one another appropriately as agreed to allocate costs between the parties.

B. UMMC Administrative Services Provided to UMB

1. UMMC may provide services to UMB as agreed by the President, or designee, and the UMMC-CEO, or designee, on an annual basis. The nature, scope and terms of such service shall be documented in either *Exhibit B* or a separate signed writing. UMMC shall

invoice UMB for services rendered and UMB shall pay for such services within thirty (30) days of the invoice date.

2. Notwithstanding anything stated in this Article III or this Agreement, UMB is not obligated to purchase any set amount of administrative services, or any at all. UMB will determine its needs for administrative services on a year-to-year basis and document such in this Agreement for each applicable fiscal year.

3. For FY 2025 only, SOM will pay UMMC the amount of \$65,000, which shall be paid as set forth in Section X.D. This payment is intended to help defray certain employee health costs associated with faculty physician clinical privileges, such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty. It is not intended to represent a dollar-for-dollar calculation or percentage of the actual costs.

[END OF ARTICLE III]

ARTICLE IV. UMB FACULTY SERVICES TO UMMC AND MIDTOWN

A. SCHOOL OF MEDICINE FACULTY SERVICES

1. Scope of Services.

(a) Pursuant to Maryland law, UMMC's Medical Staff is comprised solely of SOM Faculty who provide professional services within the UMMC Clinical Services in accordance with the purposes set forth in Section 13-302 of the Education Article.

(b) Further, as agreed upon by the Dean of the School of Medicine ("**Dean-M**") and the UMMC-CEO, SOM Faculty shall be engaged by UMMC to fulfill the following roles: (a) teaching and supervision of UMMC residents/fellows as part of Academic Programs, specifically UMMC's graduate medical education programs and the affiliations with UMB's undergraduate academic programs; (b) administrative and supervisory functions on behalf of UMMC or Midtown as required for accreditation of its facilities and programs and as necessary for its efficient operation, such as serving as Medical and/or Program Directors of a UMMC Clinical Service or Clinical Division; and (c) such other services, at UMMC or at Midtown, as reasonably requested by UMMC to support clinical programs and as agreed to by the School of Medicine.

(c) Such engagements are intended to be consistent with the provisions of Section 13-305(c) of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

2. Compensation for Services.

(a) UMMC will pay UMB the sums stated in *Schedules 2A and 2B* as compensation for the services at UMMC and the sums stated on *Schedule 2C* for the services at Midtown. This compensation falls into one of two categories: (1) "Base Support" or (2) "Seed Support."

i. "**Base Support**" is financial support which is paid to the SOM as support of SOM Faculty salaries. Base Support shall be re-evaluated on an annual basis, each fiscal year, by the parties.

ii. "**Seed Support**" reflects start up support for a specified period of time, which is not intended to be ongoing. Seed Support is limited to one year or such other term as may be agreed upon, in writing, by UMMC and the School of Medicine. Any Seed Support reduction stated in *Schedule 2B* will be allocated among the SOM Departments' services as mutually agreed by UMMC and the School of Medicine. If part or all of the seed support reduction stated in *Schedule 2B* can be restored, the restored funding will be allocated among the SOM Departments/services as mutually agreed by UMMC and the School of Medicine.

iii. The limit of one year, or other agreed upon term, for all Seed Support applies, as set forth in *Schedule 2B*, even if this Agreement continues into the subsequent fiscal year as set forth in Section 13-306(d) of the Education Article.

(b) UMB or the School of Medicine shall provide any information reasonably requested by UMMC to verify the amount and nature of the requested Base Support and/or Seed Support.

(c) *Schedules 2A* and *2B* state the assignment of funding to “Base Support” (*Schedule 2A*), and “Seed Support” (*Schedule 2B*) at UMMC. *Schedule 2C* states the assignment of funding to “Base Support” at Midtown.

(d) *Schedules 2A, 2B, and 2C* include fringe benefit costs at the stated UMB rates. See Section X.K.2 regarding adjustment of the fringe benefit costs.

(e) The payment schedule for *Schedules 2A, 2B, and 2C* is set forth in Section X.C.2.

3. Performance Standards and Evaluation

(a) *Service Performance Requirements.* UMMC’s agreement to pay compensation, as reflected in *Schedules 2A, 2B, and 2C*, is in exchange for and conditioned upon the School of Medicine’s agreement to meet the following “**Service Performance Requirements:**” (1) the performance is consistent with the requirements of the Leadership Document, as applicable; (2) the services are provided on an efficient and effective basis that promotes (i) quality, (ii) safety and (iii) customer/patient satisfaction, including but not limited to alignment with UMMS’s digital health strategy; and (3) compensation is based on fair market value.

4. Leadership Document and Joint Performance Program

(a) *Leadership Document.*

i. In consultation with SOM, UMMC, and specifically the UMMC Chief Clinical Office, has developed the “*UMMC-SOM Leadership and Structure Document*” dated as of February 15, 2023 (the “**Leadership Document**”), which describes UMMC leadership roles, reporting, and support by SOM Faculty.

(b) *Joint Performance Program.*

i. During each Fiscal Year, the parties agree to continue to work towards improving their respective and collective financial performance, as well as improvement in quality and safety for UMMC patients.

ii. UMMC and SOM have agreed to the general structure of the “*UMMC-UMSOM Annual Contract: Joint Performance Program Playbook*,” dated as of September 29, 2022.

5. Changes to Annual Support.

(a) The parties may agree to change the support allocation set forth in *Schedules 2A, 2B (UMMC Base and Seed Support)* and *2C (Midtown Base Support)* and/or to shift support between *Schedules 2A (UMMC Base Support)* and *2C (Midtown Base Support)* to reflect changes in services between UMMC and Midtown, provided such agreement is requested in writing by the School of Medicine and documented pursuant to Section X.I.

(b) Only with the advance written consent of the UMMC-CEO, or designee, may the School of Medicine use the funds budgeted for support of a specific SOM Faculty member or program to pay another faculty member or apply to another program in the event the first individual (i) ceases to receive, or ceases to be eligible to receive, funds from the payments made to the SOM or (ii) the decision is made not to provide such support to the specific program.

(c) The School of Medicine must provide advance notice to UMMC regarding any shift in the collective allocation of SOM Faculty members' effort as compared to the initial allocation of effort, among these areas at the time the support in *Schedules 2A, 2B, and 2C* were agreed upon. In doing so, the School of Medicine and UMMC shall discuss any changes to such support resulting from the reallocation and UMMC must expressly agree to those changes in writing.

(d) In order to account for changes to compensation and/or reallocation of SOM Faculty effort, as described above, through the Fiscal Year, as reasonably requested by either party, UMMC and the School of Medicine agree to cooperatively and collaboratively reconcile payments made pursuant to this Agreement with the actual level of provided pursuant to this Article IV.A. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within 30 days of identifying the need for such adjustment.

6. Billing and Collection. Professional services rendered by the SOM Faculty will be billed by the Practices, as provided in the Medical Service Plan, referenced below in Section 10.

7. Chairs and Chiefs.

(a) Composition and Responsibility of Chairs and Chiefs.

i. Pursuant to Section 13-305(a) of the Education Article, the Chairs of the SOM Departments serve as Chiefs of the corresponding UMMC Clinical Service. The SOM Department Chairs/Clinical Chiefs must participate in furthering the objectives of the School of Medicine and UMMC.

ii. In so doing, the Chairs/Clinical Chiefs are responsible to the Dean-M for the academic, research, and patient care activities of themselves and their SOM Department faculty. For patient care provided within or on behalf of UMMC, the Department Chairs/Clinical Chiefs are responsible to the UMMC-CEO and CEO of Midtown, as applicable.

iii. If SOM Department Chairs or other SOM Faculty are proposed by the UMMC-CEO to serve as chiefs of service, or their equivalent, at Midtown, the concurrence of the Dean-M is required.

(b) Recruitment and Selection of Chairs and Chiefs.

i. Recruitment and selection of an SOM Department Chair/UMMC Clinical Chief is the joint responsibility of the Dean-M and the UMMC-CEO. Search committees will be appointed by the Dean-M, in consultation with the UMMC-CEO, who shall designate a member of the UMMC administration to represent UMMC on each committee.

ii. Negotiations with prospective new Department Chairs/Clinical Chiefs shall be performed concurrently by the Dean-M and by the CEO/UMMC, with the final proposal being a joint one. Appointments of Division Heads in clinical departments and Medical Directors of clinical specialty units in UMMC shall be made by the Department Chairs/Clinical Chiefs with the approval of the Dean-M and the UMMC-CEO.

iii. The Department Chairs/Clinical Chiefs, Division Heads, and Medical Directors shall all adhere to the Leadership Document.

(c) Chairs/Chiefs, Division Heads, and Medical Director Salaries.

i. Recommendations to the President of salaries for Department Chairs/Clinical Chiefs, Division Heads, and Medical Directors of UMMC Clinical Services or Midtown Clinical Services shall be made with the approval of the Dean-M. The UMMC-CEO will provide input to the Dean-M concerning the evaluations of annual salary increases for clinicians, chiefs, Division Heads and Medical Directors working at UMMC or Midtown.

ii. To the extent the role of a chair/chief, division head, medical director, or the like is eliminated, UMMC will reduce its payments to UMB by the amount allocated for that individual or role, and/or UMB will return any funds paid by UMMC allocated to that role subsequent to the date of the role's elimination, if any.

8. SOM Faculty Providing Leadership/Administrative/Supervisory or Educational Services.

(a) Only those SOM Faculty who render specific supervisory, administrative, and/or educational services to UMMC or Midtown or who are otherwise approved by the Dean-M and the UMMC-CEO shall receive income from the payments made to the School of Medicine pursuant to this Section IV.A.

(b) Further, the scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards and principles applicable to any SOM Faculty member providing such services and fulfilling such a role for UMMC shall be set forth in a written agreement, as requested by UMMC, signed by representatives of UMMC, UMB

or the applicable School or department and the employee. Such written agreement shall address additional parameters of the faculty member's engagement as the parties deem reasonable.

9. Payments to Faculty while Physician on Leave.

Only with advance written approval of the UMMC-CEO and the Dean-M, may SOM Faculty receive income from the payments to the School of Medicine under this Article IV.A, while the faculty are on sabbatical leave, terminal leave, or paid leave of absence or administrative leave related to separation from employment.

10. Relationship to FPI and Faculty Practices.

In accordance with the Medical Service Plan ("MSP") of the School of Medicine, FPI is the coordinating corporation for the faculty practice groups affiliated with the School of Medicine (each a "Practice", collectively, the "Practices").

11. Transition to Programmatic Funds Flow Model.

(a) The parties have begun transitioning to a fixed fee programmatic funds flow model, which takes into account among other things the SOM Faculty's proportion of effort dedicated to clinical productivity, research, education, administrative services, or other activity, and the associated costs to support these activities.

(b) The parties agree to continue transitioning to such model across all SOM Departments.

(c) The parties will incorporate appropriate performance measures and tools as well as the principle of aligning such funding with national academic clinical and financial performance benchmarks. The parties will work diligently and in good faith to complete this work as soon as possible.

[END OF ARTICLE IV.A]

B. SCHOOL OF PHARMACY FACULTY AND OTHER SERVICES

The School of Pharmacy will provide services as described in this Article IV.B.

1. Pharmacy Faculty Services.

(a) The School of Pharmacy will provide pharmacy and pharmacist services for the benefit of UMMC during the Fiscal Year (“**Pharmacy Faculty Services**”). The Dean of the School of Pharmacy (“**Dean-P**”), or designee, and the Director of Pharmacy Services of the UMMC Department of Pharmacy Services, or designee (“**UMMC-Director**”), will collaboratively establish, prior to July 1, 2024, a specific schedule of School of Pharmacy Faculty, as well as residents, who will provide such Pharmacy Faculty Services. That schedule is referred to herein as the “**Pharmacist Schedule.**”

(b) When agreeing to the assignments of SOP Faculty and residents, the Dean-P and UMMC-Director will take into account the nature and scope of the SOP Faculty’s and residents’ experience, expertise and availability.

(c) The Dean-P will ensure that staff assigned to provide Pharmacy Faculty Services receive appropriate faculty appointments in the School of Pharmacy’s Department of Pharmacy Practice and Science and have access to appropriate resources and student information necessary for the performance of agreed upon Pharmacy Faculty Services. The Dean-P shall have authority with respect to all policy decisions related to educational programs of the School of Pharmacy.

(d) The UMMC-Director will ensure that SOP Faculty assigned to provide Pharmacy Faculty Services receive appropriate appointments in the UMMC Department of Pharmacy Services and have access to patient care areas and the data necessary for the performance of agreed upon Pharmacy Faculty Services. The UMMC-Director shall have authority with respect to all policy decisions related to pharmacy services at UMMC.

2. Scope of Services.

(a) The Pharmacy Faculty Services provided at UMMC by the SOP Faculty may include, as agreed to by the parties, and without limitation:

- i. patient care services;
- ii. active participation on committees;
- iii. precepting UMMC residents while on rotation in an assigned service area; and
- iv. provision of staff development programs to the hospital staff.

(b) The Pharmacy Faculty Services must include, and the School of Pharmacy must require SOP Faculty to perform, the following mandatory services:

- i. attendance at UMMC Department of Pharmacy Services meetings and in-services;
- ii. active participation in the activities of the UMMC Pharmacy and Therapeutics Committee, including, if necessary and requested by UMMC, assignment of one School of Pharmacy faculty member to committees addressing appropriate use of medications;
- iii. active participation in UMMC clinical pathway development when appropriate and/or when requested by UMMC in order to maintain best practices within UMMC;
- iv. active participation in UMMC quality improvement and patient safety initiatives when appropriate and/or when requested by UMMC in order to enhance service quality and productivity at UMMC;
- v. active participation in UMMC cost containment and resource utilization projects and documenting cost reductions in a manner requested by UMMC pharmacy leadership; and
- vi. active participation in any other initiative focused on the improvement of pharmacy services within UMMC, as reasonably requested by UMMC.

3. Parameters of Pharmacy Faculty Services.

The activities of the SOP Faculty providing Pharmacy Faculty Services at UMMC pursuant to this Agreement are subject to the following terms:

(a) For SOP Faculty providing direct patient care, the percentage of effort related to inpatient services will be as stated in the Pharmacist Schedule by the School of Pharmacy and UMMC. The School of Pharmacy will require that if SOP Faculty are unable to provide scheduled service coverage, it is the responsibility of the SOP Faculty member to make arrangements for coverage (e.g., swap days with another SOP Faculty member with like expertise, skill and experience), if possible, and to notify a designated School of Pharmacy or the UMMC-Director's designated administrator if coverage cannot be arranged.

(b) For SOP Faculty providing direct patient care, the percentage of effort related to outpatient clinics will be as stated in the Pharmacist Schedule.

(c) Any "covering" Pharmacist must have the appropriate experience and skill set to perform the covered services.

(d) If an SOP Faculty is unable to fulfill the agreed schedule of inpatient or outpatient service regardless of reason (e.g., resignation, sick leave), it is the responsibility of the School of Pharmacy to provide adequate coverage in accordance with the Pharmacist Schedule. If the School of Pharmacy is unable to provide service coverage, then the School of Pharmacy will discuss with the UMMC-Director or designee a commensurate reduction in the financial support stated in *Schedule 3*.

4. Changes in Costs/Services. If during the term of this Agreement, the School of Pharmacy's costs of providing the Pharmacy Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-P will provide the UMMC-Director with sixty (60) days' advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the SOP. If UMMC does not approve the increased costs, then SOP will make proportionate adjustments to the Pharmacy Faculty Services.

5. Compensation for Services.

(a) UMMC shall provide financial support to the School of Pharmacy for SOP Faculty providing Pharmacy Faculty Services to UMMC in accordance with the Pharmacist Schedule. In addition, UMMC and the School of Pharmacy will aim to equally share in the costs of recruiting the SOP Faculty, as defined in this Agreement, as well as the costs of the residency program discussed further below.

(b) UMMC's estimated share of such costs for the Fiscal Year are set forth in *Schedule 3* along with the financial support for the SOP Faculty, staff and residents. *Schedule 3* also reflects, as applicable, fringe benefit costs at standard UMB rates for SOP Faculty. Each party shall invoice the other as necessary to facilitate the agreed upon share/division of recruitment and resident costs between the parties pursuant to each party's standard invoicing procedures.

(c) The School of Pharmacy will pay UMMC for agreed upon services provided to the School in the Fiscal Year, such as preceptor services for School of Pharmacy students. Such service arrangements will be further detailed in a separate document between the parties. Standard School of Pharmacy stipends for clinical faculty will apply. UMMC has no responsibility with respect to those payments.

(d) The payment schedule is set forth in Section X.C.2.

6. Performance Standards and Evaluation.

(a) The UMMC-Director and Dean-P will agree upon certain performance standards ("**SOP Performance Standards**"), as well as tools to measure compliance with such standards, applicable to the Pharmacy Faculty Services pursuant to which SOP Faculty and residents will be evaluated. At a minimum, SOP Performance Standards will include compliance with the Leadership Document, as applicable. Such SOP Performance Standards will relate to service efficiency, patient safety, service quality and/or other areas identified by the UMMC-Director and Dean-P.

(b) Throughout the Fiscal Year, the Dean-P and the UMMC-Director, or their designees, will use reasonable efforts to meet regularly to:

i. Reevaluate the needs of the UMMC Department of Pharmacy and the School of Pharmacy;

- ii. Adjust the Pharmacy Faculty Services and/or SOP Faculty assignments to meet these needs in an effective manner, as agreed to;
- iii. Evaluate current Pharmacy Faculty Services provided by the SOP Faculty to UMMC and the SOP Faculty's performance overall in the context of the agreed upon Performance Standards;
- iv. Evaluate services provided by the UMMC Department of Pharmacy Services to the School of Pharmacy, such as student preceptor services; and
- v. Plan for further cooperative development of pharmacy service, education, and research programs.

(c) Either the Dean-P, or designee, or the UMMC-Director, or designee, may initiate an evaluation of the Pharmacy Faculty Services or certain Pharmacist assignments, or request to substitute assigned SOP Faculty. Both the Dean-P and UMMC-Director (or their designees) shall provide any information reasonably requested to perform such evaluation.

(d) Should either the Dean-P or UMMC-Director (or their designees) become dissatisfied with the level or nature of the services received, the Dean-P and UMMC-Director (or designees) shall work, in good faith, to identify a solution. Any differences of opinion between the Dean-P and the UMMC-Director shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B, below.

7. Compensation Reconciliation. UMMC and the School of Pharmacy will participate, in good faith, in an annual operational and financial review to reconcile payment amounts with the actual level of Pharmacy Faculty Services provided pursuant to this Agreement. Any adjustments as described in Section IV.B.6.b.ii will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable quarter.

8. Billing and Collection. UMMC personnel will prepare and submit charges for pharmacy services rendered within the UMMC pharmacies in accordance with UMMC standard billing procedures and all such generated revenue will accrue to UMMC.

9. Joint Residency Program. UMMC and the School of Pharmacy collaboratively operate and fund residency and fellowship programs. UMMC and the School of Pharmacy's respective obligations are set forth in a memorandum of understanding between the parties that is reviewed, revised, and updated, as needed, each fiscal year. The residents' services provided pursuant to this Article IV.B must adhere to the same performance expectations set forth above, as applicable. Payment for jointly funded residents shall be made as set forth in *Schedule 3*.

[END OF ARTICLE IV.B]

C. SCHOOL OF DENTISTRY FACULTY SERVICES

The Dean of the School of Dentistry (“**Dean-D**”) shall assign SOD Faculty members and other professional staff to UMMC and require such faculty and staff to provide services at UMMC as described in this Article IV.C.

1. **Scope of Services.**

(a) The School of Dentistry shall provide UMMC with SOD Faculty members and other professional staff to provide the following services (“**Dentistry Faculty Services**”):

i. Supervision and administration of dental residents, employed by UMMC, in their delivery of comprehensive dental care to UMMC patients;

ii. 24-hour on-call coverage 7 days per week within the inpatient and emergency department setting;

iii. Provision of inpatient oral maxillofacial and dental services as agreed to between Dean-D and the UMMC Chief Clinical Officer or designee;

iv. Faculty coverage of UMMC dental clinics Monday through Friday from 8 a.m. to 4:30 p.m., exclusive of holidays with any changes requiring the approval of UMMC-CEO; and

v. Any additional services agreed to by the Dean-D and UMMC-CEO, or designee.

(b) Notwithstanding the foregoing, due to budgetary constraints that have necessitated a reduction in services, for FY 2025 the Scope of Services described above shall be modified as follows: The UMMC Dental Clinic will close for the equivalent of 2 days per month and 4 half day closures during the Fiscal Year.

(c) The Dean-D shall assign individual SOD Faculty to perform responsibilities under this Agreement and, at the Dean-D’s discretion, may substitute other SOD Faculty members who meet the requisite skill set, after consultation with the UMMC-CEO.

(d) One of the SOD Faculty members assigned under this section shall serve as the Chief of the UMMC Dentistry Service upon approval of the UMMC-CEO. The Chief of the UMMC Dentistry Service will direct all activities of the SOD Faculty pursuant to this Agreement, supervise SOD Faculty dentists and dental residents, and provide back-up services as required in his or her judgment.

(e) During the term of this Agreement, if the School of Dentistry’s costs of providing the Dentistry Faculty Services increase due to unexpected merit increases, COLA, or increases in fringe benefits, the Dean-D will provide the Director with sixty (60) days’ advance notice of the increased costs, and will provide UMMC an opportunity to approve a corresponding increased payment to the School of Dentistry. If UMMC does not approve the increased costs, School of Dentistry will make proportionate adjustments to the Dentistry Faculty Services.

2. Personnel, Supplies and Space.

(a) UMMC shall provide at no cost to the School of Dentistry such UMMC Personnel as may be necessary for the Dentistry Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all assignments of UMMC Personnel and related expenditures for this purpose proposed by the School of Dentistry.

(b) UMMC shall provide at no cost to the SOD Faculty the supplies necessary for the SOD Faculty to execute their responsibilities under this Agreement. UMMC will have the exclusive right to approve or disapprove all expenditures requested by the School of Dentistry for these purposes.

(c) UMMC shall provide the School of Dentistry, at no charge, office space for administrative functions as necessary for the SOD Faculty to execute their responsibilities under this Agreement. The scope and location of such administrative space shall be determined by UMMC in consultation with the Dean-D or designee. UMMC may agree to re-evaluate the space allocation to accommodate changes in provider, patient, and service volumes. This space shall be subject to the space use review described in Article V.

(d) The space and other resources addressed herein is distinct from space and other administrative support UMMC may agree to provide to the School of Dentistry and SOD Faculty for use in connection with their professional practices, such as laboratory space and sterilization equipment. As such, the School of Dentistry agrees that none of the space, support or resources provided in connection with the School of Dentistry's provision of Dentistry Faculty Services to UMMC patients will be utilized in connection or comingled with its private practice services or functions. The use of and payment for that space and such resources is addressed in Article V.

3. Billing and Collection. UMMC personnel, within the Division of Oral and Maxillofacial Surgery and Hospital Dentistry, under the supervision of the Chief of the Oral and Maxillofacial Surgery Service, will prepare and submit charges for dental services rendered by oral and maxillofacial surgery/dental residents in the UMMC Oral and Maxillofacial Surgery Clinic according to procedures of UMMC's Finance Department. All revenue generated from patient services delivered by oral and maxillofacial surgery residents in UMMC clinics will accrue to the UMMC Oral and Maxillofacial Surgery and Hospital Dentistry Clinic.

4. Compensation. The compensation payable by UMMC to the School of Dentistry for Dentistry Faculty Services for the Fiscal Year is set forth in **Schedule 4**, which reflects faculty fringe benefit costs at the standard UMB rate. The payment schedule is set forth in Section X.C.2.

5. Compensation and Reconciliation. As requested by either party, UMMC via the UMMC-CEO or designee, and the School of Dentistry will participate, in good faith, in regular operational and financial review meetings to reconcile payment amounts with the actual level of Dentistry Faculty Services provided pursuant to this Agreement as contemplated by Section

IV.C.1.a.v. Any adjustments will be made via the appropriate payment or refund by the appropriate party, within 30 days of the end of the applicable review period.

6. Performance Standards and Evaluation.

(a) The Dean-D and UMMC-CEO, or designees, will agree upon certain performance standards applicable to the School of Dentistry and residents, which will include compliance with the Leadership Document, as applicable, as well as tools to measure compliance with such performance standards, applicable to the Dentistry Faculty Services pursuant to which School of Dentistry Faculty and residents will be evaluated (“**SOD Performance Standards**”).

(b) Such SOD Performance Standards will relate to patient satisfaction and other CG-CAHPS performance measures, timely medical record documentation, avoidable readmissions, smoking cessation education and/or other areas identified by the UMMC CCO or designee and Dean-D.

(c) Any differences of opinion between the Dean-D and the UMMC-CEO shall be resolved by the President and the UMMC-CEO, or their designees, in accordance with Section X.B.

[END OF ARTICLE IV.C]

D. SCHOOL OF NURSING FACULTY SERVICES

1. Pursuant to the agreement of the Dean of the School of Nursing (“**Dean-N**”) and the Senior Vice President, Chief Nursing Officer of UMMC (“**UMMC-CNO**”), nurses, employed by UMMC may be assigned to work part-time as faculty of the School of Nursing to teach agreed courses at the School of Nursing and/or at UMMC.

2. Payment for these UMB-Supported Employees will be made to UMMC following the end of the academic year. The terms and conditions of these service arrangements must be documented in individual Professional Services Agreements agreed to by the Dean-N and the UMMC-CNO in consultation with the UMMC-CEO.

3. The payment schedule is set forth in Section X.D.2.

[END OF ARTICLE IV.D]

**E. GENERAL REQUIREMENTS APPLICABLE TO
ALL UMB PERSONNEL AND SERVICES**

1. Professional Qualifications. As a general matter, all UMB Personnel funded pursuant to this Agreement must be:

- (a) Duly licensed, registered and/or certified to perform the applicable services;
- (b) Duly credentialed or privileged as required by UMMC and/or Midtown policy and Medical Staff bylaws; and
- (c) Not excluded from participation in any government health care program.

2. Performance Requirements, Standards and Evaluations. All UMB Personnel must:

- (a) Perform the services in accordance with the applicable job description, and if applicable the Leadership Document;
- (b) Adhere to UMMC and/or Midtown policies and procedures; and
- (c) Comply with all applicable state and federal laws including without limitation laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. UMMC Space Utilization by UMB. UMMC or Midtown shall only provide space and other Space Related Resources to UMB Personnel at no cost if the use of such space is for the provision of services pursuant to this Agreement on behalf of UMMC or Midtown, or for the benefit of their patients. Use of space and Space Related Resources (as defined below) for any other purpose shall be subject to Article V.

[END OF ARTICLE IV.E]

ARTICLE V. COMPENSATION FOR USE OF SPACE

A. Use of Space.

1. In recognition of their joint mission, as set forth in the Medical System Law, and historic cooperation and collaborations, UMB and UMMS/UMMC each use space within buildings owned by the other party. In doing so they each may also utilize resources, such as furniture, fixtures, equipment, information technology (IT) and related support (“**Space Related Resources**”).

2. The parties agree to continue to allow such use of space and Space Related Resources pursuant to the terms of this Article V.

3. The parties have completed a comprehensive space study regarding each party’s use of the other’s buildings and facilities, and in December 2023, leaders for each of the parties met and agreed that decisions about space and about space costs should be made in consideration of the parties’ joint mission of education, research, and clinical care.

4. The parties shall conduct a comprehensive space study every five (5) years with results being finalized at least by December of that year to provide adequate time for the parties to discuss prior to the finalization of this Agreement for the subsequent fiscal year. The next space study will be completed by December 31, 2029.

5. For Fiscal Year 2026, the Parties have agreed that they will negotiate in good faith to develop an agreed upon process for the use of space among the Parties, changes to that use and any compensation required for that use, if any, in consideration of the Parties’ joint mission.

B. Compensation for Space.

For FY 2025, UMB shall pay UMMC for space as set forth on *Schedule 5*, and Section X.B.1.

C. Space Use Compliance.

Each party’s use of the other’s space shall be subject to all applicable policies, rules, and regulations of the other party, including but not limited to those regarding personnel and visitor access, security, maintenance, storage, and disposal of chemical or pathological waste, and storage and disposal of select agents.

D. Changes to Space Use.

1. During the Fiscal Year, the parties shall request any needed change to, or reallocation of their current use of space within sixty (60) days, or other time period agreed to by the parties, before the date of the desired change or reallocation.

2. UMB shall submit its requests to the UMMC Chief Operating Officer, and approval must be provided by the UMMC-CEO or designee. UMMC shall submit its requests to the President's designee, and approval must be provided by the President or designee. Such approvals must be obtained in advance of any change.

3. If the proposed changes are not mutually acceptable, the issues shall be referred to the President and the UMMC-CEO for decision in accordance with Section X.B. Notwithstanding, it is the parties' intent that the process contemplated in Section V.A.5 be designed to address these types of issues.

[END OF ARTICLE V]

ARTICLE VI. PERSONNEL MATTERS

A. Jointly Supported Employees.

1. Certain full-time employees of UMB or UMMC may have job responsibilities that directly benefit the other party, or are specifically engaged by the non-employing party to perform duties for that party and are not otherwise included within the scope of Articles I-V.

(a) Such engagements are intended to be consistent with the provisions of Section 13-305 of the Education Article recognizing the potential of University employees and officials to also hold director, official, or employment roles within UMMS and UMMC.

(b) As such, the employee is financially supported by both entities and for purposes of this Article VI referred to as a “**Jointly Supported Employee**.” The non-employing party receiving such benefit and providing the corresponding financial support is referred to as the “**Supporting Organization**.”

(c) For clarity, the following are not subject to this Article VI: administrative services addressed in Section III.A.2 (*Facilities Management and Police*) and Section III.A.3 (*Environmental Health and Safety*); and professional faculty services addressed in Article IV.A (*Medicine*), Article IV.B (*Pharmacy*), and Article IV.C (*Dentistry*). Those administrative and faculty services are, instead, governed by those Articles and the corresponding Exhibits and Schedules.

2. The President and the UMMC-CEO, or their respective designees, must approve in writing: (1) any Jointly Supported Employee arrangement; (2) any temporary employment or consulting agreements between an employee of one party and the other party; and (3) the compensation payable by the Supporting Organization for the services of the Jointly Supported Employees.

3. UMB employees who have job responsibilities including activities of direct benefit to UMMC and/or Midtown, in exchange for which UMMC provides financial support to UMB, are referred to herein as “**UMMC-Supported Employees**.” UMMC Personnel who have job responsibilities including activities of direct benefit to UMB in exchange for which UMB provides financial support to UMMC, are referred to herein as “**UMB-Supported Employees**.” Individuals who are part-time employees of UMB, and also part-time employees of UMMC, are not Jointly Supported Employees.

B. Scope of Services/Job Descriptions. The scope of services and/or job description, the percentage of FTE effort and job description, as well as the professional standards applicable to a Jointly Supported Employee’s role for a Supporting Organization shall be set forth in a written agreement signed by representatives of UMMC and UMB or the applicable School or department and the employee. Such written agreement shall address additional matters relating to the Jointly Supported Employee’s engagement as the parties deem reasonable.

C. Payment for Jointly Supported Employees.

1. Payment to UMB for UMMC-Supported Employees

(a) Payment to be Proportionate to Effort. UMMC may fund the full amount, or an agreed upon share, of UMB’s salary and fringe benefits cost (“**Employment Cost**”) for UMMC-Supported Employees. UMMC’s percentage share of Employment Cost for a UMMC Supported Employee will be the same as that employee’s percentage effort resulting in direct benefit to UMMC and/or Midtown, as determined by UMB and UMMC, acting through the department/executive personnel delegated responsibility to make the determination. UMMC may recover a share of its cost from Midtown as agreed between UMMC and Midtown. UMB will not bill Midtown.

(b) Limits on Use of UMMC Support. UMMC support of Employment Cost may not be used to increase the salary or overall compensation of a UMMC Supported Employee above a UMB approved level.

(c) Schedule of UMMC-Supported Employees and Changes to that Schedule.

i. Except to the extent services of UMMC-Supported Employees are covered by a separate written agreement that has been duly approved by UMB and UMMC, UMB and UMMC shall maintain a schedule of the UMMC-Supported Employees and associated Employment Costs to be paid by UMMC for such UMMC-Supported Employees.

ii. This “**UMMC-Supported Employee Schedule**” will be finalized no later than the end of the Fiscal Year. On a semi-monthly basis, UMMC will pay UMB 1/24 of the aggregate UMMC-Supported Employees cost as stated in the Schedule, as provided in Section X.C.3.

iii. The payment so determined will be in effect following agreement upon the Schedule for the Fiscal Year. In issuing its first payment in this Fiscal Year, UMMC will pay for the UMMC-Supported Employees services retroactive to July 1 of this Fiscal Year.

(d) Changes.

i. During the Fiscal Year, any changes to the Schedule of UMMC-Supported Employees due to departures or changes in scope of employment, hiring, payroll practices, and salary adjustments (such as merit increase or COLA) must be agreed to in advance by both parties.

ii. To the extent there are changes of the UMMC-Supported Employee Schedule as agreed by the UMMC-CEO and President, or designees, UMB may not reallocate any employee costs for any other purpose without the prior written consent from UMMC-CEO or designee.

iii. Further, twice per year, once after December 31 of the Fiscal Year, and again after the close of the Fiscal Year, UMB and UMMC will reconcile UMMC's payment for UMMC-Supported Employees to the services provided by those employees and the costs actually incurred by UMB.

iv. Within 90 days after these two reconciliations, UMB will calculate a reconciling sum and submit to the appropriate UMMC representative, as designated by the UMMC/CFO or designee, so that UMMC only pays for the actual services provided by UMMC-Supported Employees and the actual costs incurred by UMB related to those services, as agreed by UMB and UMMC.

2. Payment to UMMC for UMB-Supported Employees.

(a) Grant Funded Activities of UMB-Supported Employees. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to clinical, research related or other activities at UMMC and/or Midtown or at UMB health care delivery sites for which UMB receives grant and contract support or other funding, UMB will transfer to UMMC funds received for salaries and fringe benefits of such UMMC Personnel, in accordance with the budgets of these grants, contracts and other funding. Such amounts shall be proportionate to UMMC Personnel efforts and activities.

(b) School of Medicine Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the School of Medicine, as agreed between the SOM Departments and UMMC and/or Midtown, the invoices and payments will be processed in accordance with the parties' agreements as provided in Section X.D.3.

(c) Other University Services. To the extent UMMC Personnel who are UMB-Supported Employees devote part-time or full-time effort to activities of the University or its schools, payment shall be made by UMB to UMMC in the manner set forth in the agreed upon Professional Services Agreement or other MOU as agreed to by the President or applicable Dean and CEO, or their respective designees.

3. Assistance in UMMC Collection for Practice Supported Employees. Some full-time UMMC Personnel devote part-time or full-time effort to activities of the Practices. If a Practice has committed to support the employment of UMMC Personnel, UMB will provide support reasonably requested by UMMC to collect invoiced, but unpaid, sums due from Practices. UMMC recognizes that UMB does not control the funds of the Practices.

D. General Requirements Applicable to All Jointly Supported Employees

1. **Professional Qualifications.** As a general matter and as applicable, all Jointly Supported Employees must be:

- (a) Duly licensed, registered and/or certified to perform the applicable services;
- (b) Duly credentialed or privileged as required by UMMC policy and Medical Staff bylaws; and
- (c) Not excluded from participation in any government health care program.

2. **Performance Requirements, Standards and Evaluations.** All Jointly Supported Employees, must:

- (a) Perform the services in accordance with the applicable job description of the Supporting Organization;
- (b) Adhere to the Supporting Organization’s policies and procedures; and
- (c) Comply with all applicable state and federal laws including without limitation laws targeting fraud, waste and abuse, as well as the privacy and security of patient information.

3. **Performance Evaluations and Reconciliation.**

(a) At least quarterly, representatives of UMB, UMMC, and the applicable Schools will make a good faith effort to meet to review the status of the obligations of UMMC, UMB and the applicable Schools to one another for support of Jointly Supported Employees, to reconcile obligations to one another for Employment Cost support and to evaluate the performance of the Jointly Supported Employee.

(b) The President, the applicable Deans, and the UMMC-CEO shall designate representatives for these meetings. The target dates for meetings are October 1, 2024, December 1, 2024, February 1, 2025, and May 1, 2025.

(c) The parties agree to share any information reasonably requested in order to perform such evaluations and reconciliations including documentation of the Jointly Supported Employee’s salary and fringe benefit costs.

4. **Cost Increases.**

(a) Effective July 1, 2024, for current approved Jointly Supported Employees, the parties agree to pay for their proportional share of a salary increase equal to the merit-based percentage increase applied to UMMC Personnel.

(b) During FY 2025 if either party’s actual costs to employ a Jointly Supported Employee increase due to promotions, merit increases, COLA, or increases in fringe benefits, the employing party seeking the increase will provide the Supporting Organization with sixty (60) days’ advance notice of the increased costs. The Supporting Organization will have the opportunity to approve or decline a corresponding increased payment.

(c) If the Supporting Organization declines to pay the increased costs for any such increases, the Jointly Supported Employee’s percentage of work effort will be reduced by the employing party by the percentage of shared financial support.

E. Compliance with Policies and Procedures.

1. In performing the duties for a supporting party, the Jointly Supported Employee is considered part of the Supporting Organization's workforce and as such must adhere to all applicable policies and procedures, in addition to all applicable state and federal laws in the course of performing the duties hereunder.

2. Each party agrees that the Supporting Organization will have unrestricted access to interview a Jointly Supported Employee at reasonable times for the purpose of determining such Jointly Supported Employee's compliance with this Agreement.

3. Each party agrees that a Jointly Supported Employee may be accompanied at such interviews by a member of senior leadership, a chair or a representative of a chair, as may be applicable and, if the interview involves a potential criminal issue, by a legal representative, with respect to UMB employees, or UMMC Office of General Counsel and/or legal counsel or representative as designated by the employee with respect to UMMC Personnel.

F. Employer Obligations. The employing party assigning its employees to work for the Supporting Organization will remain the lawful employer of the Jointly Supported Employee and responsible for all employer obligations, such as the preparation of any income reports to tax authorities and the maintenance of appropriate workers compensation coverage and unemployment insurance. The Jointly Supported Employee shall not be a common law employee of the Supporting Organization.

G. Termination.

1. As to any Jointly Supported Employee, either party may terminate the arrangement and related support following not less sixty (60) days written notice, provided such notice is in compliance with notice requirements under applicable employment laws.

2. Notwithstanding, a party may terminate such support and arrangement immediately without prior written notice upon the Supporting Organization's reasonable determination, communicated in writing to the other party, that the Jointly Supported Employee has violated the Supporting Organization's policies, procedures, or applicable law.

3. A party will have no obligation to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to notice given by the other party under the first sentence of this Section, a party will have no ability to assign an employee to perform work for the other party if the employee has ceased to be a Jointly Supported Employee due to termination by immediate notice given by the other party as provided in the second sentence of this Section.

[END OF ARTICLE VI]

ARTICLE VII. ASSUMPTION OF LIABILITIES; INSURANCE

A. No Assumption of Liabilities. None of UMMS, UMMC LLC, or Midtown shall assume any liabilities of UMB, USM, or the State other than the Medical System Liabilities, other liabilities identified in Section 13-308 of the Education Article, and the liabilities specifically described in this Article VII or in Article IX.

B. Cooperation of Defense of Claims (UMMS).

UMMS (1) will cooperate fully with UMB and the Office of the Attorney General in the investigation and defense of potential claims and claims asserted against UMB or its officers or employees incurred or arising in connection with (a) the operation of the “Medical System Assets” prior to the Transfer Date, for which claims liability is not assumed by UMMS, and (b) education or research activities conducted by UMB, its faculty, or students at UMMC or Midtown; and (2) will direct its professional staff and administration, including employees of the UMMC LLC and Midtown, as applicable, to provide non-legal advice and consultation to UMB and the Office of the Attorney General with regard to such matters at no cost.

C. Cooperation of Defense of Claims (UMB).

UMB (1) will cooperate fully with UMMS and its legal counsel in the investigation and defense of potential claims and claims asserted against UMMS, the UMMC LLC, Midtown or the officers or employees of any such entity, and claims for which UMMS has assumed responsibility, incurred or arising in connection with (a) operations, prior to the Transfer Date, of the clinical facilities among the Medical System Assets, (b) services provided to UMMC or Midtown by UMB after the Transfer Date pursuant to this Agreement or any prior Annual Contract, and (c) education or research activities conducted by UMB, its faculty or students at UMMC or Midtown; and (2) will direct its professional staff and administration to provide consultation to UMMC and Midtown and their legal counsel with regard to such matters at no cost.

D. Insurance.

To the extent feasible in the opinion of the UMMC-CEO, UMMC will procure insurance adequate to protect UMB’s interest and provide for UMB’s defense and indemnification with respect to the matters described in Subsection 13-308(c) of the Education Article. UMMC will remain liable for any obligations under that Subsection which are not provided for by insurance.

E. Professional Malpractice Insurance.

1. The President and the UMMC-CEO shall establish procedures for coordinated planning of malpractice insurance for the UMB faculty, staff, and students, UMMC, and UMMC Personnel. In planning, representatives from the School of Medicine, other UMB schools and UMMC shall be involved as the President and the UMMC-CEO deem appropriate.

2. During the Fiscal Year, (1) UMMC and/or Midtown, as applicable, will support the purchase of malpractice insurance for the faculty on the medical staff of UMMC and/or Midtown as applicable, but only to the extent determined by the Board of Directors upon the recommendation of the UMMC-CEO; (2) UMMC will pay premiums for malpractice insurance for all medical residents and fellows in the UMMC graduate medical education programs; and (3) the School of Medicine and UMMC will collect from third parties and credit to UMMC the cost of malpractice insurance premiums for medical residents and fellows providing services at health care facilities other than UMMC for consideration payable to the School of Medicine or to UMMC.

F. Indemnification by UMMS.

1. UMMS hereby waives, and agrees to defend, indemnify, and hold harmless, the State of Maryland, USM, the University, and their officers and employees from:

(a) Any claim, lawsuit, loss, damage, or liability arising out of the performance of services for UMMC or Midtown pursuant to Article III (Administrative Services), Section IV.A.1 (UMB Faculty Services), and Sections VI-A - G (Jointly Supported Employees);

(b) Any claim, lawsuit, loss, damage, or liability brought by or on behalf of any UMMC or Midtown volunteer or employee who is not a member of the medical staff of UMMC or Midtown; and

(c) Any claim, lawsuit, loss, damage, or liability arising out of supervision or administrative services related to such UMMC or Midtown volunteer or employee, which services were performed in good faith for UMMC or Midtown by the UMB faculty pursuant to Article IV (UMB Faculty Services).

2. UMMS will defend, indemnify, and hold harmless UMB with respect to all claims related to the employment relationship prior to the Transfer Date between UMMC Personnel and the University and the State during a time when such personnel were assigned in UMMC.

3. Obligations and liabilities of UMMS to USM and UMB may not be transferred to the UMMC LLC and/or Midtown. Any obligations and liabilities of UMMC or Midtown provided in this Agreement are the obligations and liabilities of UMMS, and any commitments, waivers or other actions undertaken by UMMC or Midtown in this Agreement are imputed to UMMS.

[END OF ARTICLE VII]

ARTICLE VIII. MEDICAL STAFF

A. UMMC medical staff bylaws provide that all members of the regular medical staff (subject to certain exceptions) must hold faculty appointments at the School of Medicine or the School of Dentistry.

B. Faculty applications to the medical staff of UMMC will be submitted as required under the UMMC medical staff by-laws, and will be granted or denied by UMMC following review in accordance with the by-laws.

C. The Schools of Medicine and Dentistry will use their best efforts to process faculty appointments within 120 days from faculty hire, will notify UMMC when faculty appointments are complete, and will notify UMMC when faculty appointments are terminated, all of the foregoing requirements applying only with respect to faculty who apply for membership in the regular medical staff.

D. If UMMC should consider seeking termination of medical staff privileges granted to any faculty member, or asking that any member of the faculty resign from the medical staff, before initiating any such action the UMMC-CEO or designees shall consult with the Dean of the faculty member's school, and, except in an emergency, before taking action shall permit that Dean a reasonable time to consult with the President and the Office of the Attorney General concerning the impact of such action upon the faculty status of the medical staff member.

[END OF ARTICLE VIII]

ARTICLE IX. ENDOWMENTS

Any endowments or gifts received by UMB during the Fiscal Year that are explicitly for the benefit of UMMS or any of its parts will be identified to UMMS by UMB and transferred as UMMS directs, both within ninety (90) days of receipt.

Any endowments or gifts received by UMMS during the Fiscal Year that are explicitly for the benefit of UMB or any part of the UMB will be identified to UMB by UMMS and transferred as UMB directs, both within ninety (90) days of receipt.

If a court order or other approval required by law is necessary to transfer any endowment or gift, the parties will cooperate to seek needed action in a timely manner, recognizing that delays in seeking or obtaining approvals may delay transfer of endowments or gifts.

[END OF ARTICLE IX]

ARTICLE X. ADMINISTRATIVE MATTERS

A. Governing Law.

This Agreement is subject to and shall be interpreted in accordance with the laws of the State of Maryland and shall be liberally construed to effect the purposes of the Education Article as stated therein. If any provision of this Agreement shall be determined by a court of law to be unlawful, that provision shall be null and void, but the remainder of this Agreement shall remain in effect. Nothing contained in this Agreement shall be deemed or construed to waive or abrogate in any way the sovereign immunity of the State, USM, or UMB, or to deprive USM, UMB or any officer or employee thereof of sovereign immunity.

B. Interpretation Disputes.

If there should be any dispute between the parties related to the interpretation or administration of this Agreement, the President and the UMMC-CEO, or their designees, shall consider fully the dispute and seek to make a joint decision for resolution of the matter within 30 days. If they are unable to reach a joint decision, the President or the UMMC-CEO may request that a committee comprised of three (3) members of the Board of Directors and three (3) members of the Board of Regents be convened to meet and attempt to reach a resolution acceptable to the institutions' governing boards, using a process and procedures as shall be established by such ad hoc committee.

C. Payment Schedule for Compensation due to UMB from UMMC.

Compensation due UMB from UMMC is payable according to the following schedule:

1. Administrative Services Payment Schedule. Payments for services described in Article III (Administrative Services) are due in twenty-four equal installments payable on the fifteenth (¹5th) and thirtieth (³0th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. Each installment shall be one-twenty-fourth (1/24) of the total in **Schedule 1**. This payment schedule applies to amounts set forth in the applicable **Schedule 1**. It does not apply to any costs invoiced between the parties as provided for in Article III.

2. Faculty Services Payment Schedule. Payments by UMMC for faculty services described in Article IV.A, Article IV.B, and Article IV.C, and Schedules 2A, 2B, 2C, (Medical Faculty), Schedule 3 (Pharmacy Faculty), and Schedule 4 (Dentistry Faculty) are due in installments of one-twenty-fourth (1/24) of the total of payments stated in those Schedules. Installments are due on the fifteenth and thirtieth days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

3. UMMC-Supported Employees Payment Schedule. Payments by UMMC described in Section VI.C.1. (related to UMMC-Supported Employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

D. Payment Schedule for Compensation due to UMMC from UMB.

1. Payment for Space Use. Compensation due from UMB to UMMC for space usage will be payable in installments of one-twenty-fourth (1/24) of the total stated in *Schedule 5*. Installments are due the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year. This payment will be effectuated by UMMC reducing each installment payment due to SOM pursuant to Section IV.D.2 for SOM Faculty services in an amount equal to the amount due to UMMC for UMB's use of space in the same installment period.

2. Payment for Nursing School Faculty Services. Compensation from the School of Nursing for faculty services as agreed to in writing in accordance with Section IV.D, will be payable in a single payment due no later than June 30, 2024.

3. UMB-Supported Employee Payment Schedule. Payments by UMB described in Section VI.C.2.b (related to UMB-Supported Employees), will be made semi-monthly on the fifteenth (15th) and thirtieth (30th) days of each month (except for the second payment in February, which is due on the last day of February) in the Fiscal Year.

4. Employee Health Costs. As set forth in Section III.B.2 and *Schedule 6*, SOM will pay UMMC the amount of \$65,000 to help defray certain employee health costs associated with physician clinical privileges such as annual screenings, immunizations, or fit testing which UMMC requires of SOM Faculty.

E. State Appropriations to USM or UMB for UMMS. If any State appropriated funds are appropriated to USM or UMB for the Fiscal Year and provided by the State for transfer to UMMC, the funds will be paid to UMMC by USM or UMB in two equal installments, due July 1, 2024 and January 2, 2025.

F. Invoicing Process

1. UMB shall invoice UMMC (a) once for semi-monthly payments due to USM or UMB pursuant to this Agreement and (b) periodically, as provided in this Agreement, for other billable services and cost reimbursements, such as extra costs or fee for service costs. UMMC semi-monthly payments to UMB will be made by electronic funds transfer in accordance with instructions provided by UMB. Other payments from UMMC to UMB will be made by electronic funds transfer if feasible and if payment information is provided by UMB when required payments are invoiced. If UMMC is unable to issue payment via electronic funds transfer, payment shall be made by check to UMB as promptly as possible after the due date for the payment.

2. Payments due UMMS and/or UMMC from UMB shall be paid by the State of Maryland by check, using check mailing instructions provided by UMMS and/or UMMC, as applicable, or pursuant to the most current payment methodology as communicated by UMMS and/or UMMC, subject to State law, regulation or policy permitting use of that means of payment.

3. If the due date for any payment is a date when the payee's offices are closed, the payment shall be made on the next day that both parties' offices are open.

4. Late Fees. If any payment due UMB from UMMC pursuant to this Agreement is not transferred to or delivered to UMB within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by UMB. If any payment due to UMMC from UMB pursuant to this Agreement is not transferred to or delivered to UMMC within one week of its due date, the amount due will accrue interest at the rate of six percent (6%) per annum from the date the payment was due until the date it was received by UMMC. Charges for late payment of invoices are subject to Title 15, Subtitle 1 of the State Finance and Procurement Article of the Annotated Code of Maryland.

G. Agreement Term. The term of this Agreement is July 1, 2024 through June 30, 2025. If USM and UMMS do not enter into an Annual Contract for the following fiscal year, this Agreement shall remain in force until another annual contract is approved, which could occur after the following fiscal year has begun. Seed support payable pursuant to *Schedule 2B* shall only continue for the defined period of time as provided in Section IV.A.2.

H. Amendments to this Agreement. Proposed amendments to this Agreement, including amendments of the Exhibits and Schedules, must be stated in writing, and must be considered and recommended to the Board of Directors and the Board of Regents in the same manner that this Agreement was considered and recommended unless the two boards specify a different procedure. Approved amendments must be set forth in a writing signed by the parties.

I. Changes Without Amendment.

Without following the amendment procedures in Section X.H., the President and the UMMC-CEO, or their designees, may agree to the changes summarized below via a written and signed agreement.

1. **Changes to Administrative Services and Faculty Services.**

(a) Less than 25% Change to Service Volume. Increase or decrease the services provided to UMMS, UMMC or Midtown by UMB, provided that any such change in administrative or faculty services provided by a UMB administrative unit or School will not result in a cumulative increase or decrease of more than twenty-five percent (25%) in the total agreed cost of services provided by that UMB administrative unit or School, as shown on *Schedule 1, 2A, 2B, 2C, 3 or 4;*

(b) Increase of Costs to Reflect Increase of Salary/Benefits. Increase costs to be reimbursed to reflect any mutually agreed to increase in salaries, fringe benefit costs, and other personnel costs associated with services provided by that party to the other party;

(c) Shifting of Costs Related to Relocated/Expanded Service to Midtown. Shift between **Schedule 2A** and **Schedule 2C** if UMMC clinical services are relocated to or expanded to Midtown, or vice versa.

2. **Changes to Space Use.** Increase or decrease the space of one party used by the other party, if such change will not result in a cumulative increase or decrease of more than ten percent (10%) in the compensation paid to UMMS as shown on **Schedule 5**.

3. **Changes in SOM Faculty Compensation.** Changes described in Section IV.A.5.

4. Any actions pursuant to this Section X.I shall be effective as of the date agreed by the authorized approvers and payments thereafter shall be adjusted appropriately. With respect to changes to administrative services, the President and the UMMC-CEO may delegate authority to approve such changes to appropriate officers who report to them.

J. Access to Books and Records. Unless UMB is instructed to the contrary by UMMC, UMB shall make such of its records as are necessary to verify the nature and extent of the costs of services provided to UMMC and Midtown available to the Secretary of the United States Department of Health and Human Services, the United States Comptroller General, and their duly authorized representatives to the extent required by law for a period of four years after services were provided. Similar access to records and contracts between UMB and organizations related to UMB or under contract to UMB also shall be made available, to the extent required by law.

K. UMB Fringe Benefit Rates and Adjustments.

1. The compensation from UMMC to UMB for faculty, staff, and resident services (see **Schedules 2A, 2B, 2C, 3, and 4**) includes a charge for fringe benefits at a standard fringe benefit rate set by UMB (subject to approval of the United States Government) for use in UMB grants and contracts.

(a) For UMMC funding to support salary and fringe benefit costs of UMB faculty and staff employees with responsibilities to UMMC and/or Midtown, as described in **Schedules 2A, 2B, 2C, and 3**, Section VI.C.2., and Section X.C.3, the standard UMB fringe benefit rate for the relevant category of personnel will be used.

(b) For the Fiscal Year, the rates are **28.5%** for faculty, **39.0%** for exempt staff, and **19.1%** for residents.

(c) Fringe benefit changes during the Fiscal Year will be applied as of their effective date, and UMMC will be notified by the Dean's Office or UMB Financial Services of revised rates and adjustments to required semi-monthly payments.

2. To aid in the implementation of the standard fringe benefit rate, UMB will reduce the total annual payment required from UMMC under **Schedules 2A, 2B, and 2C** by the

sum of **\$4,778,533.00**, which has been agreed to by UMB and UMMC. This adjustment will be applied *pro rata* against the payments referred to in Section X.C.2.

(a) This adjustment will not be increased if the total of *Schedules 2A, 2B, and 2C*, or the total of any one of them, is increased by the parties' agreement.

(b) Consistent with federal requirements pertaining to use of standard fringe benefit rates, UMB will not use or apply federal funds to reduce the payment due from UMMC as described in this Section X.K.

L. Assertion of Defenses on Behalf of UMB.

1. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify, and hold harmless the State, UMB, USM, or their personnel, is intended to waive the defenses of sovereign immunity, limited immunity, or any other immunity, or to waive any other defense available to any claim or action being defended by UMMS pursuant to this Agreement. UMMS or UMMC may assert on behalf of USM or UMB all defenses that might be asserted by the Office of the Attorney General in opposition to such claims or actions. The Office of the Attorney General shall be consulted by UMMS regarding use of immunity defense.

2. No provision of this Agreement requiring UMMS or UMMC to defend, indemnify and hold harmless the State, UMB, USM, or their personnel is intended to limit, waive, or release UMMS's or UMMC's right or ability to sue or otherwise pursue any claim, lawsuit, loss, damage, or liability against any State, UMB or USM personnel resulting from such personnel's criminal conduct, gross negligence or malice outside the scope of public duties, including, but not limited to, embezzlement or other improper or illegal diversion of funds. UMMS or UMMC will advise the President, UMB, and the Office of the Attorney General before initiating any such action.

M. Regulatory Compliance.

UMMC and UMB are not a single affiliated covered entity for purposes of the Health Insurance Portability and Accountability Act of 1976 ("**HIPAA**" - Public Law Number 104-191). Further, as a general matter, each party shall comply with all applicable federal, state, and local laws in performing their respective obligations thereunder, including but not limited to the federal and state laws addressing anti-kickback, self-referral, fraud, waste, and whistleblower protections for those reporting violations of such laws.

[END OF ARTICLE X]

ARTICLE XI. SUBSIDIARIES

UMB approves the establishment of non-profit or for-profit subsidiaries or entities related to UMMS subject to the conditions set forth in this Article XI. “**Subsidiary**” as used in this Article XI refers to a subsidiary or related entity, as defined in Section A of this Article XI.

A. Definitions

1. “**Subsidiary**” means a stock corporation if a majority of any class of its voting stock is owned by UMMS, another subsidiary, or a related entity.

2. “**Related entity**” means any non-stock entity if the corporation owns a controlling interest in the entity or controls election or appointment of a majority of the entity’s governing board.

B. Conditions Applicable to All Subsidiaries

1. The Board of Directors of UMMS may establish or acquire subsidiaries. Unless otherwise specifically provided by action of the Board of Regents, State law, or other provisions of this Agreement, the following conditions shall be observed with respect to each subsidiary.

2. No land or buildings transferred at any time to UMMS by the State or UMB shall be transferred to a subsidiary without prior approval of the Board of Regents.

3. If the President concludes at any time that the purpose of any subsidiary includes an activity affecting the educational or research activities of any professional school at the UMB, with input from the UMMC-CEO, the President may name one of the members of the board of directors of the subsidiary.

4. UMMS will require the subsidiary to indemnify any director named by the President to the fullest extent permitted by Maryland law and shall maintain commercial directors’ and officers’ liability insurance or other adequate insurance to protect the director from financial risk or loss. The director named by the President shall in no event be protected less fully than any other director of the subsidiary.

5. UMMS shall defend, indemnify, and hold harmless UMB, the Board of Regents, and the officers and employees of UMB with respect to any claims, demands, actions or suits asserted against UMB relating to activities of a subsidiary. In the course of providing defense hereunder, UMMS may raise defenses of sovereign immunity and other immunities available to UMB to the extent provided by Maryland law and will consult with the Attorney General’s Office as appropriate. It is the intention of the parties that no defense available to UMB, the Board of Regents or officers or employees of UMB shall be waived or limited as a result of UMMS’s

agreement to defend and indemnify UMB, the Board of Regents, and officers and employees of UMB.

6. Annually, in connection with preparation of the Annual Contract, UMMS shall report to UMB the names and functions of all extant subsidiaries. If the Board of Regents determines that the Annual Contract should not grant continued approval for the operation of any subsidiary, UMMS will terminate the subsidiary status of the entity in question. A term of one year shall be allowed for this action.

C. Existing Subsidiaries and Special Provisions

1. The subsidiaries of UMMS as of June 30, 2024 are listed in *Schedule 7*.

2. The Dean-M is required to be an *ex officio* voting member of the board of directors of the James Lawrence Kernan Hospital, Inc. (d/b/a University of Maryland Rehabilitation & Orthopaedic Institute) (“UMROI”), and Section XI.B.2 is not applicable to that hospital.

3. Midtown, which is a subsidiary, is subject to the provisions concerning it that are included in this Agreement.

4. USM and UMB previously approved the establishment of the UMMC LLC as a subsidiary of UMMS, as provided by State law, provided that the President and the Dean-M are non-voting members of the UMMC LLC board.

[END OF ARTICLE XI]

ARTICLE XII. OTHER AGREEMENTS

A. This Agreement, as mandated by Section 13-306 of the Education Article, must include all financial obligations between the parties. From time to time, the parties may enter into other arrangements and in doing so shall document such in a written document signed by their respective. authorized representatives. Via this Article XII, those arrangements are incorporated by reference in accordance with the intent of the Medical System Law.

B. UMMS, the UMMC LLC and UMB have entered into a Mission Support Agreement (“MSA”) which will be effective during the Fiscal Year. The MSA is attached as *Schedule 8* to this Agreement. *Schedule 8* states an agreed lump sum payment to the School of Medicine due in October of the Fiscal Year, pursuant to the terms of the MSA.

[END OF ARTICLE XII]

IN WITNESS WHEREOF, the parties, by their authorized officers, execute this Agreement.

UNIVERSITY SYSTEM OF MARYLAND
by University of Maryland, Baltimore

By: _____
Bruce E. Jarrell, MD, FACS
President

Date

**UNIVERSITY OF MARYLAND
MEDICAL SYSTEM CORPORATION**

By: _____
Mohan Suntha, MD, MBA
President and Chief Executive Officer

Date

**UNIVERSITY OF MARYLAND
MEDICAL CENTER, LLC**

By: _____
Bert W. O'Malley, MD
President and Chief Executive Officer

Date

SCHEDULE 1 - FY 2025
PAYMENT TO UMB FOR ADMINISTRATIVE SERVICES

Administrative Services
(Exhibit B)

Facilities Management (Operations and Maintenance)	\$ 20,999
UMBPD	\$1,511,177
Subtotal	<u>\$1,532,176</u>

Environmental Health and Safety <i>(Exhibit C)</i>	\$ 759,974
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TOTAL	<u>\$ 2,292,150</u>
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SCHEDULE 2A - FY 2025		
SCHOOL OF MEDICINE FACULTY SERVICES		
BASE PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER		
	Department	Base Amount
	Anesthesiology	\$ 14,876,459
	Critical Care	2,660,485
	Dermatology	200,928
	Diagnostic Radiology	6,316,550
	Emergency Room	4,542,031
	Family Medicine	460,580
	Infection Control / Epidemiology	347,877
	Medicine	6,886,079
	Neurology	1,501,443
	Neurosurgery	1,622,395
	OB/Gyn	5,923,585
	Oncology	2,342,171
	Ophthalmology	457,629
	Orthopaedics	2,812,792
	Otorhinolaryngology	1,160,675
	Pathology	3,284,696
	Pediatrics	7,562,494
	Psychiatry	6,526,392
	Radiation Oncology	2,312,431
	Shock Trauma	10,652,560
	Surgery	8,693,453
	Total Salary	91,143,706
	Fringe Benefits Estimated at 28.50%	25,975,956
	Total Salary plus Fringes	\$117,119,662

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2024. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

SCHEDULE 2B - FY 2025
SCHOOL OF MEDICINE FACULTY SERVICES
SEED PAYMENTS FROM UNIVERSITY OF MD MEDICAL CENTER

Department	FY2025	FY2026	FY2027	FY2028	FY2029
Anesthesiology	\$ -	\$ -	\$ -	\$ -	\$ -
Critical Care	963,339	915,172	869,413	825,943	784,646
Dermatology	42,608	40,478	38,454	36,531	34,704
Diagnostic Radiology	-	-	-	-	-
Emergency Room	-	-	-	-	-
Family Medicine	-	-	-	-	-
Infection Control / Epidemiology	-	-	-	-	-
Medicine	11,617,711	11,036,825	10,484,984	9,960,735	9,462,698
Neurology	891,335	846,768	804,430	764,208	725,998
Neurosurgery	3,619,214	3,438,253	3,266,341	3,103,024	2,947,872
Ob/Gyn	779,917	740,921	703,875	668,681	635,247
Oncology	479,536	455,559	432,781	411,142	390,585
Ophthalmology	-	-	-	-	-
Orthopaedics	1,890,835	1,796,293	1,706,479	1,621,155	1,540,097
Otorhinolaryngology	996,399	946,579	899,250	854,288	811,573
Pathology	-	-	-	-	-
Pediatrics	3,294,630	3,129,899	2,973,404	2,824,733	2,683,497
Psychiatry	-	-	-	-	-
Radiation Oncology	-	-	-	-	-
Shock Trauma	-	-	-	-	-
Surgery	6,463,907	6,140,712	5,833,676	5,541,992	5,264,893
Total Salary	\$ 31,039,431	\$ 29,487,459	\$ 28,013,086	\$ 26,612,432	\$ 25,281,811
Fringe Benefits Estimated at 28.50%	8,846,238	8,403,926	7,983,730	7,584,543	7,205,316
Subtotal Salary plus Fringes	\$ 39,885,669	\$ 37,891,385	\$ 35,996,816	\$ 34,196,975	\$ 32,487,127
Total Salary plus Fringe- After Seed Reduction	\$ 39,885,669	\$ 37,891,385	\$ 35,996,816	\$ 34,196,975	\$ 32,487,127

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2024. Projected cost also includes a \$2.0 million PSC reduction to be directly reallocated by the Medical School/UMMC to the Strategic Initiative Prioritization Committee (SIPC) for joint-decision utilization with FPI. The projected cost amounts will be amended during the year based on the recruitment of new budgeted and approved positions occur as provided for in the annual contract.

SCHEDULE 2C - FY 2025
SCHOOL OF MEDICINE FACULTY SERVICES
BASE PAYMENTS FROM UNIVERSITY OF MD, MIDTOWN

Department	PSC: Total Base Support
Anesthesiology	\$ 1,567,263
Critical Care	680,189
Dermatology	-
Diagnostic Radiology	915,128
Emergency Room	3,471,897
Family Medicine	-
Infection Control / Epidemiology	43,384
Medicine	10,585,502
Neurology	449,774
Neurosurgery	-
OB/Gyn	375,000
Oncology	-
Ophthalmology	1,406,830
Orthopaedics	1,108,143
Otorhinolaryngology	259,446
Pathology	309,718
Pediatrics	22,458
Psychiatry	2,588,230
Radiation Oncology	-
Shock Trauma	-
Surgery	459,377
Total Salary	24,242,340
Fringe Benefits Estimated at 28.50%	6,909,067
Total Salary plus Fringes	\$ 31,151,407

Projected cost excludes new budgeted positions not yet recruited/filled as of May 2024. The projected cost amount will be amended during the year as the recruitment of new budgeted positions occur as provided for in the annual contract.

SCHEDULE 3 - FY 2025
PAYMENTS FROM UMMC TO SCHOOL OF PHARMACY

	Payment
Faculty	\$ 364,079
Staff	\$ 598,357
Residents	\$ 107,100
Fringe Benefits @ 28.5% (faculty), 39.0% (staff), 19.1% (residents)	\$ 357,578
Subtotal	\$ 1,427,114
Operative Expense- General Operating Residents	\$ 3,000
TOTAL	\$ 1,430,114

*Residency compliment in FY2025 will be lower due to match; FY26 will reinstate full compliment

SCHEDULE 4 - FY 2025
DENTAL SCHOOL FACULTY SERVICES PAYMENTS FROM UMMC

	Payment
Dental School - UMMS	\$ 537,135
Fringe Benefits @ 28.5%	\$ 153,083
SUBTOTAL- Faculty	\$ 690,218
Administrative Staff- Dental School	\$ 56,980
Fringe Benefits @ 39.1%	\$ 22,279
SUBTOTAL- Administrative Support	\$ 79,259
TOTAL	\$ 769,477

SCHEDULE 5 - FY 2025
COMPENSATION FOR SPACE USAGE
WITHIN OTHER PARTY'S FACILITIES

Owed by UMB to UMMC	\$1,806,420
Owed by UMMC to UMB	<u>- \$64,230</u>
Net Owed by UMB to UMMC	\$1,742,190

SCHEDULE 6 - FY 2025
COMPENSATION FOR EMPLOYEE HEALTH SERVICES

Owed to UMMC by UMB: \$ 65,000

SCHEDULE 7 - FY 2025

UNIVERSITY OF MARYLAND MEDICAL SYSTEM CORPORATION SUBSIDIARIES

1. 36 S. Paca Street, LLC
2. CMROC, LLC
3. Dimensions Assurance Limited
4. Dimensions Health Corporation
5. James Lawrence Kernan Hospital, Inc.
6. MD Medicine Comprehensive Ins. Program
7. Mt Washington Pediatric Hospital, Inc.
8. Terrapin Insurance Company
9. UM Capital Region Health, Inc.
10. UMMC I, LLC
11. UMRMC I, Inc.
12. UMRMC, LLC
13. UMSJ Health System, LLC
14. University of Maryland Baltimore Washington Medical System, Inc.
15. University of Maryland Care Transformation Organization, LLC
16. University of Maryland Charles Regional Health, Inc.
17. University of Maryland Ecare, LLC
18. University of Maryland Health Ventures, LLC
19. University of Maryland Medical Center, LLC
20. University of Maryland Midtown Health, Inc.
21. University of Maryland Quality Care Network, LLC
22. University of Maryland Shore Regional Health, Inc.
23. University of Maryland Upper Chesapeake Health System, Inc.
24. UniversityCare, LLC
25. UMMS Ambulatory Care, LLC
26. University of Maryland Medical Regional Supplier Services, LLC
27. University of Maryland Medical System Foundation, Inc.

SCHEDULE 8 - FY 2025
MISSION SUPPORT AGREEMENT

TARGET AREAS FOR MISSION SUPPORT PAYMENT TO BE SPENT IN FY 2025*

Target Area	Projected Funds Required	Specific Use of Funds
Cancer Center	\$5.5 million	UMMC's full MSA funding commitment in support of the recruitment of UMMC Cancer Center Executive Director Dr. Taofeek Owonikoko and related Cancer Center investments.
Orthopedics	\$2.0 million	UMMC's funding of the recruitment of Dr. Frank Henn to serve as Chief of Orthopedics and the Chair of the SOM Orthopedics Department to support the recruitment of five clinician/basic science investigators and to support clinical research generally. Additional funding to be requested in future years.
Ophthalmology	\$2.0 million	UMMC's full funding commitment for the recruitment of Dr. Lisa Schocket as Chief of Ophthalmology and Chair of the SOM Department of Ophthalmology to support research/equipment for ocular biomarkers; congenital glaucoma research; investigative equipment supporting retina and corneal imaging.
Institute for Clinical Translational Research (ICTR)	\$510,000.00	UMMC's support for new seven (7) year grant issued as part of NIH Clinical Translational Science Award. Additional funding to be requested in future years.

EXHIBIT A - FY 2025

UMMS PRE-CLINICAL EDUCATION REQUIREMENTS

(applicable to UMMC, UMROI, and Midtown (collectively, "Affiliated Sites"))

I. Education

- a. Universal Blood/Body Fluid Precautions & Infection Control (OSHA)
- b. Prevention of Hepatitis B Virus Infection (OSHA)
- c. Handling of Contaminated Needles and other Sharps (OSHA)
- d. Management of Blood Spills (OSHA)
- e. Procedures of Reporting and Management of Occupational Exposure to Blood/Body Fluids/Tissue (OSHA)
- f. Fire Safety (OSHA)
- g. Hazardous Materials (OSHA)
- h. Health Insurance Portability and Accountability Act (HIPAA)

II. Health Insurance

Students must have health insurance satisfying UMB requirements. The health care sites will provide first aid for minor illnesses or injuries, at expense of students, or students may seek first aid from the UMB Student Health office.

III. Immunizations/Evidence of Immunity/Other Health Information

- a. Measles/Mumps/Rubella
- b. HBV vaccination series and antibody titer result, if not immune also require certificate of declination
- c. Varicella
- d. Negative PPD or TB blood test for Tuberculosis, or other medical evidence acceptable to the health care site if PPD is not negative
- e. COVID-19 Primary Series (and boosters if available)

IV. Documentation

UMB shall maintain documentation that students assigned to Affiliated Sites have satisfied the above requirements and provide a copy of the documentation to the Affiliated Site upon request.

EXHIBIT B - FY 2025
SERVICES PROVIDED BY UMB TO UMMC

I. FACILITIES MANAGEMENT (OPERATIONS AND MAINTENANCE):

- a. Trash pickup along the south side of Baltimore Street from Arch Street to Greene Street. This includes sweeping and picking up litter. Emptying trash cans is not included.
- b. Using plows or snow blowers, but not by hand shoveling, to open the following areas to vehicular traffic:
 - 1. Ambulance bays along the east side of Penn Street between Lombard and Redwood Streets; and
 - 2. Loading dock facilities at the rear of UMMC adjoining Arch and Redwood Streets south of Baltimore Street.
- c. In the case of extraordinary snow events (generally six inches and above) UMB will bring in outside snow removal contractors and/or call in UMB staff on overtime.
- d. Also, in the case of an extraordinary event, UMB, subject to availability of personnel and equipment of UMB and/or its contractors, will assist UMMC upon its request in opening and maintaining sidewalks adjoining UMMC.
- e. UMMC will reimburse UMB, per event, for an appropriate share of the cost of contractors and/or overtime if UMMC requires services of such contractors and/or additional staffing. UMMC and UMB will determine a cost sharing formula based on the size of the cleared ambulance bays, dock areas, roadways and walks adjacent to UMMC as compared to the size of the total cleared area at UMB.
- f. UMMC acknowledges that UMB will not issue purchase orders for maintenance or other tasks in UMMC, Midtown, or any space that is not owned or controlled by UMB.
- g. UMMC acknowledges that UMB will not have any obligation to provide space or services for first responders or other people when a first responder is admitted as a patient in the Shock Trauma Center.

II. MAIL SERVICES:

UMB will perform delivery and pick up of mail to and from the UMMC central mailroom.

III. UMB PUBLIC SAFETY SERVICES:

A. Police Services.

1. UMB will provide supplemental UMB Police Department services for UMMC, supporting the UMMC Security Operations. The UMB Chief of Police or designee and the UMMC Chief Operating Officer, or designee, will agree upon protocols for (a) notice to UMMC of security/safety incidents that may impact or concern UMMC; (b) police services being provided in a manner compliant with regulatory requirements applicable to UMMC, including The Joint Commission's standards; and (c) compliance with requirements of the federal Clery Act applicable to UMB that include emergency reporting rules, criminal activity data reporting, and annual reporting for an area including UMB, UMMC Complex and some adjacent properties that are owned or leased by UMMC or UMMS or other UMB, UMMS and UMMC affiliates.

2. UMB shall provide one uniformed police officer, 24 hours a day, 7 days per week, integrated into the campus patrol, and one uniformed police officer, 24 hours a day, 7 days per week, posted at the UMMC Emergency Department ("**Emergency Department Officer**").

3. The duties and responsibilities of the police officer integrated into the campus patrol will include but will not be limited to serving to protect the safety and security of UMMC staff, patients and visitors, in part by patrolling the sidewalks bordering University Plaza and the sidewalks along commercial corridors east of the campus (e.g., 400 block of West Baltimore Street) and UMB campus walkways and UMB parking garages used by UMMC staff, patients, and visitors. Upon reopening of Lexington Market, patrols will include Paca Street, between UMMC and Lexington Market.

a. "**UMB Campus**" means all UMB-owned buildings, garages, parks, and other grounds on the east side of Martin Luther King Jr. Blvd. between Washington Blvd. and Saratoga Streets.

b. "**UMMC Complex**" means UMMC buildings (to include the R Adams Cowley Shock Trauma Center), UMMS owned or controlled parking lots and garages, the Paca/Pratt Building, and any other buildings on the UMB Campus owned, leased, or managed by UMMC or UMMS.

4. With respect to the Emergency Department Officer's obligations in the UMMC Emergency Department, the UMMC Emergency Department includes the waiting areas and treatment areas of the Adult Emergency Department (AED) and the Pediatric Emergency Department (PED). The Emergency Department Officer will be assigned to a stationary fixed post in the UMMC Emergency Department. The Emergency Department Officer will be assisted on an as-needed basis, as the Emergency Department Officer or the supervisor of that officer determines necessary, by the uniformed police officer integrated into the campus patrol.

5. The duties of the Emergency Department Officer will include but are not limited to:

a. Promptly responding to all calls from UMMC for assistance in or around the immediate area of the Emergency Department, including the immediate exterior of the

Emergency Department building as necessary, to mitigate or deescalate the situation requiring the officer's involvement.

b. Maintaining order in the Emergency Department and assisting and backing up UMMC Security on incidents which occur in or around the immediate area of the Emergency Department.

c. Attending weekly and/or monthly meetings with UMMC Security to discuss issues and trends and to share intelligence and statistics. Attendance is not required on days and times the officer is off duty.

d. Assisting staff of the Emergency Department to file statements of charges with law enforcement if the staff are victims of threats, acts of violence, etc.

e. Enforcing all applicable laws through exercise of lawful police authority, including the authority to make arrests when appropriate.

f. Performing all police related duties, or other duties specified by the Police supervisor, and acting at all times in the best interests of the University and UMMC.

g. Upon request of UMMC Security, providing assistance when problems arise in controlling the ingress and egress of UMMC personnel at the Emergency Department and Shock Trauma entrances of UMMC.

h. Directing visitors to Emergency Department registration clerks. Assisting UMMC staff upon request in the event of issues or problems related to visitors.

i. Providing assistance to UMMC medical and psychiatric personnel in handling patients when so requested. Assisting UMMC Security to render weapons safe prior to UMMC Security handing the weapons over to the Baltimore City Police Department.

j. Remaining in the Emergency Department and surrounding areas, except in the event of responding to a Police Department supervisor's order to assist UMMC security and/or the Baltimore City Police in responding to an incident of the following nature: special incidents such as bomb threats, fires, combative or psychotic patients, and suicide attempts. The Baltimore City Police are expected to be the primary responding law enforcement unit for most special incidents. The UMB Police Department and the Baltimore City Police will coordinate responses in accordance with any protocols developed by the Baltimore City Police, UMB Police Department, and UMMC security.

k. Advising the UMMC Security Shift Supervisor promptly of any incidents that occur within the Emergency Department that could potentially negatively impact UMMC.

6. UMMC shall provide space in the Emergency Department where the Emergency Department Officer can observe the entire waiting area for the AED. UMMC will equip such space with TV surveillance equipment for purposes of monitoring the Emergency Department By-Pass Corridor from the Security Desk.

7. The cost of salary and fringe benefits for both uniformed police officers assigned as discussed in this **Exhibit B** are included in **Schedule 1** to the Annual Contract and will be billed and paid as provided in the Annual Contract.

8. UMB will bill, and UMMC will pay, the costs of any equipment that must be purchased for the police officers assigned in the Emergency Department (such as uniform clothing and equipment, radio, and ballistic vest).

9. Any Personal Protective Equipment (including but not limited to N-95 masks) required to be used by the police officers posted to the Emergency Department will be provided by UMMC, and fit tests for provided masks will be the responsibility and expense of UMMC. Any additional Personal Protective Equipment required by UMB for the officers will be purchased by UMB and billed to UMMC. Personal Protective Equipment provided by UMMC to police officers will be consistent with equipment provided for UMMC personnel in the Emergency Department who are not routinely involved in patient care.

10. Annual equipment costs for each new Emergency Department police officer are estimated to be less than \$4,000. Personal Protective Equipment costs incurred by UMMC for the safety of the police officers cannot be estimated.

B. Baltimore City Police Involvement.

UMMC will seek the emergency or non-emergency services of the Baltimore City Police Department (“**BCPD**”) in the event UMMC determines Baltimore City police services are needed inside UMMC or UMMS buildings, or on UMMC or UMMS property, to back up the UMB police officer in the Emergency Department, or otherwise. The UMB Police will respond upon the request of the BCPD in emergency situations.

C. Incident and Crime Reporting.

1. The UMB Chief of Police or designee will advise the UMMC Director of Security of any incidents that occur on the UMB campus, of which the UMB Police Department is aware, that could negatively impact UMMC, its patients, staff, and visitors.

2. The UMMC Director of Security will coordinate the sharing of information to the UMB Chief of Police or designee about crimes that may pose a serious threat to the health or safety of the campus and near-campus communities to facilitate the issuance of Clery Act-required timely warnings and emergency notifications.

3. The Parties acknowledge that UMB need not obtain the approval to issue any warnings/notifications, nor is UMB required to seek preclearance of the content of any warning/notification. However, the Parties will create a system to inform each other about such warnings.

D. Records.

1. The UMB Police Department shall maintain records and issue reports to the UMMC Director of Security to include documentation of any:

- a. Overtime paid to police officers involved in UMMC related arrests;
- b. Court time for court appearances by police officers involved in UMMC related arrests; and
- c. Copies of police reports concerning UMMC related arrests.

2. The UMB Police Department shall also maintain records of services provided to the UMMC Complex upon request of the BCPD in response to emergency or non-emergency calls. A copy of the records shall be provided to UMMC on a quarterly basis. The records shall include:

- a. Number of calls to BCPD for support for emergency service, and number of calls for support for non-emergency service
- b. Nature of calls
- c. Number of arrests
- d. Number of persons arrested by sex and age
- e. Number of noncriminal calls
- f. Nature of assistance given
- g. Location of reported incidents
- h. Unit response time
- i. Amount of time spent handling calls for service

E. Payment.

1. Payment by UMMC for UMB Police Department services shall be in the amount, and payable upon the schedule, provided in the Annual Contract between UMB and UMMS. The payment compensates UMB for the services of two police officers, 24 hours per day, 7 days per week, and associated supervisory and administrative costs. This payment will cover the cost of salaries and fringe benefits of the officers required to staff two positions on a 24/7 basis.

2. On a fee for service basis, total cost not to exceed \$5,000 per year without the prior authorization of the UMMC Director of Security, the UMB Police Department will charge UMMC for services described in Section D.1 and D.2 above.

a. Bills for court time will be supported by documentation of the case, the subpoena issued to any UMB police officer whose court time is being charged, and a court clerk sign off evidencing the officer's attendance in response to a subpoena.

b. Court time or overtime will be billed at UMB's cost, taking into account shift differentials as applicable.

c. The UMB Police Department will supply the UMMC Director of Security with detailed support documentation for any fee for service activity.

F. Civil Action Representation.

Unless otherwise provided by any section of the Annual Contract or the laws of Maryland applicable to UMMC or UMMS:

1. The Attorney General of Maryland, or a member of the Attorney General's office, or counsel designated by the Attorney General, shall appear in a civil action against a UMB police officer or UMB security officer to represent the officer, subject to the determination of the Attorney General that the officer is eligible for State representation as provided in the State Government Article, Sections 12-304 to 12-310; and

2. The State of Maryland shall provide adequate funds for the satisfaction of any monetary award that has been rendered against a UMB police officer or UMB security officer in connection with a claim related to the officer's duties, subject to the requirements of the State Government Article, Sections 12-401 to 12-406.

EXHIBIT C – FY 2025
ENVIRONMENTAL HEALTH AND SAFETY SERVICES

Pursuant to the terms of the Annual Contract, UMB’s Office of Environmental Health and Safety (“**EHS**”) provides services to UMMC in two major program areas:

(1) Radiation Safety Services, which are provided under UMB’s Broad Scope License (#07-014-01-MD) (the “**UMB Broad Scope License**”); and

(2) hazardous chemical waste management program support.

Such services include the following:

1. **Radiation Safety Officer (“RSO”).**
 - a. UMB shall provide UMMC with the services of a qualified RSO, as designated on the UMB Broad Scope License and approved by the Maryland Department of the Environment (“**MDE**”).
 - b. The RSO is responsible for the implementation, monitoring, and maintenance of the radiation safety program at UMMC.

2. **UMB Broad Scope License.**
 - a. UMMC acknowledges that the UMB Broad Scope License was issued to UMB, and that UMB is providing Radiation Safety Services to UMMC pursuant to the UMB Broad Scope License.
 - b. Regulatory and operational compliance with the MDE’s UMB Broad Scope License requirements are the joint responsibility of both UMB and UMMC.
 - c. As part of this responsibility, UMB shall without limitation:
 - i. Coordinate and participate in the biannual MDE radioactive materials inspection at UMMC;
 - ii. Conduct all other required radiation safety program inspections;
 - iii. Perform an annual audit of the radiation safety program at UMMC;
 - iv. Provide support for Centers for Medicare and Medicaid Services (“**CMS**”) and Joint Commission inspections as needed;
 - v. Coordinate license amendments for new procedures; and
 - vi. Maintain:
 - (1) Authorized User status for Residents and Fellows;
 - (2) Authorized Medical Physicist status for Medical Physicists; and
 - (3) Authorized Nuclear Pharmacists status for Nuclear Pharmacists.

- d. As part of this responsibility, UMMC shall without limitation:
 - i. Ensure that applicable radiation safety requirements are followed to ensure patient safety and be responsible for patient safety; and
 - ii. Deliver radiation safety communications to hospital staff. As appropriate, communications will be signed by appropriate UMMC leadership.

3. **Radiation Safety Committee.**

- a. UMB shall oversee and administer a Radiation Safety Committee (“**RSC**”) that oversees and is responsible for the radiation safety services provided to UMMC. The RSC shall include physicians, UMMC administration representatives, ancillary personnel, and members of each Authorized User group specified above.
- b. As part of this obligation, UMB shall, without limitation:
 - i. Facilitate quarterly committee meetings, including the RSC and Human Use Subcommittee (“**HUSC**”)
 - ii. Support Radioactive Drug Research Committee (“**RDRC**”) meetings;
 - iii. Develop, coordinate, distribute, and edit meeting minutes along with applicable follow-up;
 - iv. Develop and distribute quarterly and annual reports;
 - v. Conduct procedure and policy reviews and generate a report of their findings and recommendations; and
 - vi. Provide necessary radiation safety compliance and safety support.

4. **Radiation Exposure Monitoring.**

UMB Responsibilities. UMB shall maintain a Radiation Exposure Monitoring Program for personnel who work under the UMB Broad Scope License at UMMC, or who otherwise work with radiation producing machines. As part of this obligation, UMB shall without limitation:

- a. Distribute, collect, and process dosimeters assigned to approved persons working at UMMC or approved locations within UMMC in accordance with the regulatory requirements outlined in COMAR 26.12.01.01, Sections D.201, D.202, D. 208, D.502 and D.1107.
 - i. UMB will invoice UMMC, on a quarterly basis, for the necessary costs associated with dosimeters and their analysis by a National Voluntary Laboratory Accreditation Program (“**NVLAP**”) accredited vendor.
 - ii. UMMC shall not be responsible for the costs of dosimeters worn by non-UMMC employees within locations outside of UMMC, such as faculty practice plan locations.
- b. Review exposure reports of employees. For employees who exceed exposure thresholds as set by the RSC, and as indicated by those reviews in accordance with

mutually agreed to protocols or policies, investigate any circumstances surrounding the unusual or overexposure of dosimeters and complete a report within a reasonable period, unless a shorter time is required by law.

- c. Provide exposure summaries to other institutions upon receipt of an approved release form (in accordance with COMAR 26.12.01.01 Section D.205) for former UMMC Personnel that were previously enrolled in the dosimetry program.
- d. Request and review prior employment exposure history for new UMMC Personnel enrolled in the UMB exposure control program, in accordance with COMAR 26.12.01.01 Section D.205.
- e. Evaluate potential exposure for declared pregnant workers by reviewing their exposure history. Based on the result of this review, communicate with the employee, the employee's supervisor, and UMMC management about recommendations for possible changes to assigned duties.
- f. When determined to be necessary, use various bioassay methods to determine internal deposition of radioactive materials and resultant dose from absorption, ingestion, injection, or inhalation as a result of spills, accidental releases, or through certain therapeutic administrations of radioactive materials.
- g. Provide monitoring in areas that have the potential to reach or exceed dose limitations as outlined in COMAR 26.12.01.01 Section D.301.
- h. Track individual, group, and overall exposure trends as determined to be necessary by UMB EHS.
- i. Administer the As-Low-As-Reasonably-Achievable ("ALARA") exposure reduction program as required by COMAR 26.12.01.01 Part D.
- j. Provide monthly updates to UMMC on the number of ALARA events that have occurred.
- k. Conduct annual ALARA program reviews; ensure that the program is properly implemented in accordance with the Radiation Safety Manual and other agreed upon policies and procedures; and generate a report of its findings and recommendations.

UMMC Responsibilities. UMMC shall be responsible to do the following, in collaboration with and with the support of the UMB EHS Radiation Safety team:

- a. Provide the required information technology and physical infrastructure necessary to implement the radiation safety program to include, but not limited to Wireless Access Points throughout the hospital complex.
- b. Appoint UMMC staff members as dosimetry coordinators who shall:
 - i. Distribute monthly or quarterly dosimetry badges to radiation workers within UMMC in a timely manner.

- ii. Ensure all previously distributed monthly and quarterly dosimetry badges are collected from radiation workers and are prepared for retrieval by UMB EHS Radiation Safety Team.
- iii. Ensure all new radiation workers complete the Worker Registration Form prior to working with radiation producing machines or radioactive materials, and ensure that a copy of the form is provided to the UMB EHS Radiation Safety Team.
- iv. Promptly inform the UMB EHS Radiation Safety Team of radiation worker termination if worker no longer requires dosimetry monitoring.
- v. Promptly inform the UMB EHS Radiation Safety Team in the event of a radiation worker's lost or damaged dosimetry badge.
- vi. Ensure pregnant radiation workers either:
 - (1) Complete the Pregnant Worker Declaration form, and ensure that the form is promptly provided to the UMB EHS Radiation Safety Team, or
 - (2) Ensure the radiation worker promptly contacts the UMB EHS Radiation Safety Team for guidance.
- vii. Fulfill the role as liaison between radiation worker and the UMB EHS Radiation Safety Team.
- viii. Assist the UMB EHS Radiation Safety Team with non-returned badge compliance.
- ix. Assist the UMB EHS Radiation Safety Team with read compliance for the "Instadose" badges.
- x. Assist the UMB EHS Radiation Safety Team with worker response and compliance for ALARA notifications/investigations.

5. Radioactive Materials Receipt and Inventory Control.

UMB shall maintain a Radioactive Materials Receipt and Inventory Control program covered under the UMB Broad Scope License in accordance with the license conditions and COMAR 26.12.01.01 Part A.4(c).

6. Shipping of Radioactive Materials.

UMB shall provide packaging and transportation preparation assistance for off-site shipments in accordance with state and federal regulations for radioactive materials that were obtained under the UMB Broad Scope License.

7. Therapeutic Procedures.

- a. UMB shall provide health physics radiation safety services for therapeutic procedures performed at UMMC using radioactive materials. Services include facility preparation, procedure monitoring, post-treatment contamination evaluation, site decontamination, and disposal of contaminated materials.

- b. UMB is responsible for facility preparation and site decontamination within UMMC facilities. This applies to the following therapeutic procedures:
 - i. *Iodine – 131 Ablation procedures.* The support described above will be provided for up to 5 procedures in the contract period. Support for procedures in excess of 5 will be billed to UMMC at the rate of **\$1,000 per procedure.**
 - ii. *Yttrium - 90 Sirsphere and Therasphere procedures.* The support described above will be provided for up to 60 procedures in the contract period. Support for procedures in excess of 60 will be billed to UMMC at the rate of **\$350 per procedure.**
 - iii. *Gliasite procedures.* The support described above will be provided for up to 2 procedures in the contract period. Support for procedures in excess of 2 will be billed to UMMC at the rate of **\$350 per procedure.**
 - iv. *Lu-177 Prostate Cancer Treatment.* The support described above will be provided and billed to UMMC at the rate of **\$750 per procedure.**
- c. For support of radioactive materials procedures not named above, support will be billed to UMMC at the rate of **\$65 per hour** for technical staff and **\$100 hour** for the Radiation Safety Officer. UMB shall provide a description of the RSO and/or technician's time spent during the invoiced period in a level of detail reasonably requested by UMMC.

8. **Inspections and Compliance.**

- a. *UMB Responsibilities.* UMB shall administer an inspection and compliance program. UMB will provide recommendations, guidance, and oversight for the implementation of actions required to control radiation exposure to UMMC personnel that work in areas where radioactive materials are used under the UMB Broad Scope License. As part of that task, UMB shall:
 - i. Conduct all radiation safety program inspections.
 - ii. Conduct periodic audits of areas where radioactive materials are used under the UMB Broad Scope License to determine compliance with applicable license conditions and State regulations.
 - iii. UMB shall conduct radiological inventories, and contamination (i.e., leak tests) surveys for sealed radioactive sources used under the UMB Broad Scope License in accordance with COMAR 26.12.01.01 Part C. 37, C.43 (g) and D.40.
 - iv. Ensure notification of UMMC of potential violations and suggestions for corrective actions to be taken.
- b. *UMMC Responsibilities.* As a partner in ensuring compliance, UMMC shall be responsible to do the following:
 - i. Identify which of its employees are authorized to work with radioactive material and provide a roster of employees quarterly to UMB.
 - ii. Ensure all UMMC Personnel and UMB employees operating within UMMC facilities:

- (1) Are informed of all possible radiation hazards; and
- (2) Adhere to all radiation safety policies and procedures.
- i. Either independently or with UMB, administer corrective, remedial, or disciplinary action for UMMC Personnel or contractors found not in compliance with radiation safety policies, procedures, or protocols to include, but not limited to:
 - (1) Restricting access to radioactive materials;
 - (2) Requiring attendance at remedial training; or
 - (3) Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

9. **Training.**

- a. UMB shall provide training in various applicable topics to personnel using radioactive material obtained under the UMB Broad Scope License as required by license conditions and COMAR 26.12.01.01 Part J.12 and G.310 and G.410. UMB shall also provide training in various applicable topics to personnel operating (or working in close proximity to) radiation producing machines under UMB registration(s).
- b. In the creation of such training UMB agrees to collaborate with UMMC for the purpose of ensuring the training material is crafted in an easily understandable format by UMMC staff.
- c. Trainings will include:
 - i. Fluoroscopy Training (initial and annual refresher) – monthly live (instructor-led) trainings provided virtually or at a UMMC provided location scheduled at times to reflect UMMC staff availability (ex. alternating between 7:00 am and 4:00 pm start times); twelve (12) sessions will be included, with additional requested training available at **\$150 per session**;
 - ii. 13th Floor I-131 Training (annual) – in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Four (4) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - iii. Radiation Safety Awareness Training for Pathology Staff – on-demand virtual training;
 - iv. 4th Floor Nursing Staff Awareness Training – on-demand virtual training;
 - v. Nuclear Medicine Radiation Safety Training (annual) - in-person training provided at UMMC at times to reflect UMMC staff availability (ex. early morning to cover two shifts). Three (3) sessions will be included, with additional requested training available at **\$80.00 per session**;
 - vi. Dosimetry Program Training. UMB will provide instruction to UMMC dosimetry coordinators as needed to maintain compliant operation of the dosimetry program; and

- vii. Additional training requests may be honored based on staff availability at a rate of **\$75/hour** for training development and delivery.
- d. UMMC is responsible for ensuring UMMC staff attendance and completion of any required training as determined by law, regulation, or policy.
- e. Either independently or with UMB, UMMC shall administer corrective, remedial, or disciplinary action for any UMMC employee or UMB employee working within a UMMC facility who fails to complete any required radiation safety or related training. UMMC actions shall include, but are not limited to:
 - i. Restricting access to radioactive materials;
 - ii. Requiring attendance at remedial training; or
 - iii. Any other appropriate action as determined by either the UMB or UMMC EHS Directors or their designee(s).

10. **Emergency Response.**

UMB shall provide an emergency rapid response team to respond, 24-hours per day, to radiation accidents/incidents at locations within UMMC where radioactive materials are used under the UMB Broad Scope License.

- a. During normal business hours (8:00 a.m. – 4 p.m. M-F), response time will be 90 minutes or less following notification.
- b. After regular EHS business hours, on weekends, and holidays, response time will be 4 hours or less.
- c. UMMC agrees to use a notification procedure specified by the UMB EHS Director or designee to activate any emergency rapid response resources.

11. **Radiation Producing Machines.**

With regard to radiation producing machines, UMB shall:

- a. Conduct certification inspections, complete associated paperwork, and perform follow-up inspections, as needed;
- b. Conduct annual compliance testing to include, but not limited to, evaluation of compliance with COMAR 26.12.01.01 Section F;
- c. Conduct other required testing, such as “The Joint Commission” accreditation testing and new machine acceptance testing;
- d. Perform machine inspections following repair or component changes, or other follow-up inspections as deemed necessary by EHS;
- e. Provide consultation related to regulatory compliance and other radiation safety issues pertaining to radiation-producing machines;
- f. Provide assessments of patients’ radiation dose as they apply to COMAR public dose thresholds;

- g. Develop and submit paperwork to renew UMMC's radiation-producing machine registrations, which are issued by MDE. Develop and submit paperwork to add units to and remove units from UMMC's registrations; and
- h. Upon request of UMMC, and subject to the availability of EHS resources, perform shielding design for radiation producing machines covered by this agreement at a rate of **\$100 per hour**. This will be billed separately and is not included in the base cost on *Schedule 1*.
- i. Develop and distribute a quarterly activity report for radiation producing machines for the RSC.
- j. In coordination with UMMC, maintain the radiation producing machine and radioactive materials safety manuals. These manuals are intended to be ready references for staff working with radiation at UMMC. They do not replace consultation with the RSO when needed;

12. **Hazardous Waste Management.**

UMB shall provide up to 0.4 FTE for the management of the UMMC radioactive and hazardous chemical waste generated during regular operations. Should a surge occur that requires more than 0.4 FTE in a given month, UMMC will be invoiced at a rate of **\$38.56 per hour**.

13. **Radioactive Waste Management.**

UMB shall provide the following services:

- a. Provide technical assistance to UMMC personnel in the identification and management of radioactive waste generated under the UMB Broad Scope License;
- b. Collect and process radioactive waste consigned to UMB for on-site disposal;
- c. Prepare radioactive waste for off-site disposal to include preparation of radioactive waste manifests;
- d. Analyze and dispose of radioactive materials. The cost of this service will be billed quarterly to UMMC; and
- e. Review procedures and records for radioactive waste held for on-site decay by UMMC's Nuclear Medicine Pharmacy.

14. **Hazardous Chemical Waste Management.**

- a. UMB shall provide the following services for UMMC facilities covered under Hazardous Waste Generator Permit No. MDD150702553:
 - i. Coordinate UMMC participation in a University System of Maryland contract for the disposal of chemical waste, such that UMMC's hazardous waste may be disposed pursuant to that vendor contract ("**USM Waste Disposal Contract**");
 - ii. Provide technical assistance to UMMC personnel for the identification and proper handling and management of hazardous chemical waste;

- iii. Pick up and move hazardous chemical waste from the point of generation to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste;
 - iv. Timely prepare the Hazardous Waste Manifest (Form OMB No. 2050-0039) in accordance with 40 CFR 262.20 and the Land Disposal Restriction form in accordance with 40 CFR 268.7 for signature by UMMC personnel; and
 - v. Timely prepare and submit the biennial report in accordance with 40 CFR 242.41 for signature by UMMC personnel.
- b. UMB shall invoice UMMC, on a quarterly basis for the costs associated with analysis of hazardous chemical waste; materials, supplies, and services used in the analysis or disposal; or modifications to the accumulation facilities which may be necessitated by the quantities or types of waste generated.
- i. With respect to the costs for disposal of hazardous chemical waste, UMMC shall pay those costs directly to the vendor party to the USM Waste Disposal Contract.
- c. In order for both parties to be in compliance with applicable laws, regulations, and standards for the management of hazardous chemical waste, UMMC shall:
- i. If classified as a large quantity generator, write a contingency plan in accordance with 40 CFR 264 Subpart D and 40 CFR 265 Subpart D (can be combined with the Emergency Action/Fire Prevention Plan required by 29 CFR 1910.132);
 - ii. Train UMMC hazardous waste personnel per COMAR 26.13.05.02 and 49 CFR 172 Subpart H;
 - iii. Store hazardous waste at the point of generation per 40 CFR 265.170-178; and
 - iv. Ensure hazardous waste storage facilities meet NFPA and IBC code requirements as well as the requirements in 40 CFR 265.1100.
- d. The term “hazardous chemical waste” in this section excludes pharmaceuticals or pharmaceutical byproducts.
- i. Pharmaceutical or pharmaceutical byproduct waste shall be collected by UMMC staff from the point of generation and transported to facilities designated for use by UMMC for the accumulation, processing, and temporary storage of hazardous chemical waste.
 - ii. UMB staff shall then prepare the accumulated pharmaceutical or pharmaceutical byproduct waste for transport and final disposal.

15. Clinical Research.

UMB is responsible for research support. Human subjects protocol reviews and follow-up are excluded from the Radiation Safety Services to be provided by UMB to UMMC, and UMMC has no obligation to pay for such services.

16. **Contingencies.**

- a. It is recognized by both parties that additional services may be needed during the contract term. These services may be an expansion of the type or number of existing services, or may be new services. UMB EHS has typically been able to manage these unrecognized services without additional cost through careful evaluation of priorities, the efficiency and productivity of EHS personnel, and in some instances, temporarily assigning EHS personnel from other areas to assist.
- b. If during the contract term, UMB EHS is asked by UMMC to provide additional or new services, or UMB EHS identifies the need for a significant expansion of services to maintain compliance with the UMB Broad Scope License requirements and conditions that cannot be effectively managed by existing resources, UMMC and UMB may mutually agree, in writing, to increase the cost of the contract or direct bill for external contracted services. Examples may include extensive planning and radiation safety staff support for a new type of radiation therapy, extensive auditing and procedure review for a compliance inspection, or request for services for a new building or expansion of the existing facility.

17. **Communication.**

With respect to any and all reviews, evaluations, inspections, audits or the like related to UMMC's program described in this *Exhibit C*, UMB agrees to provide UMMC with a report of the findings, conclusions and/or recommendations within 10 days of finalization of such review, evaluation, inspection, audit or the like.

18. **Oversight and Management. Reporting Obligations.**

- a. UMB EHS leadership (Director or designee) will provide management direction and oversight of the UMB services provided to UMMC as described in this *Exhibit C*. The UMMC Director of Safety and Environmental Health (SEH) will be the primary administrative point of contact for UMMC with whom the UMB EHS leadership shall communicate.
- b. To the extent UMB carries out any of its obligations set forth in this *Exhibit C* through a third-party contractor or other entity, UMB acknowledges, understands, and agrees that UMB is responsible for monitoring and overseeing such third party's performance and is responsible for that party's performance of services within the scope of this *Exhibit C*.
- c. UMB EHS leadership and the UMMC SEH Director shall meet monthly to review performance pursuant to this *Exhibit C* and to address any operational or performance issues. In addition, each party will immediately notify each other of any actual or potential adverse event of which each becomes aware, including without limitation the following:
 - i. Events related to UMMC employee radiation exposure monitoring;
 - ii. Injury to any UMMC team members, or illness arising from work under this Agreement;
 - iii. Accidental release of a radioisotope or hazardous waste related to UMMC;

- iv. Issues with UMMC shipments of radioactive materials;
 - v. Regulatory agency visit, inspection or request for information related to UMMC;
 - vi. Any report to a regulatory agency related to UMMC under this Agreement; and
 - vii. Expected or known failure to meet the terms of this Exhibit.
- d. To the extent UMB EHS recommends corrective actions related to their operation of the programs described herein, UMMC management agrees to implement such recommendations. To the extent there is a dispute, such shall be elevated to UMMC's Chief Operating Officer and UMB's Chief Business and Finance Officer to resolve the conflict.

19. **Compensation**

Unless otherwise specified herein, in exchange for providing the services described in this *Exhibit C*, UMMC agrees to pay UMB the compensation set forth in *Schedule 1*.

TOPIC: University of Maryland Global Campus: UMGC Ventures, Inc. Information Technology Contract

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: University of Maryland Global Campus (UMGC) is requesting approval for a one-year extension of its contract with UMGC Ventures, Inc. for the provision of institutional technology services. This extension allows UMGC the necessary time to conduct a review of its long-term plans concerning UMGC Ventures, Inc. and AccelerEd, LLC.

The proposed extension covers the period from July 1, 2024, to June 30, 2025, with a total value of \$46 million. The services encompassed within the contract include all professional services pertinent to UMGC's information technology requirements, covering personnel, operational expenses, third-party information technology services, and administrative costs.

The establishment of UMGC Ventures, Inc. was approved by the Board of Regents on June 24, 2016, with the primary objective of developing, managing, and marketing assets and services tailored for educational institutions. Subsequently, UMGC Ventures, Inc. received certification as a High Impact Economic Development Activity (HIEDA) in accordance with USM Policy VIII-15.00 – Policy on High Impact Economic Development Activities.

Operating as a charitable nonprofit “supporting organization” under Sections 501(c)(3) and 509(a)(3) of the Internal Revenue Code of 1986, as amended, UMGC Ventures, Inc. is exclusively dedicated to advancing the interests and objectives of UMGC. UMGC receives its information technology services from UMGC Ventures, Inc. through its wholly owned subsidiary AccelerEd, LLC., which is also a HIEDA. This HIEDA contract does not require the approval of the Board of Public Works.

CONTRACTOR: UMGC Ventures, Inc., David Cumberbatch, President

ALTERNATIVE(S): The University is unable to perform these services currently, as it has previously outsourced its information technology department to UMGC Ventures, Inc.

FISCAL IMPACT: The source of funds for this contract is UMGC's operating budget. The total spend for the contract is estimated to be approximately \$46 million inclusive of personnel, operating costs, third party information technology services, and administrative costs.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland Global Campus the one-year extension of its contract with UMGC Ventures, Inc. as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMGC VENTURES IT CONTRACT



USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
May 22, 2024
Zoom

Minutes of the Public Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:30 a.m. on Tuesday, May 22, 2024, via Zoom.

Those in attendance included Regents Rauch, Gooden, McMillen, Smarick, and Wood; Chancellor Perman; Vice Chancellors Herbst, Wrynn, and Masucci; AAG Langrill; Ms. Wilkerson, Ms. Skolnik, and Ms. Roxas.

Regent Rauch noted that this meeting was his last as chair of the committee as his second term on the Board comes to an end and that it was an honor and privilege to serve. Board Chair Gooden thanked Regent Rauch for his service.

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

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



USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
May 22, 2024
Zoom

Minutes of the Closed Session

Regent Rauch called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:39 a.m. on Tuesday, May 22, 2024, via Zoom.

Those in attendance included Regents Rauch, Gooden, McMillen, Smarick, and Wood; Chancellor Perman; Vice Chancellors Herbst, Wrynn, and Masucci; AAG Langrill; Ms. Wilkerson, Ms. Skolnik, and Ms. Roxas. Bowie State University representatives, Ms. Pounds and Mr. Enderle, attended part of the meeting.

- 1. Ratification of the Bowie State University (BSU) MOU with the Maryland Classified Employees Association (MCEA) for Sworn Police Officers.** The Regents voted to recommend ratification of the BSU MOU with MCEA covering Sworn Police Officers. (§3-305(b)(9)).
- 2. Collective Bargaining Update.** The Regents were provided with the status of consolidated negotiations with AFSCME and collective bargaining negotiations at each USM institution. (§3-305(b)(9)).
- 3. Update on a Personnel Matter.** The Regents received an update on a personnel matter involving an individual employee. (§3-305(b)(1)(ii)).
- 4. Review of Certain Contracts and Employment Agreements.** The Regents reviewed personnel contracts from UMBC, and UMCP subject to review under Policy VII-10.0 Policy VII-10.0 (§3-305(b)(1)).
- 5. Annual Review Summary of Chancellor's Senior Staff.** Chancellor Perman provided the Regents with a summary of his annual review of his direct reports. (§3-305(b)(1)(i)).
- 6. Annual Review of USM Presidents.** Chancellor Perman discussed his annual performance review with each USM president and received feedback from the Regents. (§3-305(b)(1)(i)).
- 7. FY 25 Presidential Salary Recommendations.** The Regents voted to recommend merit adjustments for USM Presidents (§3-305(b)(1)(i)).

- 8. Annual Review of the Chancellor.** Chair Gooden discussed the annual performance review of the Chancellor with the Regents. (§3-305(b)(1)(i)).
- 9. FY 25 Chancellor's Compensation.** The Regents voted to recommend a merit adjustment for the Chancellor. (§3-305(b)(1)(i)).

The meeting adjourned at 11:32 a.m.



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

June 3, 2024

Meeting via Video and Conference Call

Minutes of the Public Session

Regent Gonella called the meeting of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare of the University System of Maryland Board of Regents to order in public session at 2:01 p.m.

Regents participating in the session included: Mr. Gonella (Chair), Mr. McMillen, Mr. Breslin, Mr. Parker, and Mr. Wood. Also participating were Chancellor Perman, Senior Vice Chancellors Herbst and Wrynn; AAG Langrill; Associate Vice Chancellors Skolnik, Lee, and Muntz, and Chief of Staff Denise Wilkerson. In attendance were Athletic Directors Eigenbrot, Evans, Carter, Polizzi, Doughty, Dell; AD staff Franchak, Hine and Sherburne; Presidents Breaux and Ginsberg, and other members of the USM community and the public.

The following agenda items were discussed:

1. Current Legal and Regulatory Issues Affecting Intercollegiate Athletics Programs - Presentation by Chad Hawley, Senior Vice President for Policy and Compliance at the Big Ten Conference (Information)

Regent Gonella introduced Chad Hawley, Senior Vice President for Policy and Compliance at the Big Ten Conference. Mr. Hawley gave a presentation on the current legal and regulatory issues facing intercollegiate athletics which includes the potential impact of recent NLRB rulings holding that student athletes are employees as well as the *House vs. NCAA* case.

2. Title IX Intercollegiate Athletics Status (Information)

Regent Gonella introduced Assistant Vice Chancellor Lee, who annually reviews the reports submitted by USM institutions with athletic programs to the US Department of Education. Dr. Lee offered highlights of those reports and talked about Title IX compliance.

Regent Wood asked if the reports were prepared by the institutions themselves. Dr. Lee confirmed that her presentation is a receipt that the reports were submitted to the Department of Education.

Dr. Lee mentioned that two System-level Title IX-related workgroups have been initiated. First, is a sexual misconduct workgroup that will focus on protecting the health and safety of students and employees; fortify Title IX compliance; promote best practices across the USM; and focus on student education and faculty and staff training in Title IX and beyond. The second workgroup will be focused on the process for reporting major external investigations to the Chancellor and the Board of Regents; identifying gaps in reporting procedures; and recommending measures to close gaps to ensure reliable and enforceable reporting procedures to ensure issues come to the USM with speed and clarity.

Dr. Lee also reported that the U.S. Department of Education announced on April 19, 2024, that the final Title IX rule as amended will be effective on August 1, 2024. The unofficial version of the new Title IX regulations is available to the public and the Department of Education has released a fact sheet, a summary of major provisions of the final regulations, and a resource guide for drafting Title IX non-discrimination policies, notices, discrimination, and grievance procedures. Changes to the federal regulations will require revisions to the USM policy on sexual harassment and to institutional policies that all have to be done by August 1st.

Regent McMillen asked how we evaluate compliance with Title IX for each institution. Chancellor Perman explained that over the past five years with interruption during COVID, Internal Audit looks at Title IX compliance in each institution.

Regent Gonella informed Regent McMillen that he will commit to looking at a dashboard or summary presentation with the help of the System staff that will make it easier for the regents on this committee to evaluate and analyze the data given to them.

3. Summary of Student-Athlete Admissions, Graduation, and Academic Progress Trainers (Information)

Regent Gonella introduced Associate Vice Chancellor Muntz, who summarized the academic indicators USM staff review and have summarized for the Board to ensure that “Student Athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.”

4. Mid-Year Athletic Director Updates – Rotating – TU, BSU, SU (Information)

Regent Gonella informed the Committee members they would hear from three athletic directors on their perspectives on current issues. The presentations are intended to be informative and keep the committee abreast of current challenges and impacts felt on the ground at the institutions. AD Eigenbrot presented for TU, AD Doughty from BSU, and AD Polizzi from SU.

The public meeting was adjourned at 4:12 p.m.

Respectfully submitted,

Regent Geoff J. Gonella
Chair, Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

TOPIC: *Current Legal and Regulatory Issues Affecting Intercollegiate Athletics Programs* – A Presentation by Chad Hawley, Senior Vice President for Policy and Compliance for the Big Ten Conference (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2024

SUMMARY: Chad Hawley is in his 21st year at the Big Ten Conference and in his 26th year in intercollegiate athletics administration. In his role at the Big Ten Conference, he assists member institutions on all issues related to conference and NCAA governance. He previously worked in the conference offices of the Mid-Continent Conference and Ivy League, and on campus at North Carolina State University and Appalachian State University. He was a men's soccer student-athlete at Appalachian State, where he earned a B.S. in Business Administration. He also holds a juris doctor degree from Loyola University Chicago.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: JUNE 3, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: Title IX Intercollegiate Athletics Status (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2024

SUMMARY: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in the education programs receiving Federal financial assistance. Athletics are considered an integral part of an institution's education program and are therefore covered by this law. Failure to comply with the requirements of Title IX could result in administrative action revoking an institution's ability to receive federal funding, including student financial aid. Highlights of requirements for Title IX compliance follow.

Additionally, institutions with an intercollegiate athletics program are annually required to provide information to the Department of Education's Equity in Athletics Data Analysis website. Institution's EADA reports for reporting year 2022-2023 follow. Summaries of Title IX participation compliance and Title IX sexual harassment training, processes, and procedures will be discussed.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: JUNE 3, 2024

BOARD ACTION: DATE:

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

Athletics and Title IX

Equity in Athletics Disclosure Act and Participation Compliance

The Equity in Athletics Disclosure Act (EADA) requires co-educational institutions of postsecondary education that participate in a Title IV (federal student financial assistance) program, and have an intercollegiate athletic program, to prepare an annual report to the Department of Education's Office of Civil Rights (OCR) on athletic participation, staffing, and revenues and expenses, by men's and women's teams. The Department uses this information in preparing its required report to Congress on gender equity in intercollegiate athletics. The data offered in the institutions' reports help assess Title IX compliance. Institutional data are in meeting materials and can be accessed at <https://ope.ed.gov/athletics/#/>.

There are three basic parts of Title IX as it applies to participation in athletics. An institution must meet all of the following requirements in order to be in compliance with Title IX:

1. Participation – Women and men shall be provided equitable opportunities to participate in sports. Title IX does not require institutions to offer identical sports but an equal opportunity to play;
2. Scholarships – Women and men student-athletes shall receive athletics scholarship dollars proportional to their participation; and
3. Other Benefits – Men and women student-athletes should be treated equally in provisions including, but not limited to: (a) equipment and supplies; (b) scheduling of games and practice times; (c) travel and daily allowance/per diem; (d) access to tutoring; (e) coaching, (f) locker rooms, practice, and competitive facilities; (g) medical and training facilities and services; (h) housing and dining facilities and services; (i) publicity and promotions; (j) support services; and (k) recruitment of student-athletes.

Additionally, a three-part test provides schools three different ways to comply. Schools only need to meet one of the three tests, and schools may change which test it meets from one year to the next:

1. Ensuring proportionality by providing intercollegiate or interscholastic participation opportunities for women and men at rates that are proportionate to their respective rates of enrollment; or
2. Continued program expansion for the underrepresented sex; or
3. Fully accommodate the underrepresented sex by offering every team for which there is sufficient interest and ability for a viable team, and sufficient competition in the geographic areas of competition.

Ultimately, Title IX compliance is assessed through a total program comparison. A university's entire men's program is compared to the entire women's program. Men and women can participate in different sports according to their specific interests and abilities. It is permissible to have broad variations in the type and number of sports opportunities offered by gender, but the aforementioned standards help ensure the equal access and treatment required under Title IX.

Sex-Based Harassment

Title IX also requires schools to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. Gender-based harassment is unwelcome conduct based on a student's sex - harassing conduct based on a student's failure to conform to sex stereotypes. Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. Federal regulations and, subsequently, USM and institutions' policies mandate the timing and steps institutions must take to investigate complaints and how to proceed if an investigation reveals that the harassment created a hostile environment. The U.S. Department of Education announced on April 19, 2024 that the [Final Title IX Rule](#), as amended, will be effective August 1, 2024. The unofficial version of the final regulations is available [here](#). In addition, the Department has released a [fact sheet](#), a [summary](#) of the major provisions of the final regulations, and a [resource](#) for drafting Title IX nondiscrimination policies, notices of nondiscrimination, and grievance procedures. On June 7, 2024, USM and Office of the Attorney General staff will host a meeting to work with campus officials on the new regulations and revisions to the [USM Policy on Sexual Harassment](#) and institutions' policies that must be made by August 1.

Bowie State University OPE ID: 00206200

GENERAL INFORMATION

Location: 14000 Jericho Park Rd Bowie, MD 20715-9465

Phone: (301) 860-4000

Number of Full-time Undergraduates: 4,412

Men: 1,685

Women: 2,727

ATHLETIC DEPARTMENT INFORMATION

Director: Clyde Doughty Jr.

Address:

14000 Jericho Parrk Road Bowie, MD 20715-9465

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Derric West

Title: Assistant Athletic Director for Compliance

Phone: (301) 860-3582

Sanction Body: NCAA Division II with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Basketball	16	17
Bowling		8
All Track Combined	76	62
Football	131	N/A
Softball	N/A	24
Tennis		8
Volleyball		14
Total Participants Men's and Women's Teams	223	133
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	178	72

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
All Track Combined		1		1					1
Football	1		1						1
Coaching Position Totals	2	1	2	1	0	0	0	0	3

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
Bowling		1		1					1
All Track Combined		1		1					1
Softball		1		1					1
Tennis		1		1					1
Volleyball	1		1						1

Coaching Position Totals	1	4	1	4	1	0	1	0	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$79,682	\$34,541
Number of Head Coaches Included in Average	3	6
Average Annual Institutional Salary per FTE	\$102,595	\$55,562
Number of FTEs Included in Average	2.33	3.73

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1	2	1	2	0	0	0	0	3
All Track Combined		1		1		1		1	2
Football	4	4	4	4					8
Coaching Position Totals	5	7	5	7	0	1	0	1	13

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1			1		1	2
Bowling						1		1	1
All Track Combined		1		1		1		1	2

Softball		0				2		2	2
Tennis									0
Volleyball						1		1	1
Coaching Position Totals	1	1	1	1	0	6	0	6	8

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$26,695	\$15,643
Number of Assistant Coaches Included in Average	13	8
Average Annual Institutional Salary per FTE	\$48,266	\$51,712
Number of FTEs Included in Average	7.19	2.42

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$608,257	\$473,022	\$1,081,279
Ratio (percent)	56	44	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$32	\$261	\$293

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	16	\$7,655	\$122,476	17	\$5,938	\$100,941	\$223,417
Football	131	\$1,266	\$165,875	N/A	N/A	N/A	\$165,875
Bowling				8	\$3,382	\$27,054	\$27,054
All Track Combined	76	\$394	\$29,969	62	\$1,496	\$92,767	\$122,736
Softball	N/A	N/A	N/A	24	\$3,546	\$85,092	\$85,092
Tennis				8	\$1,464	\$11,714	\$11,714
Volleyball				14	\$1,910	\$26,738	\$26,738
Total Operating Expenses Men's and Women's Teams	223	N/A	\$318,320	133	N/A	\$344,306	\$662,626

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$512,226	\$426,257	\$938,483
Football	\$1,441,288	N/A	\$1,441,288
Total Expenses of all Sports, Except Football and Basketball, Combined	\$124,378	\$826,552	\$950,930
Total Expenses Men's and Women's Teams	\$2,077,892	\$1,252,809	\$3,330,701
Not Allocated by Gender/Sport	N/A	N/A	\$1,197,740
Grand Total Expenses	N/A	N/A	\$4,528,441

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$542,349	\$496,010	\$1,038,359
Football	\$1,424,464	N/A	\$1,424,464
Total Revenues of all Sports, Except Football and Basketball, Combined	\$161,008	\$751,184	\$912,192
Total Revenues Men's and Women's Teams	\$2,127,821	\$1,247,194	\$3,375,015
Not Allocated by Gender/Sport	N/A	N/A	\$1,879,644
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$5,254,659

Revenues & Expenses Summary

Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1 Total of Head Coaches' Salaries	\$239,046	\$207,246	\$446,292
2 Total of Assistant Coaches' Salaries	\$347,035	\$125,144	\$472,179
3 Total Salaries (Lines 1+2)	\$586,081	\$332,390	\$918,471
4 Athletically Related Student Aid	\$608,257	\$473,022	\$1,081,279
5 Recruiting Expenses	\$32	\$261	\$293
6 Operating (Game-Day) Expenses	\$318,320	\$344,306	\$662,626
7 Summary of Subset Expenses (Lines 3+4+5+6)	\$1,512,690	\$1,149,979	\$2,662,669
8 Total Expenses for Teams	\$2,077,892	\$1,252,809	\$3,330,701

9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$565,202	\$102,830	\$668,032
10	Not Allocated Expenses			\$1,197,740
11	Grand Total Expenses (Lines 8+10)			\$4,528,441
12	Total Revenues for Teams	\$2,127,821	\$1,247,194	\$3,375,015
13	Not Allocated Revenues			\$1,879,644
14	Grand Total Revenues (Lines 12+13)			\$5,254,659
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$49,929	-\$5,615	\$44,314
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$726,218

Coppin State University OPE ID: 00206800

GENERAL INFORMATION

Location: 2500 West North Avenue Baltimore, MD 21216-3698

Phone: (410) 951-3000

Number of Full-time Undergraduates: 1,335

Men: 326

Women: 1,009

ATHLETIC DEPARTMENT INFORMATION

Director: Derek Carter

Address:

2500 West North Avenue Baltimore, MD 21216-3698

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Derek Carter

Title: Director of Athletics

Phone: (410) 951-3748

Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	34	N/A
Basketball	14	13
Bowling		9
All Track Combined	50	42
Softball	N/A	16
Tennis	6	8
Volleyball		16
Total Participants Men's and Women's Teams	104	104
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	75	78

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined		1	1						1
Tennis						1	1		1
Coaching Position Totals	2	1	3	0	0	1	1	0	4

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
Bowling						1		1	1
All Track Combined		1	1						1
Softball					1		1		1
Tennis						1	1		1
Volleyball	1		1						1

Coaching Position Totals	2	1	3	0	1	2	2	1	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$70,881	\$52,790
Number of Head Coaches Included in Average	4	6
Average Annual Institutional Salary per FTE	\$106,588	\$67,970
Number of FTEs Included in Average	2.66	4.66

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	1	1	1					2
Basketball	4		4						4
All Track Combined		2		2					2
Tennis									0
Coaching Position Totals	5	3	5	3	0	0	0	0	8

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					2	0	2	0	2
Bowling		1		1		1		1	2

All Track Combined	3	3	3
Softball	1	1	1
Tennis			0
Volleyball			2
Coaching Position Totals	0	5	0
		5	2
		3	2
		3	10

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$27,694	\$19,915
Number of Assistant Coaches Included in Average	8	10
Average Annual Institutional Salary per FTE	\$32,823	\$37,434
Number of FTEs Included in Average	6.75	5.32

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$623,201	\$761,478	\$1,384,679
Ratio (percent)	45	55	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$3,325	\$6,650	\$9,975

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	14	\$10,049	\$140,687	13	\$6,816	\$88,607	\$229,294
Baseball	34	\$1,008	\$34,260	N/A	N/A	N/A	\$34,260
Bowling				9	\$1,322	\$11,894	\$11,894
All Track Combined	50	\$659	\$32,964	42	\$860	\$36,128	\$69,092
Softball	N/A	N/A	N/A	16	\$2,009	\$32,142	\$32,142
Tennis	6	\$967	\$5,802	8	\$823	\$6,580	\$12,382
Volleyball				16	\$1,970	\$31,525	\$31,525
Total Operating Expenses Men's and Women's Teams	104	N/A	\$213,713	104	N/A	\$206,876	\$420,589

Total Expenses by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$713,728	\$425,262	\$1,138,990
Total Expenses of all Sports, Except Football and Basketball, Combined	\$697,313	\$1,111,665	\$1,808,978
Total Expenses Men's and Women's Teams	\$1,411,041	\$1,536,927	\$2,947,968
Not Allocated by Gender/Sport	N/A	N/A	\$645,008
Grand Total Expenses	N/A	N/A	\$3,592,976

Total Revenues by Team

Varsity Teams	Men's Teams	Women's Teams	Total
Basketball	\$965,208	\$755,131	\$1,720,339
Total Revenues of all Sports, Except Football and Basketball, Combined	\$447,998	\$829,448	\$1,277,446
Total Revenues Men's and Women's Teams	\$1,413,206	\$1,584,579	\$2,997,785
Not Allocated by Gender/Sport	N/A	N/A	\$595,191
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$3,592,976

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$283,524	\$316,740	\$600,264
2	Total of Assistant Coaches' Salaries	\$221,552	\$199,150	\$420,702
3	Total Salaries (Lines 1+2)	\$505,076	\$515,890	\$1,020,966
4	Athletically Related Student Aid	\$623,201	\$761,478	\$1,384,679
5	Recruiting Expenses	\$3,325	\$6,650	\$9,975
6	Operating (Game-Day) Expenses	\$213,713	\$206,876	\$420,589
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$1,345,315	\$1,490,894	\$2,836,209
8	Total Expenses for Teams	\$1,411,041	\$1,536,927	\$2,947,968
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$65,726	\$46,033	\$111,759
10	Not Allocated Expenses			\$645,008

11	Grand Total Expenses (Lines 8+10)			\$3,592,976
12	Total Revenues for Teams	\$1,413,206	\$1,584,579	\$2,997,785
13	Not Allocated Revenues			\$595,191
14	Grand Total Revenues (Lines 12+13)			\$3,592,976
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$2,165	\$47,652	\$49,817
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Frostburg State University OPE ID: 00207200

GENERAL INFORMATION

Location: 101 Braddock Road Frostburg, MD 21532-1099

Phone: (301) 687-4000

Number of Full-time Undergraduates: 2,396

Men: 1,230

Women: 1,166

ATHLETIC DEPARTMENT INFORMATION

Director: Troy A. Dell

Address:

101 Braddock Road Harold J. Cordts Physical Education Center FROSTBURG, MD 21532-1099

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Crystal Redinger

Title: Asst. AD Budget & Finance

Phone: (301) 687-4455

Sanction Body: NCAA Division II with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	43	N/A
Basketball	22	15
Field Hockey	N/A	22
Football	150	N/A
Gymnastics		35
Lacrosse	52	35
Soccer	38	25
Softball	N/A	24
Swimming	19	20
Tennis	12	13
Track and Field, Indoor	35	37
Track and Field, Outdoor	35	37
Track and Field, X-Country	9	10
Volleyball		21
Total Participants Men's and Women's Teams	415	294
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	371	245

CAVEAT

Acrobatics & Tumbling is reported as Gymnastics. Women's Rugby, Men's Wrestling and Women's Wrestling are start-up sports, competition will begin in FY24.

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Lacrosse	1		1						1
Soccer		1	1						1
Swimming		1	1						1
Tennis		1	1						1
Track and Field, Indoor		1	1						1
Track and Field, Outdoor		1	1						1
Track and Field, X-Country		1	1						1
Coaching Position Totals	4	6	10	0	0	0	0	0	10

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	

Basketball						1		1		1
Field Hockey						1		1		1
Gymnastics						1		1		1
Lacrosse						1		1		1
Soccer	1				1					1
Softball	1				1					1
Swimming			1		1					1
Tennis			1		1					1
Track and Field, Indoor			1		1					1
Track and Field, Outdoor			1		1					1
Track and Field, X-Country			1		1					1
Volleyball						1		1		1
Coaching Position Totals	2	5	7	0	5	0	5	0	12	

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$49,835	\$46,156
Number of Head Coaches Included in Average	10	12
Average Annual Institutional Salary per FTE	\$79,736	\$65,161
Number of FTEs Included in Average	6.25	8.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	

Baseball	1	4	1	4		1		1	6
Basketball	1	1	1	1					2
Football	6	4	6	4					10
Lacrosse	1	1	1	1		1		1	3
Soccer	1	1	1	1					2
Swimming		1		1		3		3	4
Tennis		1	1			1		1	2
Track and Field,Indoor		3	2	1		1		1	4
Track and Field, Outdoor		3	2	1		1		1	4
Track and Field,X-Country						1		1	1
Coaching Position Totals	10	19	15	14	0	9	0	9	38

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>			<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>		
	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>	<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>	<u>Assigned to Team on a Full-Time Basis</u>	<u>Assigned to Team on a Part-Time Basis</u>		<u>Full-Time Institution Employee</u>	<u>Part-Time Institution Employee or Volunteer</u>
Basketball					1		1	1	
Field Hockey	1		1					1	
Gymnastics					1	1	1	1	2
Lacrosse					1	2	1	2	3
Soccer					1	1	1	1	2
Softball		1		1	1	1	1	1	3
Swimming		1		1		3		3	4
Tennis		1	1			1		1	2
Track and field,		3	2	1		1		1	4

Indoor									
Track and field, Outdoor		3	2	1		1		1	4
Track and Field, X-Country						1		1	1
Volleyball	1		1						1
Coaching Position Totals	2	9	7	4	5	12	5	12	28

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$20,680	\$13,801
Number of Assistant Coaches Included in Average	28	21
Average Annual Institutional Salary per FTE	\$39,525	\$28,526
Number of FTEs Included in Average	14.65	10.16

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$1,024,389	\$1,028,412	\$2,052,801
Ratio (percent)	50	50	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$33,003	\$22,487	\$55,490

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	22	\$1,786	\$39,287	15	\$3,181	\$47,717	\$87,004
Football	150	\$1,219	\$182,921	N/A	N/A	N/A	\$182,921
Baseball	43	\$2,921	\$125,617	N/A	N/A	N/A	\$125,617
Field Hockey	N/A	N/A	N/A	22	\$1,536	\$33,800	\$33,800
Gymnastics				35	\$1,805	\$63,168	\$63,168
Lacrosse	52	\$1,672	\$86,943	35	\$607	\$21,251	\$108,194
Soccer	38	\$808	\$30,700	25	\$955	\$23,869	\$54,569
Softball	N/A	N/A	N/A	24	\$2,567	\$61,609	\$61,609
Swimming	19	\$2,084	\$39,604	20	\$1,980	\$39,605	\$79,209
Tennis	12	\$1,524	\$18,289	13	\$1,151	\$14,963	\$33,252
Track and Field, Indoor	35	\$513	\$17,940	37	\$525	\$19,434	\$37,374
Track and Field, Outdoor	35	\$329	\$11,503	37	\$337	\$12,458	\$23,961
Track and	9	\$500	\$4,499	10	\$550	\$5,498	\$9,997

Field,X-Country

Volleyball 21 \$1,057 \$22,199 \$22,199

Total Operating Expenses
Men's and Women's Teams

415 N/A \$557,303 294 N/A \$365,571 \$922,874

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$455,507	\$322,681	\$778,188
Football		\$1,185,986	N/A	\$1,185,986
Total Expenses of all Sports, Except Football and Basketball, Combined		\$1,490,311	\$2,234,332	\$3,724,643
Total Expenses Men's and Women's Teams		\$3,131,804	\$2,557,013	\$5,688,817
Not Allocated by Gender/Sport		N/A	N/A	\$2,634,151
Grand Total Expenses		N/A	N/A	\$8,322,968

CAVEAT

Acrobatics & Tumbling is reported as Gymnastics. Women's Rugby, Men's Wrestling and Women's Rugby are start-up sports, competition will begin in FY24. Expenses for startup sports are included in Not Allocated by Gender/Sport categories on total expenses and total revenues only.

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$455,507	\$322,681	\$778,188
Football		\$1,185,986	N/A	\$1,185,986
Total Revenues of all Sports, Except Football and Basketball, Combined		\$1,490,311	\$2,234,332	\$3,724,643
Total Revenues Men's and Women's Teams		\$3,131,804	\$2,557,013	\$5,688,817
Not Allocated by Gender/Sport		N/A	N/A	\$2,634,151
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$8,322,968

Revenues & Expenses Summary

Revenues and Expenses Summary		Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$498,350	\$553,872	\$1,052,222
2	Total of Assistant Coaches' Salaries	\$579,040	\$289,821	\$868,861
3	Total Salaries (Lines 1+2)	\$1,077,390	\$843,693	\$1,921,083
4	Athletically Related Student Aid	\$1,024,389	\$1,028,412	\$2,052,801
5	Recruiting Expenses	\$33,003	\$22,487	\$55,490
6	Operating (Game-Day) Expenses	\$557,303	\$365,571	\$922,874
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$2,692,085	\$2,260,163	\$4,952,248
8	Total Expenses for Teams	\$3,131,804	\$2,557,013	\$5,688,817
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$439,719	\$296,850	\$736,569
10	Not Allocated Expenses			\$2,634,151
11	Grand Total Expenses (Lines 8+10)			\$8,322,968
12	Total Revenues for Teams	\$3,131,804	\$2,557,013	\$5,688,817
13	Not Allocated Revenues			\$2,634,151
14	Grand Total Revenues (Lines 12+13)			\$8,322,968
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

Salisbury University OPE ID: 00209100

GENERAL INFORMATION

Location: 1101 Camden Ave Salisbury, MD 21801-6862

Phone: (410) 543-6000

Number of Full-time Undergraduates: 5,846

Men: 2,626

Women: 3,220

ATHLETIC DEPARTMENT INFORMATION

Director: Monica Polizzi

Address:

1101 CAMDEN AVE SALISBURY, MD 21801-6860

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Monica Polizzi

Title: Director of Athletics & Recreation

Phone: (410) 251-7760

Sanction Body: NCAA Division III with football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	42	N/A
Basketball	12	13
All Track Combined	112	48
Field Hockey	N/A	26
Football	109	N/A
Lacrosse	52	35
Soccer	31	24
Softball	N/A	26
Swimming	23	25
Tennis	10	8
Volleyball		15
Total Participants Men's and Women's Teams	391	220
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	345	202

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	0	1	0	0	0	0	0	1
Basketball	1	0	1	0	0	0	0	0	1
All Track Combined	0	1	1	0	0	0	0	0	1
Football	1	0	1	0	0	0	0	0	1
Lacrosse	1	0	1	0	0	0	0	0	1
Soccer	1	0	1	0	0	0	0	0	1
Swimming	0	1	1	0	0	0	0	0	1
Tennis	0	1	1	0	0	0	0	0	1
Coaching Position Totals	5	3	8	0	0	0	0	0	8

CAVEAT

Many of our coaches have other duties within the athletics department, therefore, they are not full-time coaches since they have secondary duties.

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	0	0	0	0	1	0	1	0	1
All Track	0	1	1	0	0	0	0	0	1

Combined										
Field Hockey	0	0	0	0	0	1	1	0	1	
Lacrosse	1	0	1	0	0	0	0	0	1	
Soccer	1	0	1	0	0	0	0	0	1	
Softball	0	0	0	0	1	0	1	0	1	
Swimming	0	1	1	0	0	0	0	0	1	
Tennis	0	1	1	0	0	0	0	0	1	
Volleyball	0	0	0	0	1	0	1	0	1	
Coaching Position Totals	2	3	5	0	3	1	4	0	9	

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$60,196	\$50,264
Number of Head Coaches Included in Average	8	9
Average Annual Institutional Salary per FTE	\$77,051	\$68,542
Number of FTEs Included in Average	6.25	6.60

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	0	4	1	3	0	0	0	0	4
Basketball	0	3	0	3	0	0	0	0	3
All Track Combined	0	4	0	4	0	1	1	0	5
Football	3	10	3	10	0	0	0	0	13
Lacrosse	1	4	2	3	0	0	0	0	5
Soccer	0	3	0	3	0	0	0	0	3

Swimming	0	1	0	1	0	2	0	2	3
Tennis	0	1	0	1	0	0	0	0	1
Coaching Position Totals	4	30	6	28	0	3	1	2	37

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	0	0	0	0	0	1	0	1	1
All Track Combined	0	4	0	4	0	1	1	0	5
Field Hockey	0	0	0	0	0	6	1	5	6
Lacrosse	0	0	0	0	0	3	0	3	3
Soccer	0	1	0	1	0	1	0	1	2
Softball	0	2	1	1	0	4	0	4	6
Swimming	0	1	0	1	0	2	0	2	3
Tennis	0	1	0	1	0	0	0	0	1
Volleyball	0	0	0	0	0	1	0	1	1
Coaching Position Totals	0	9	1	8	0	19	2	17	28

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$13,838	\$5,688
Number of Assistant Coaches Included in Average	18	15
Average Annual Institutional Salary per FTE	\$28,305	\$16,567
Number of FTEs Included in Average	8.80	5.15

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$0	\$0	\$0
Ratio (percent)	0	0	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$15,077	\$10,576	\$25,653

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	<u>Participants</u>	<u>Operating Expenses per Participant</u>	<u>By Team</u>	
Basketball	12	\$5,115	\$61,374	13	\$5,380	\$69,937	\$131,311
Football	109	\$1,312	\$142,981	N/A	N/A	N/A	\$142,981
Baseball	42	\$1,729	\$72,614	N/A	N/A	N/A	\$72,614
All Track Combined	112	\$476	\$53,285	48	\$1,110	\$53,285	\$106,570
Field Hockey	N/A	N/A	N/A	26	\$1,411	\$36,676	\$36,676
Lacrosse	52	\$1,784	\$92,780	35	\$1,403	\$49,117	\$141,897
Soccer	31	\$1,685	\$52,237	24	\$2,176	\$52,216	\$104,453
Softball	N/A	N/A	N/A	26	\$1,976	\$51,365	\$51,365
Swimming	23	\$1,066	\$24,527	25	\$1,141	\$28,527	\$53,054
Tennis	10	\$1,927	\$19,271	8	\$2,455	\$19,641	\$38,912
Volleyball				15	\$2,701	\$40,514	\$40,514
Total Operating Expenses Men's and	391	N/A	\$519,069	220	N/A	\$401,278	\$920,347

Women's
Teams

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$178,452	\$190,348	\$368,800
Football		\$582,525	N/A	\$582,525
Total Expenses of all Sports, Except Football and Basketball, Combined		\$970,920	\$1,107,432	\$2,078,352
Total Expenses Men's and Women's Teams		\$1,731,897	\$1,297,780	\$3,029,677
Not Allocated by Gender/Sport		N/A	N/A	\$748,123
Grand Total Expenses		N/A	N/A	\$3,777,800

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$178,455	\$190,349	\$368,804
Football		\$582,526	N/A	\$582,526
Total Revenues of all Sports, Except Football and Basketball, Combined		\$970,927	\$1,107,428	\$2,078,355
Total Revenues Men's and Women's Teams		\$1,731,908	\$1,297,777	\$3,029,685
Not Allocated by Gender/Sport		N/A	N/A	\$748,200
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$3,777,885

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$481,568	\$452,376	\$933,944
2	Total of Assistant Coaches' Salaries	\$249,084	\$85,320	\$334,404
3	Total Salaries (Lines 1+2)	\$730,652	\$537,696	\$1,268,348
4	Athletically Related Student Aid	\$0	\$0	\$0
5	Recruiting Expenses	\$15,077	\$10,576	\$25,653

6	Operating (Game-Day) Expenses	\$519,069	\$401,278	\$920,347
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$1,264,798	\$949,550	\$2,214,348
8	Total Expenses for Teams	\$1,731,897	\$1,297,780	\$3,029,677
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$467,099	\$348,230	\$815,329
10	Not Allocated Expenses			\$748,123
11	Grand Total Expenses (Lines 8+10)			\$3,777,800
12	Total Revenues for Teams	\$1,731,908	\$1,297,777	\$3,029,685
13	Not Allocated Revenues			\$748,200
14	Grand Total Revenues (Lines 12+13)			\$3,777,885
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$11	-\$3	\$8
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$85

Towson University OPE ID: 00209900

GENERAL INFORMATION

Location: 8000 York Rd Towson, MD 21252-0001

Phone: (410) 704-2000

Number of Full-time Undergraduates: 14,769

Men: 6,047

Women: 8,722

ATHLETIC DEPARTMENT INFORMATION

Director: Steve Eigenbrot

Address:

8000 YORK RD TOWSON, MD 21252

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Patrick Thomas

Title: Associate AD Financial Management

Phone: (410) 704-3840

Sanction Body: NCAA Division I-FCS

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	36	N/A
Basketball	16	13
Field Hockey	N/A	25
Football	107	N/A
Golf	8	6
Gymnastics		23
Lacrosse	51	32
Soccer		26
Softball	N/A	20
Swimming and Diving	28	31
Tennis		10
Track and Field, Indoor		34
Track and Field, Outdoor		34
Track and Field, X-Country		10
Volleyball		20
Total Participants Men's and Women's Teams	246	284
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	246	240

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Lacrosse	1		1						1
Swimming and Diving		1	1						1
Coaching Position Totals	5	1	6	0	0	0	0	0	6

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
Field Hockey					1		1		1
Golf					1		1		1
Gymnastics	1		1						1
Lacrosse					1		1		1
Soccer					1		1		1

Softball						1		1		1
Swimming and Diving		1	1							1
Tennis						1		1		1
Track and Field, Indoor							1	1		1
Track and Field, Outdoor							1	1		1
Track and Field, X-Country							1	1		1
Volleyball	1		1							1
Coaching Position Totals	2	1	3	0	7	3	10	0	13	

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$236,144	\$104,832
Number of Head Coaches Included in Average	6	13
Average Annual Institutional Salary per FTE	\$257,612	\$129,792
Number of FTEs Included in Average	5.50	10.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>			<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	
Baseball	2		2				2
Basketball	3		3				3
Football	10		10				10
Golf							0
Lacrosse	2		2				2

Swimming and Diving		1	1			1	1		2
Coaching Position Totals	17	1	18	0	0	1	1	0	19

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					3		3		3
Field Hockey					1		1		1
Golf									0
Gymnastics					1		1		1
Lacrosse	1		1		1		1		2
Soccer	2		2						2
Softball					2		2		2
Swimming and Diving		1	1			1	1		2
Tennis									0
Track and field, Indoor		2	2						2
Track and field, Outdoor		2	2						2
Track and Field, X-Country		2	2						2
Volleyball	1		1		1		1		2
Coaching Position Totals	4	7	11	0	9	1	10	0	21

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$86,459	\$58,228
Number of Assistant Coaches Included in Average	19	21
Average Annual Institutional Salary per FTE	\$91,262	\$76,424
Number of FTEs Included in Average	18.00	16.00

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$3,533,014	\$4,145,311	\$7,678,325
Ratio (percent)	46	54	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$234,211	\$136,082	\$370,293

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	Participants	<u>Men's Teams</u>		<u>Women's Teams</u>			<u>Total Operating Expenses</u>
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	16	\$36,748	\$587,964	13	\$36,305	\$471,966	\$1,059,930
Football	107	\$6,723	\$719,338	N/A	N/A	N/A	\$719,338
Baseball	36	\$6,885	\$247,866	N/A	N/A	N/A	\$247,866
Field Hockey	N/A	N/A	N/A	25	\$5,178	\$129,455	\$129,455
Golf	8	\$11,662	\$93,298	6	\$13,027	\$78,163	\$171,461
Gymnastics				23	\$4,571	\$105,132	\$105,132
Lacrosse	51	\$4,759	\$242,716	32	\$5,630	\$180,159	\$422,875
Soccer				26	\$4,544	\$118,149	\$118,149
Softball	N/A	N/A	N/A	20	\$9,997	\$199,933	\$199,933
Swimming and Diving	28	\$3,501	\$98,028	31	\$4,296	\$133,166	\$231,194
Tennis				10	\$4,124	\$41,237	\$41,237
Track and Field, Indoor				34	\$2,214	\$75,280	\$75,280

Track and Field, Outdoor			34	\$2,214	\$75,280	\$75,280	
Track and Field, X-Country			10	\$2,214	\$22,140	\$22,140	
Volleyball			20	\$8,695	\$173,907	\$173,907	
Total Operating Expenses Men's and Women's Teams	246	N/A	\$1,989,210	284	N/A	\$1,803,967	\$3,793,177

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,478,685	\$1,869,415	\$4,348,100
Football		\$5,317,241	N/A	\$5,317,241
Total Expenses of all Sports, Except Football and Basketball, Combined		\$2,740,496	\$7,444,573	\$10,185,069
Total Expenses Men's and Women's Teams		\$10,536,422	\$9,313,988	\$19,850,410
Not Allocated by Gender/Sport		N/A	N/A	\$7,792,646
Grand Total Expenses		N/A	N/A	\$27,643,056

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,478,685	\$1,869,415	\$4,348,100
Football		\$5,317,241	N/A	\$5,317,241
Total Revenues of all Sports, Except Football and Basketball, Combined		\$2,740,496	\$7,444,573	\$10,185,069
Total Revenues Men's and Women's Teams		\$10,536,422	\$9,313,988	\$19,850,410
Not Allocated by Gender/Sport		N/A	N/A	\$7,792,646

Grand Total for all Teams (includes by team and not allocated by gender/sport)

N/A

N/A \$27,643,056

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$1,416,864	\$1,362,816	\$2,779,680
2	Total of Assistant Coaches' Salaries	\$1,642,721	\$1,222,788	\$2,865,509
3	Total Salaries (Lines 1+2)	\$3,059,585	\$2,585,604	\$5,645,189
4	Athletically Related Student Aid	\$3,533,014	\$4,145,311	\$7,678,325
5	Recruiting Expenses	\$234,211	\$136,082	\$370,293
6	Operating (Game-Day) Expenses	\$1,989,210	\$1,803,967	\$3,793,177
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$8,816,020	\$8,670,964	\$17,486,984
8	Total Expenses for Teams	\$10,536,422	\$9,313,988	\$19,850,410
9	Total Expenses for Teams Minus Subset Expenses (Line 8 - Line 7)	\$1,720,402	\$643,024	\$2,363,426
10	Not Allocated Expenses			\$7,792,646
11	Grand Total Expenses (Lines 8+10)			\$27,643,056
12	Total Revenues for Teams	\$10,536,422	\$9,313,988	\$19,850,410
13	Not Allocated Revenues			\$7,792,646
14	Grand Total Revenues (Lines 12+13)			\$27,643,056
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

University of Maryland-Baltimore County OPE ID: 00210500

GENERAL INFORMATION

Location: 1000 Hilltop Circle Baltimore, MD 21250

Phone: (410) 455-1000

Number of Full-time Undergraduates: 9,069

Men: 4,863

Women: 4,206

ATHLETIC DEPARTMENT INFORMATION

Director: Brian Barrio

Address:

1000 HILLTOP CIRCLE, CEI Arena BALTIMORE, MD 21250-0001

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Rich Franchak

Title: Associate Athletic Director for Business

Phone: (410) 455-2198

Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	29	N/A
Basketball	17	14
All Track Combined	109	70
Lacrosse	47	30
Soccer	30	24
Softball	N/A	21
Swimming and Diving	30	23
Volleyball		12
Total Participants Men's and Women's Teams	262	194
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	198	151

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined		2	2						2
Lacrosse	1		1						1
Soccer	1		1						1
Swimming and Diving		1	1						1
Coaching Position Totals	4	3	7	0	0	0	0	0	7

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1
All Track Combined		2	2						2
Lacrosse					1		1		1
Soccer					1		1		1
Softball	1		1						1

Swimming and Diving		1	1						1
Volleyball	1		1						1
Coaching Position Totals	2	3	5	0	3	0	3	0	8

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$121,597	\$82,662
Number of Head Coaches Included in Average	7	8
Average Annual Institutional Salary per FTE	\$154,760	\$101,738
Number of FTEs Included in Average	5.50	6.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	2	1	2					3
Basketball	3		3						3
All Track Combined		2	0	2		3	1	2	5
Lacrosse	2		2						2
Soccer	2	1	2	1					3
Swimming and Diving		2	1	1		1	1		3
Coaching Position Totals	8	7	9	6	0	4	2	2	19

Assistant Coaches - Women's Teams

<u>Varsity Women's</u>	<u>Male Assistant Coaches</u>	<u>Female Assistant Coaches</u>	<u>Total Assistant</u>
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<u>Teams</u>	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	<u>Coaches</u>
Basketball	2		2		1		1		3
All Track Combined		2		2		3	1	2	5
Lacrosse					2		2		2
Soccer	1		1		1		1		2
Softball		2		2	1		1		3
Swimming and Diving		2	1	1		1	1		3
Volleyball		1		1	1	1	1	1	3
Coaching Position Totals	3	7	4	6	6	5	8	3	21

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$42,458	\$39,271
Number of Assistant Coaches Included in Average	15	17
Average Annual Institutional Salary per FTE	\$67,039	\$63,582
Number of FTEs Included in Average	9.50	10.50

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$2,425,569	\$3,047,096	\$5,472,665
Ratio (percent)	44	56	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$96,755	\$115,573	\$212,328

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	Participants	<u>Men's Teams</u>		<u>Women's Teams</u>			<u>Total Operating Expenses</u>
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	17	\$29,900	\$508,308	14	\$27,009	\$378,132	\$886,440
Baseball	29	\$6,783	\$196,711	N/A	N/A	N/A	\$196,711
All Track Combined	109	\$1,587	\$172,948	70	\$2,252	\$157,620	\$330,568
Lacrosse	47	\$3,923	\$184,370	30	\$3,712	\$111,356	\$295,726
Soccer	30	\$3,434	\$103,026	24	\$5,146	\$123,502	\$226,528
Softball	N/A	N/A	N/A	21	\$6,573	\$138,030	\$138,030
Swimming and Diving	30	\$3,125	\$93,739	23	\$4,093	\$94,130	\$187,869
Volleyball				12	\$9,399	\$112,788	\$112,788

Total Operating Expenses Men's and Women's Teams	262	N/A	\$1,259,102	194	N/A	\$1,115,558	\$2,374,660
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Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,423,647	\$1,917,120	\$4,340,767
Total Expenses of all Sports, Except Football and Basketball, Combined		\$3,571,348	\$4,284,126	\$7,855,474
Total Expenses Men's and Women's Teams		\$5,994,995	\$6,201,246	\$12,196,241
Not Allocated by Gender/Sport		N/A	N/A	\$5,456,552
Grand Total Expenses		N/A	N/A	\$17,652,793

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$2,423,647	\$1,917,120	\$4,340,767
Total Revenues of all Sports, Except Football and Basketball, Combined		\$3,571,348	\$4,284,126	\$7,855,474
Total Revenues Men's and Women's Teams		\$5,994,995	\$6,201,246	\$12,196,241
Not Allocated by Gender/Sport		N/A	N/A	\$5,601,619
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$17,797,860

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$851,179	\$661,296	\$1,512,475
2	Total of Assistant Coaches' Salaries	\$636,870	\$667,607	\$1,304,477
3	Total Salaries (Lines 1+2)	\$1,488,049	\$1,328,903	\$2,816,952
4	Athletically Related Student Aid	\$2,425,569	\$3,047,096	\$5,472,665

5	Recruiting Expenses	\$96,755	\$115,573	\$212,328
6	Operating (Game-Day) Expenses	\$1,259,102	\$1,115,558	\$2,374,660
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$5,269,475	\$5,607,130	\$10,876,605
8	Total Expenses for Teams	\$5,994,995	\$6,201,246	\$12,196,241
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$725,520	\$594,116	\$1,319,636
10	Not Allocated Expenses			\$5,456,552
11	Grand Total Expenses (Lines 8+10)			\$17,652,793
12	Total Revenues for Teams	\$5,994,995	\$6,201,246	\$12,196,241
13	Not Allocated Revenues			\$5,601,619
14	Grand Total Revenues (Lines 12+13)			\$17,797,860
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$0	\$0	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$145,067

University of Maryland-College Park **OPE ID: 00210300**

GENERAL INFORMATION

Location: Route 1 College Park, MD 20742
Phone: (301) 405-1000
Number of Full-time Undergraduates: 27,912
Men: 14,029
Women: 13,883

ATHLETIC DEPARTMENT INFORMATION

Director: Damon Evans
Address:
8500 Paint Branch Dr. Xfinity Center COLLEGE PARK,
MD 20742
Reporting Year: 07/01/2022 - 06/30/2023
Reporting Official: Eric Reinke
Title: Associate AD - Business Operations
Phone: (301) 314-7437
Sanction Body: NCAA Division I-FBS

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	36	N/A
Basketball	15	13
All Track Combined		99
Field Hockey	N/A	26
Football	120	N/A
Golf	9	8
Gymnastics		22
Lacrosse	50	33
Soccer	29	35
Softball	N/A	20
Tennis		8
Track and Field, Outdoor	27	
Volleyball		15
Wrestling	33	
Total Participants Men's and Women's Teams	319	279
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	319	220

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Lacrosse	1		1						1
Soccer	1		1						1
Track and Field, Outdoor		1	1						1
Wrestling	1		1						1
Coaching Position Totals	7	1	8	0	0	0	0	0	8

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					1		1		1

All Track Combined		1	1							1
Field Hockey					1		1			1
Golf					1		1			1
Gymnastics	1		1							1
Lacrosse					1		1			1
Soccer					1		1			1
Softball	1		1							1
Tennis					1		1			1
Volleyball	1		1							1
Coaching Position Totals	3	1	4	0	6	0	6	0	10	

Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$1,390,498	\$378,107
Number of Head Coaches Included in Average	8	10
Average Annual Institutional Salary per FTE	\$1,483,198	\$398,007
Number of FTEs Included in Average	7.50	9.50

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>			<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Part-Time Institution Employee or Volunteer	
Baseball	2	1	2	1				3

Basketball	3		3						3
Football	10		10						10
Golf	1		1						1
Lacrosse	2	1	2	1					3
Soccer	2	1	2	1					3
Track and Field, Outdoor		7	2	5		4	2	2	11
Wrestling	2	1	2	1					3
Coaching Position Totals	22	11	24	9	0	4	2	2	37

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball					3		3		3
All Track Combined		7	2	5		4	2	2	11
Field Hockey	1		1		1	1	1	1	3
Golf		1		1	1		1		2
Gymnastics	1		1		1		1		2
Lacrosse					2	1	2	1	3
Soccer	1	1	1	1	1		1		3
Softball		1		1	2		2		3
Tennis		1		1	1		1		2
Volleyball	1		1		1		1		2

Coaching Position Totals	4	11	6	9	13	6	15	4	34
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Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$282,561	\$86,332
Number of Assistant Coaches Included in Average	26	21
Average Annual Institutional Salary per FTE	\$306,108	\$95,420
Number of FTEs Included in Average	24.00	19.00

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$11,055,017	\$8,022,383	\$19,077,400
Ratio (percent)	58	42	100%

CAVEAT

\$6,119,167 of total is in the form of tuition waivers: \$3,317,525 Men and \$2,801,642 Women

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$2,159,245	\$518,362	\$2,677,607

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	<u>Men's Teams</u>			<u>Women's Teams</u>			<u>Total Operating Expenses</u>
	Participants	Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	15	\$175,000	\$2,625,004	13	\$153,495	\$1,995,430	\$4,620,434
Football	120	\$42,211	\$5,065,267	N/A	N/A	N/A	\$5,065,267
Baseball	36	\$22,393	\$806,132	N/A	N/A	N/A	\$806,132
All Track Combined				99	\$4,108	\$406,661	\$406,661
Field Hockey	N/A	N/A	N/A	26	\$11,886	\$309,038	\$309,038
Golf	9	\$11,638	\$104,739	8	\$16,761	\$134,084	\$238,823
Gymnastics				22	\$10,436	\$229,586	\$229,586
Lacrosse	50	\$5,696	\$284,789	33	\$7,574	\$249,932	\$534,721

Soccer	29	\$8,454	\$245,160	35	\$6,393	\$223,751	\$468,911
Softball	N/A	N/A	N/A	20	\$22,277	\$445,546	\$445,546
Tennis				8	\$17,344	\$138,753	\$138,753
Track and Field, Outdoor	27	\$4,584	\$123,777				\$123,777
Volleyball				15	\$36,328	\$544,916	\$544,916
Wrestling	33	\$8,458	\$279,114				\$279,114
Total Operating Expenses Men's and Women's Teams	319	N/A	\$9,533,982	279	N/A	\$4,677,697	\$14,211,679

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$12,021,302	\$7,476,313	\$19,497,615
Football		\$33,999,400	N/A	\$33,999,400
Total Expenses of all Sports, Except Football and Basketball, Combined		\$11,070,956	\$15,318,067	\$26,389,023
Total Expenses Men's and Women's Teams		\$57,091,658	\$22,794,380	\$79,886,038
Not Allocated by Gender/Sport		N/A	N/A	\$41,274,310
Grand Total Expenses		N/A	N/A	\$121,160,348

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$15,049,597	\$1,053,746	\$16,103,343
Football		\$58,514,762	N/A	\$58,514,762
Total Revenues of all Sports, Except Football and Basketball,				

Combined	\$2,346,241	\$2,962,770	\$5,309,011
Total Revenues Men's and Women's Teams	\$75,910,600	\$4,016,516	\$79,927,116
Not Allocated by Gender/Sport	N/A	N/A	\$41,256,276
Grand Total for all Teams (includes by team and not allocated by gender/sport)	N/A	N/A	\$121,183,392

Revenues & Expenses Summary

Revenues and Expenses Summary		Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$11,123,984	\$3,781,070	\$14,905,054
2	Total of Assistant Coaches' Salaries	\$7,346,586	\$1,812,972	\$9,159,558
3	Total Salaries (Lines 1+2)	\$18,470,570	\$5,594,042	\$24,064,612
4	Athletically Related Student Aid	\$11,055,017	\$8,022,383	\$19,077,400
5	Recruiting Expenses	\$2,159,245	\$518,362	\$2,677,607
6	Operating (Game-Day) Expenses	\$9,533,982	\$4,677,697	\$14,211,679
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$41,218,814	\$18,812,484	\$60,031,298
8	Total Expenses for Teams	\$57,091,658	\$22,794,380	\$79,886,038
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$15,872,844	\$3,981,896	\$19,854,740
10	Not Allocated Expenses			\$41,274,310
11	Grand Total Expenses (Lines 8+10)			\$121,160,348
12	Total Revenues for Teams	\$75,910,600	\$4,016,516	\$79,927,116
13	Not Allocated Revenues			\$41,256,276
14	Grand Total Revenues (Lines 12+13)			\$121,183,392
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$18,818,942	\$18,777,864	\$41,078
16	Grand Total Revenues Minus Grand Total Expenses (Line 14-Line 11)			\$23,044

University of Maryland Eastern Shore OPE ID: 00210600

GENERAL INFORMATION

Location: J.T. Williams Hall Princess Anne, MD 21853-1299

Phone: (410) 651-2200

Number of Full-time Undergraduates: 1,749

Men: 802

Women: 947

ATHLETIC DEPARTMENT INFORMATION

Director: Tara A. Owens

Address:

William P. Hytche Athletic Center PRINCESS ANNE, MD 21853

Reporting Year: 07/01/2022 - 06/30/2023

Reporting Official: Khadijah Haaris

Title: Business Manager

Phone: (410) 651-3311

Sanction Body: NCAA Division I without football

Participants

Athletics Participation

<u>Varsity Teams</u>	<u>Number of participants as of the day of the first scheduled contest</u>	
	Men's Teams	Women's Teams
Baseball	48	N/A
Basketball	13	15
Bowling		8
All Track Combined	68	47
Golf	12	5
Softball	N/A	15
Volleyball		14
Total Participants Men's and Women's Teams	141	104
Unduplicated Count of Participants (Number of individuals who participated on at least one varsity team.)	83	59

Coaching Staff and Salaries

Head Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1		1						1
Basketball	1		1						1
All Track Combined						1	1		1
Golf						1	1		1
Coaching Position Totals	2	0	2	0	0	2	2	0	4

Head Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Head Coaches</u>				<u>Female Head Coaches</u>				<u>Total Head Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1						1
Bowling	1		1						1
All Track Combined						1	1		1
Golf						1	1		1
Softball					1		1		1
Volleyball	1		1						1

Coaching Position Totals	3	0	3	0	1	2	3	0	6
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Head Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Head Coach	\$78,304	\$68,870
Number of Head Coaches Included in Average	4	6
Average Annual Institutional Salary per FTE	\$113,897	\$86,994
Number of FTEs Included in Average	2.75	4.75

Assistant Coaches - Men's Teams

<u>Varsity Men's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Baseball	1	2	1	2					3
Basketball	3		3						3
All Track Combined		1		1					1
Golf									0
Coaching Position Totals	4	3	4	3	0	0	0	0	7

Assistant Coaches - Women's Teams

<u>Varsity Women's Teams</u>	<u>Male Assistant Coaches</u>				<u>Female Assistant Coaches</u>				<u>Total Assistant Coaches</u>
	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	Assigned to Team on a Full-Time Basis	Assigned to Team on a Part-Time Basis	Full-Time Institution Employee	Part-Time Institution Employee or Volunteer	
Basketball	1		1		1	1	1	1	3
Bowling									0

All Track Combined		1		1					1
Golf									0
Softball					1		1		1
Volleyball					1		1		1
Coaching Position Totals	1	1	1	1	3	1	3	1	6

Assistant Coaches' Salaries

	Men's Teams	Women's Teams
Average Annual Institutional Salary per Assistant Coach	\$57,952	\$58,440
Number of Assistant Coaches Included in Average	4	4
Average Annual Institutional Salary per FTE	\$57,952	\$58,440
Number of FTEs Included in Average	4.00	4.00

Revenues and Expenses

Athletically Related Student Aid

	Men's Teams	Women's Teams	Total
Total	\$952,312	\$1,382,885	\$2,335,197
Ratio (percent)	41	59	100%

Recruiting Expenses

	Men's Teams	Women's Teams	Total
Total	\$14,509	\$31,297	\$45,806

Operating (Game-Day) Expenses by Team

<u>Varsity Teams</u>	Participants	<u>Men's Teams</u>		<u>Women's Teams</u>			<u>Total Operating Expenses</u>
		Operating Expenses per Participant	By Team	Participants	Operating Expenses per Participant	By Team	
Basketball	13	\$20,873	\$271,348	15	\$21,847	\$327,700	\$599,048
Baseball	48	\$4,734	\$227,219	N/A	N/A	N/A	\$227,219
Bowling				8	\$13,563	\$108,503	\$108,503
All Track Combined	68	\$1,579	\$107,379	47	\$1,301	\$61,143	\$168,522
Golf	12	\$4,084	\$49,007	5	\$10,268	\$51,338	\$100,345
Softball	N/A	N/A	N/A	15	\$9,070	\$136,047	\$136,047
Volleyball				14	\$4,330	\$60,622	\$60,622
Total Operating Expenses Men's and Women's Teams	141	N/A	\$654,953	104	N/A	\$745,353	\$1,400,306

CAVEAT

The discrepancy between Baseball and Softball can be explained by the different recruiting strategies implemented by each coach. These strategies resulted in a smaller roster size for Softball. Baseball is

also a member of the NEC. Competition sites, in relation to our university, require more extensive travel. Local travel is more prevalent in Softball as the team competes in the MEAC.

Total Expenses by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$1,127,862	\$1,176,332	\$2,304,194
Total Expenses of all Sports, Except Football and Basketball, Combined		\$1,385,741	\$1,890,250	\$3,275,991
Total Expenses Men's and Women's Teams		\$2,513,603	\$3,066,582	\$5,580,185
Not Allocated by Gender/Sport		N/A	N/A	\$2,117,278
Grand Total Expenses		N/A	N/A	\$7,697,463

Total Revenues by Team

	Varsity Teams	Men's Teams	Women's Teams	Total
Basketball		\$1,289,145	\$1,145,581	\$2,434,726
Total Revenues of all Sports, Except Football and Basketball, Combined		\$1,233,801	\$1,911,658	\$3,145,459
Total Revenues Men's and Women's Teams		\$2,522,946	\$3,057,239	\$5,580,185
Not Allocated by Gender/Sport		N/A	N/A	\$2,117,278
Grand Total for all Teams (includes by team and not allocated by gender/sport)		N/A	N/A	\$7,697,463

Revenues & Expenses Summary

	Revenues and Expenses Summary	Men's Teams	Women's Teams	Total
1	Total of Head Coaches' Salaries	\$313,216	\$413,220	\$726,436
2	Total of Assistant Coaches' Salaries	\$231,808	\$233,760	\$465,568
3	Total Salaries (Lines 1+2)	\$545,024	\$646,980	\$1,192,004
4	Athletically Related Student Aid	\$952,312	\$1,382,885	\$2,335,197
5	Recruiting Expenses	\$14,509	\$31,297	\$45,806
6	Operating (Game-Day) Expenses	\$654,953	\$745,353	\$1,400,306
7	Summary of Subset Expenses (Lines 3+4+5+6)	\$2,166,798	\$2,806,515	\$4,973,313

8	Total Expenses for Teams	\$2,513,603	\$3,066,582	\$5,580,185
9	Total Expenses for Teams Minus Subset Expenses (Line 8 – Line 7)	\$346,805	\$260,067	\$606,872
10	Not Allocated Expenses			\$2,117,278
11	Grand Total Expenses (Lines 8+10)			\$7,697,463
12	Total Revenues for Teams	\$2,522,946	\$3,057,239	\$5,580,185
13	Not Allocated Revenues			\$2,117,278
14	Grand Total Revenues (Lines 12+13)			\$7,697,463
15	Total Revenues for Teams minus Total Expenses for Teams (Line 12-Line 8)	\$9,343	-\$9,343	\$0
16	Grand Total Revenues Minus Grand Total Expenses (Line 14- Line 11)			\$0

TOPIC: Summary of student-athlete admissions, graduation, and academic progress (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2024

SUMMARY: Board of Regents Policy V-2.10 Policy on Intercollegiate Athletics details the Board of Regents' values and expectations of institutions that operate intercollegiate athletics programs. One of the basic principles articulated is:

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

A considerable volume of detailed information on the academic progress, admission profiles and graduation rates for student-athletes is reviewed by System Office staff.

To ensure that publicly-presented information does not jeopardize Federal student privacy requirements, staff have summarized the information for ease of use by the Regents and the attached report details the results of the review.

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: JUNE 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

FY 2024 Academic Summary Report

Board of Regents' Committee on Intercollegiate Athletics

June 3, 2024

“Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.”

This report summarizes the student-athlete academic performance and progress compared to the non-athlete student peers for the University System of Maryland (USM) institutions with NCAA Intercollegiate Athletics programs. The following summary includes the synthesis for the academic measures requested by the Chancellor in Policy (V-2.10 – USM Policy on Intercollegiate Athletics) and includes comparisons of the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. Finally, a summary of the Academic Progress Rates (APR) is included to ensure that minimum NCAA standards are being met at each institution.

Summary of Academic Preparedness by Institution:

Institutions reported the high school GPA and SAT (Standardized Tests) scores for student-athletes and the institutional first-time, full-time fall cohort of new students. It should be noted that admission policies have transitioned to test-optional at most institutions, so any SAT averages reported were a subset of the entire population. However, with few exceptions, USM institutions reported similar academic preparedness for student-athletes when compared to their peers (See Table 1).

The exceptions to the Board Policy requiring similar academic preparedness were few. UMCP (University of Maryland College Park) men student-athletes have lower high school GPA (3.76 vs 4.48) and SAT scores (1254 vs 1432) than their peers. UMCP women student-athletes have lower high school GPA (3.92 vs 4.48) and SAT scores (1224 vs 1381) than their peers. UMBC (University of Maryland Baltimore County) men student-athletes have lower high school GPA (3.69 vs 4.01) than their peers. UMES (University of Maryland Eastern Shore) men student-athletes have lower high school GPA (2.65 vs 2.87) than their peers.

Table 1: Academic Preparation of Fall 2023 New First-time Full-Time Students

Regular Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Bowie State University	3.12	N/A	3.21	N/A	3.15	N/A	3.31	N/A
Coppin State University	3.03	925	3.13	N/A	2.99	1060	3.11	N/A
Frostburg State University	3.41	N/A	3.39	N/A	3.58	N/A	3.63	N/A
Salisbury University	3.57	1257	3.63	1256	3.82	1254	4.09	1249
Towson University	3.76	1172	3.63	1343	3.89	1126	3.98	1175
University of Maryland Baltimore County	4.01	1279	3.69	1280	4.09	1264	3.95	1263
University of Maryland College Park	4.48	1432	3.76	1254	4.48	1381	3.92	1224
University of Maryland Eastern Shore	2.87	N/A	2.65	N/A	2.99	N/A	3.45	N/A

Special Admit Students	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT	HS GPA	SAT
Towson University	2.61	N/A	2.55	N/A	3.33	N/A	2.87	N/A
University of Maryland Baltimore County	3.33	N/A	N/A	N/A	2.28	1160	N/A	N/A
University of Maryland College Park	2.81	1010	2.81	1010	2.59	N/A	2.59	N/A

Note: Institutions with N/A for SAT scores are test-optional schools that do not report an average number. All Special Admits at UMCP are student-athletes.

Summary of Mid-Year Academic Performance

Following the fall semester, institutions reported the mid-year academic performance of all full-time undergraduate students. The average cumulative GPA, average fall credit hours attempted, average fall credit hours earned, percentage of students with cumulative GPA below 2.00, percentage of students earning fewer than 12.0 credits, and the percentage of students earning fewer than 6.0 credits were reported by the institutions.

Continuous academic achievement and progress towards degree attainment are essential for students to graduate, graduate on time, and remain academically eligible to compete in athletics. Student-athletes with a GPA below 2.00 jeopardize eligibility and retention, and student-athletes earning fewer credit hours may require student-athletes to complete more credits in the spring semester or register for summer courses to make sufficient progress toward degree completion.

With few exceptions, the trend for student-athletes is to have the same or higher cumulative GPA, have higher credit hour completion averages, have a lower percentage of students with cumulative GPA averages below 2.00, and a lower percentage of students completing fewer than 12.0 or 6.0 credit hours (See Table 2).

With only one exception, the data support the claim that the majority of student-athletes are succeeding at rates similar to, if not higher than, their peers. Student-athletes at UMCP are not performing at the same rates as their peers. When comparing across institutions, the UMCP peer GPA averages and credit hour completion were the highest in the USM, but the UMCP student-athlete average cumulative GPA and average fall credit hour completion averages were more similar to other USM student-athletes averages.

Table 2: Mid-Year Academic Performance of Full-time Undergraduates After Fall 2023

All Full-time Undergraduates						
	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average Fall Credit Hours Attempted	Average Fall Credit Hours Completed	% below 6 Credit Hours Complete in Fall Term	% below 12 Credit Hours Complete in Fall Term
Bowie State University	2.82	11.7%	14.7	12.0	9.5%	25.7%
Coppin State University	2.70	17.2%	14.8	11.6	12.2%	31.1%
Frostburg State University	2.97	12.4%	15.0	13.0	7.3%	20.0%
Salisbury University	3.00	8.3%	14.9	13.5	4.5%	15.5%
Towson University	2.96	9.4%	14.7	13.0	5.1%	18.0%
University of Maryland Baltimore County	3.10	7.1%	14.7	13.2	4.5%	17.0%
University of Maryland College Park	3.40	1.8%	14.5	14.3	1.1%	7.3%
University of Maryland Eastern Shore	2.84	22.1%	13.6	12.0	6.0%	18.9%

Student-Athletes						
	Average Cumulative GPA	% of Students Under 2.0 Cumulative GPA	Average Fall Credit Hours Attempted	Average Fall Credit Hours Completed	% below 6 Credit Hours Complete in Fall Term	% below 12 Credit Hours Complete in Fall Term
Bowie State University	2.91	6.7%	14.8	13.1	2.4%	16.3%
Coppin State University	3.10	3.4%	14.9	13.8	1.4%	13.5%
Frostburg State University	3.15	7.5%	14.9	13.8	2.3%	11.5%
Salisbury University	3.17	3.0%	14.6	13.8	1.9%	11.4%
Towson University	3.20	3.9%	14.8	13.8	3.1%	12.9%
University of Maryland Baltimore County	3.31	1.7%	15.5	14.6	0.9%	6.7%
University of Maryland College Park	3.13	1.7%	13.8	13.5	0.4%	8.6%
University of Maryland Eastern Shore	3.09	9.2%	14.9	14.1	4.0%	9.2%

Summary of Academic Student Success

Graduation rates for first-time, full-time new undergraduates are measured across a 6-year timeframe. The USM institutions reported the regular admit graduation rates and percentage of undergraduates who left in good standing for the Fall 2017 first-time, full-time cohort and the subset of student-athletes within this cohort. Institutions provided these data for women and men as well as for regular admits and special admits (See Table 3).

There were a few general trends for the graduation rate data and the percentage of students who left in good standing. First, women graduated at higher rates than men, and this was true for both peer averages and student-athlete averages. Second, when combined, the graduation rate and the percentage of student-athletes who left in good standing were comparable or higher than their peers at all USM institutions.

The exceptions to the Board policy requiring similar academic achievement were few. First, the men student-athletes at UMCP graduated at lower rates than their peers (65.1% vs 87.3%), and the men student-athletes at UMBC graduated at lower rates than their peers (47.2% vs 66.1%). The women student-athletes at UMCP also graduated at lower rates than their peers (74.0% vs 89.8%). Additionally, women student-athletes at UMBC graduated at lower rates than their peers (56.5% vs 74.0%). Although a small group, both men and women special admits at UMBC graduated at lower rates than their peers. At Towson, only the special admit men student-athletes graduated at lower rates.

The NCAA GSR (Graduation Success Rates) and ASR (Academic Success Rates) reports data comparable to the graduation rate and left in good standing data discussed in Table 3. It should be noted that the GSR and ASR are reports that publish modified rates for student-athletes by including both the percentage of students who graduated and the percentage who left/transferred in good standing. This rate is higher than the federal graduation rate which does not include students who dropped out or transferred in good standing like the GSR and ASR. Athletic departments will often point to this measure as a better indicator of student success given the increased transfer-out rates in college athletics. Further, the GSR and ASR are often higher than the federal graduation rate because the federal graduation rate does not include students who left in good standing. Looking back to Table 3, if one combined both the graduation rates and students who left in good standing, the rates will be appropriately adjusted for the entire student body as well as the student-athletes, and, as discussed, most student-athlete success rates are comparable to their peers.

Table 3: Graduation Rates and Percentage of Students Left in Good Standing for Fall 2017 New First-time Full-Time Students

Regular Admit Students Fall 2017	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%	%	%	%	%	%	%	%
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Bowie State University	29.2%	33.8%	28.6%	57.1%	43.7%	34.8%	62.1%	6.9%
Coppin State University	19.6%	5.9%	28.6%	35.7%	27.8%	6.0%	40.0%	46.7%
Frostburg State University	47.1%	27.8%	45.2%	22.6%	57.3%	26.1%	65.5%	14.5%
Salisbury University	63.8%	19.1%	68.7%	20.5%	70.1%	20.4%	85.4%	14.6%
Towson University	60.1%	26.6%	52.2%	47.8%	72.2%	21.1%	69.6%	26.8%
University of Maryland Baltimore County	66.1%	17.2%	47.2%	47.2%	74.0%	19.6%	56.5%	39.1%
University of Maryland College Park	87.3%	9.6%	65.1%	31.7%	89.8%	8.8%	74.0%	24.0%
University of Maryland Eastern Shore	29.6%	34.4%	64.3%	21.4%	39.4%	29.0%	76.0%	8.0%

Special Admit Students Fall 2017	Men				Women			
	All		Student-Athletes		All		Student-Athletes	
	%	%	%	%	%	%	%	%
	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing	Graduated in 6 YEARS OR LESS	% Left in Good Standing
Towson University	36.4%	45.5%	27.3%	54.5%	70.0%	20.0%	75.0%	12.5%
University of Maryland Baltimore County	50.0%	33.3%	33.3%	16.7%	52.9%	41.2%	42.9%	57.1%
University of Maryland College Park	52.9%	41.2%	52.9%	41.2%	83.3%	16.7%	83.3%	16.7%

NCAA APR

The NCAA publishes an annual report to monitor academic eligibility and retention. High APR scores mean the sport is permitted to operate without penalties and is eligible for post-season competition. The APR scores are only based on scholarship athletes whereas the USM data previously discussed include all student-athletes. Per Policy (V-2.20 – USM Policy on Academic Achievement in Intercollegiate Athletics) all institutions met the multiyear APR benchmark of 930 except for Coppin State University (CSU) Men’s Basketball, but the team is not subject to postseason ineligibility due to institutional resources. UMES Men’s and Women’s Golf both fell below the multiyear APR benchmark, however, they were not subject to NCAA penalties and are not subject to postseason ineligibility due to squad-size adjustment. In summary, all sports across all USM institutions are in good standing based on the NCAA APR scores and adjustments.

TOPIC: Mid-Year Athletic Director Updates – Rotating – TU, BSU, SU (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: June 3, 2024

SUMMARY: Each committee meeting certain institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing the athletic program and discuss nationwide trends, developments, and future potential actions with an impact on athletics in higher education.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- the lines of reporting within the institution and responsibility for athletics
- the institution’s current challenges
- institution efforts to facilitate student-athletes’ use of name, image, or likeness
- the impact of the *Alston* case on the institution’s athletic department

Athletic directors asked to present at this meeting include:

1. Steve Eigenbrot, Towson University
2. Clyde Doughty, Bowie State University
3. Monica Polizzi, Salisbury University

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

FISCAL IMPACT: This item is presented for information purposes.

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

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: JUNE 3, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

TOPIC: Strategic Plan Update: Alternative Credentials and Innovative Pathways

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: May 14, 2024

SUMMARY: The University System of Maryland's strategic plan, Vision 2030: From Excellence to Preeminence, was approved by the Board of Regents in June 2022. The plan focuses on five priority areas – Academic Excellence and Innovation; Access, Affordability, and Achievement; Workforce and Economic Development; Research; and Diversity, Equity, and Inclusion. There are short-, mid-, and long-term goals under each priority area.

A survey was sent to all institutions to determine what they saw as the highest priority goals of the Plan. The following two goals were identified by nearly all institutions as the highest priority:

- Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands
- Goal 2.3: Develop innovative education programs resulting in new credentials

USM worked with Huron Consulting to develop an action plan related to these two priorities. Senior Vice Chancellor Wrynn will present an overview of the action plan and how the USM plans to move forward with implementation.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION: DATE: May 14, 2024

BOARD ACTION: DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

University System of Maryland Targeted Strategic Plan Implementation: Innovative Pathways and Alternative Credentials

Action Plan

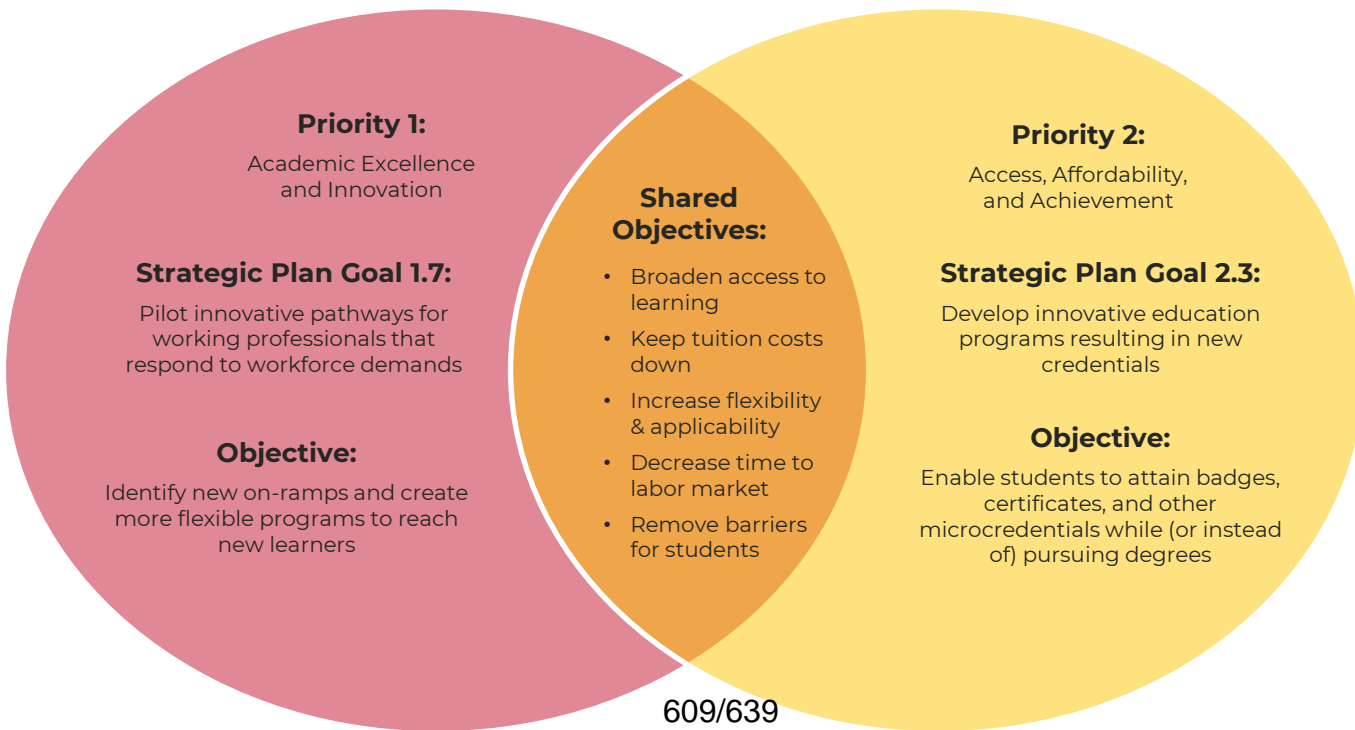
USM's Strategic Priorities: *Vision 2030*

While this effort focused on two goals within the **Academic Excellence and Innovation** and **Access, Affordability, and Achievement** priorities of the strategic plan, the activities in this Action Plan align with *Vision 2030* broadly.



Action Plan Approach

While the two strategic plan goals are distinctive, their objectives of meeting student needs and responding to workforce demands overlap considerably. Accordingly, the Action Plan has been structured in a consolidated manner.



Definitions

Innovative Pathways

- “Innovative pathways” represent those outside of the “traditional pathway,” which is the sequence of students graduating from high school, enrolling in a four-year institution, and pursuing employment or advanced education directly after attaining their bachelor’s. These pathways can also include programs that offer stackable, for-credit credentials that can lead to a degree.

Alternative Credentials

- Alternative credentials are formal acknowledgements of subject or skill mastery outside of traditional associates, bachelors, masters, doctoral and other professional degrees. They can include both non-credit and for-credit certificates, digital badges, and other types of new credentials such as MicroMasters.

Certifications

- Certifications are formal recognitions awarded upon successful completion of a training program, verifying a person's expertise or competency in a specific skill or knowledge area.

Badges

- Badges are a visual representation of a learner's skills and knowledge.



Examples of Current USM Alternative Credential and Innovative Pathways Programs



USM System Office

[Interprofessional Education \(IPE\) Digital Badging Project](#): a collaboration through the Kirwan Center for Academic Innovation at the system-level and University of Maryland, Baltimore's Center for IPE.



University of Maryland, College Park [College of Information Studies Certificates and Non-Degree Programs](#): includes a librarian certificate, a museum scholarship and material culture certificate, and a digital curation for information professionals certificate.



Coppin State University

[Pathways to Success](#): a collaboration between Coppin and Community College of Baltimore County that provides students with a dual admission opportunity, accelerating their time towards an Associate's and Bachelor's degree.



University of Maryland, College Park

[Maryland Early EdCorp Apprenticeship Program](#): apprentices receive support in achieving the Child Development Associate credential and Child Care Credential while also being paid for their work.

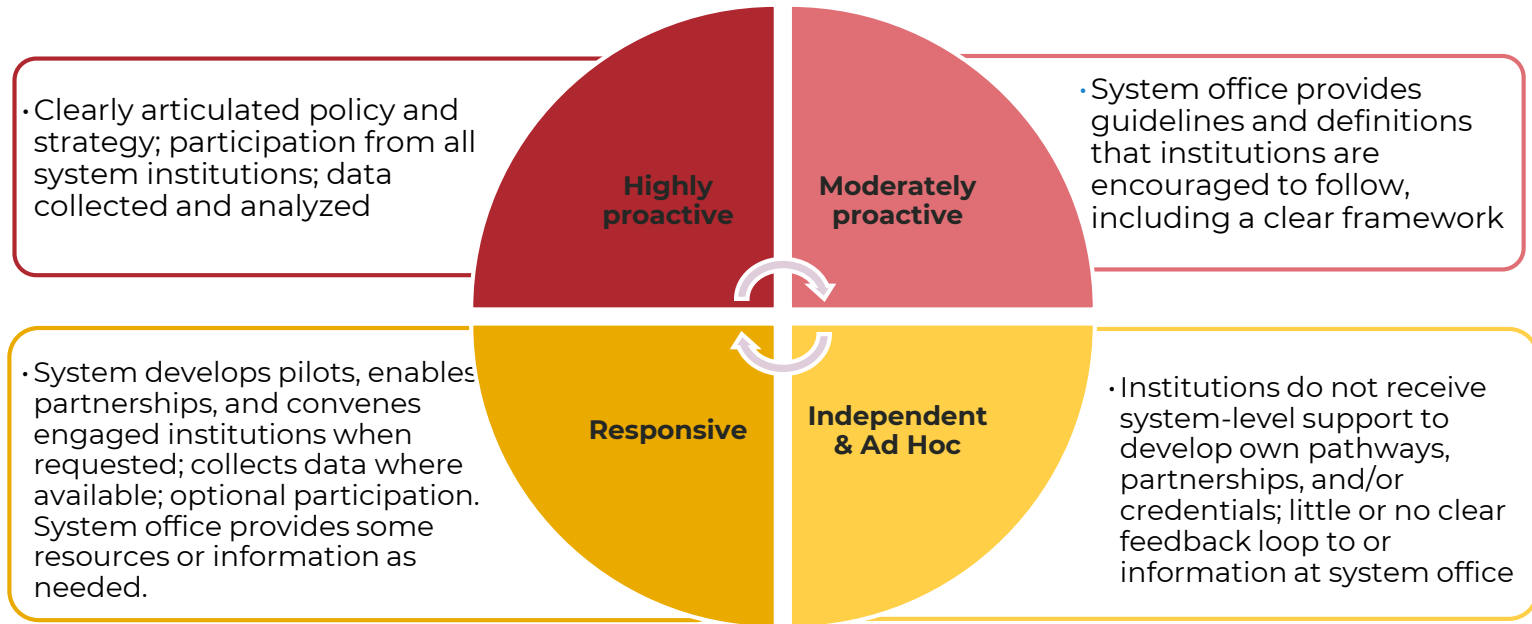


Bowie State University

[Portfolio Program](#): while not a traditional "pathway" this program provides students who have work experience in a particular subject area or skill set with academic credit for their work.

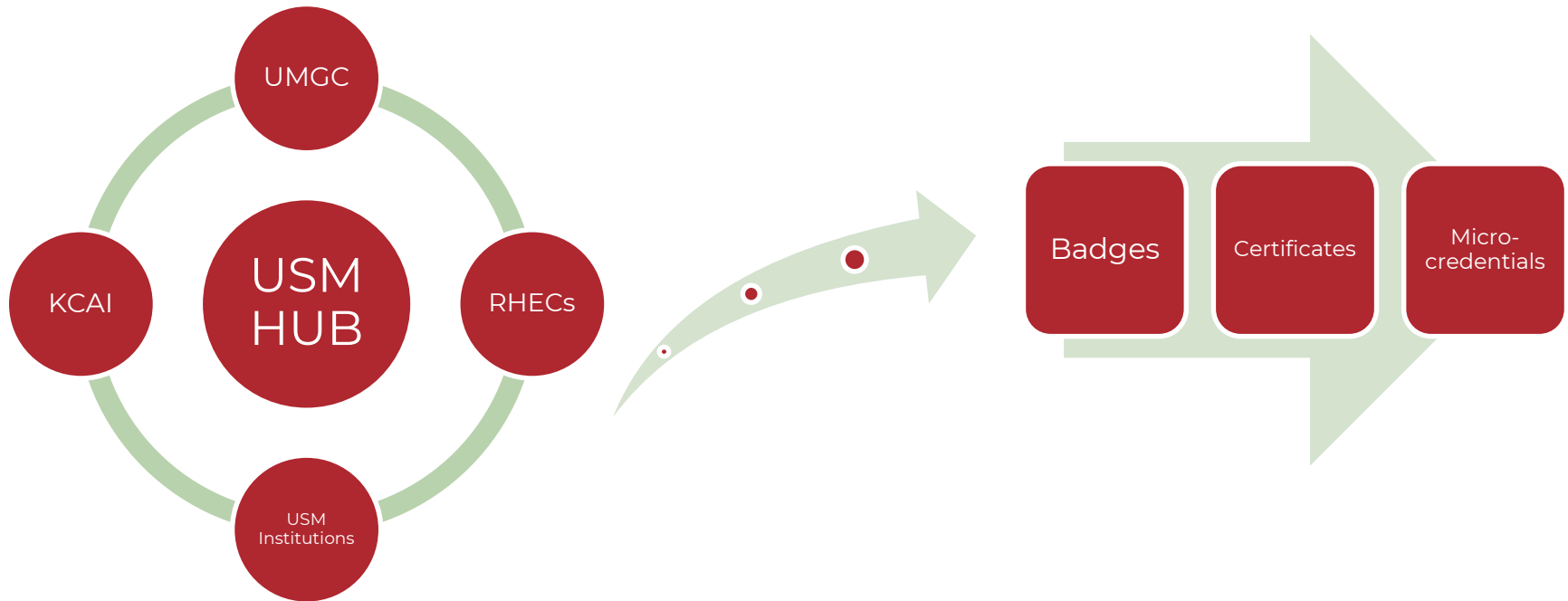
System Models

University systems vary in their approaches and level of centralized support for innovative pathways and alternative credentials.



Potential Organizational Elements and Processes


The following organizational elements and processes could help to accelerate execution of the innovative pathway and alternative credential Action Plan by positioning the USM as a **Network Hub** for localized pathways to credentials and lifelong learning.



New onramps and offramps







High-Level Roadmap

The Action Plan focuses on key activities over the next three years, beginning in FY2025.

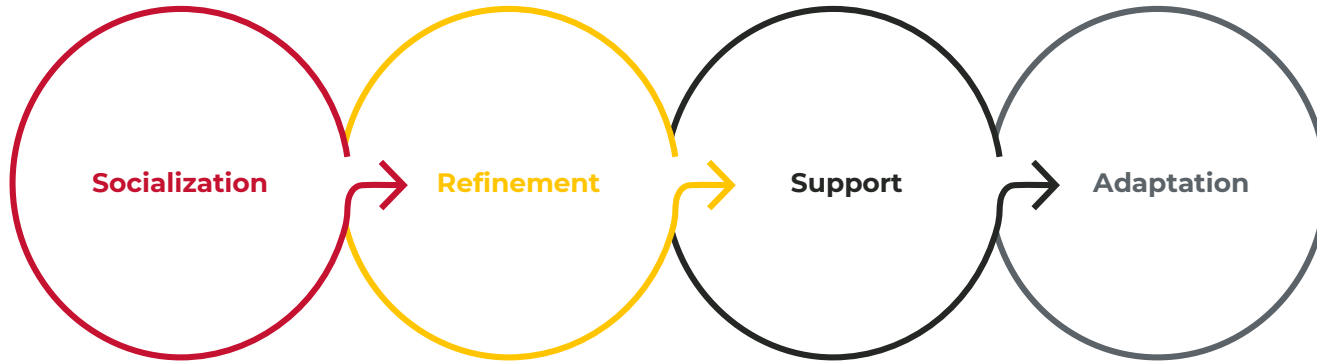
Year			
	Year 1 (FY 2025)	Year 2 (FY 2026)	Year 3 (FY 2027)
Objective	Build Infrastructure & Establish Baseline	Analyze Data, Track Outcomes, & Pilot New Programs	Scale & Grow
Key Activities	<ul style="list-style-type: none"> • Convene a USM Innovative Pathway and Alternative Credential Committee internal to the System Office to coordinate and collaborate. • Position the Kirwan Center as the central, coordinating unit for innovative pathways and alternative credentials. • Create a USM Innovative Pathway and Alternative Credential Task Force to agree on definitions, create taxonomy, and advise on the repository and tracking system. 	<ul style="list-style-type: none"> • Establish a mechanism for USM institutions to identify unmet workforce demands and routinely leverage labor market data. • Develop and implement an internal System-wide inventory of alternative credentials to track key metrics. • Develop an externally-facing System-wide inventory of alternative credentials, building off of the previously created internal inventory. • Develop a System-wide recognition and validation process for new credentials. 	<ul style="list-style-type: none"> • Scale innovative pathway or alternative credential programs. • Develop a non-credit data strategy, inclusive of vision, acquisition, governance, quality, security, usage, literacy, storage, reporting, and strategic analytics. • Provide support and coordination for USM institutions when seeking to use third-party vendors or partners. • Launch an externally-facing System-wide inventory of alternative credentials.
Prospective Metrics to Track	<ul style="list-style-type: none"> • Establishment of Committee • Establishment of Task Force • Staffing for Kirwan Center 	<ul style="list-style-type: none"> • Workforce data • Enrollment and retention • Program completions • Number of programs • Employment outcomes 	<ul style="list-style-type: none"> • Student outcomes • Program outcomes • Third-party vendors

Key Success Metrics

USM can set metrics for both near- and longer-term actions to track the success of the different components of the Action Plan.

Key Success Metrics					
 People, Coordination, and Framework	 Quality Assurance Standards	 Funding	 Processes and Procedures	 Data and Tracking	 Partnerships
<ul style="list-style-type: none"> • Volume of unmet workforce needs (unfilled vacancies requiring a credential or degree) • Number of industry and employer partnerships with USM institutions 	<ul style="list-style-type: none"> • Outcome metrics (consistency of quality of programs) • Shared understanding of campuses and institutional partners pertaining to quality standards 	<ul style="list-style-type: none"> • Dollars raised to support pilot initiatives • Number of funding/grantmaking partners • Seed funding amounts 	<ul style="list-style-type: none"> • Speed of program approval and launch • Number of credit recognition, credit transfer, etc. approvals • Clarity around program requirements 	<ul style="list-style-type: none"> • Enrollment and persistence by program and overall • Retention and graduation for degree programs • Diversity of students in programs • Employment outcomes, particularly in high-need professions (education, healthcare, etc.) 	<ul style="list-style-type: none"> • Number of key partners • Frequency of engagement • Outputs from partnerships (apprenticeships, programs, funding, etc.)

Immediate Next Steps



- Share key findings of this effort and stakeholder engagement with campuses.
- Discuss high-level action steps to gather input and confirm direction.

- Use feedback and additional data to refine Action Plan.
- Provide additional detail and simplify where necessary to sharpen focus and build understanding.

- Present action plan to Board to gain support for these partnerships.
- Address feedback to ensure smooth path forward.

- Convene and charge USMO Committee.
- Launch USM institutional task force (establish membership, governance, charge, meeting mode and frequency).

TOPIC: University System of Maryland: FY 2025 Operating Budget

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: As required by USM Policy VIII-9.00 – Policy on the Operating Budget, the FY 2025 USM Operating Budget is submitted for consideration and action. The total budget includes revenue from state appropriations, tuition and fees, auxiliary services, federal grants and contracts, and other revenues for a total budget of approximately \$7.5 billion. The FY 2025 Operating Budget provides new state funding as follows:

- FY 2025 Salary Enhancements (held in DBM’s Budget): \$142.9M
 - COLA 3%: \$63.7M
 - Merit 2.5%: \$63.7M
 - Retention: \$15.6M
- 6% Turnover Adjustment: (\$55.0M)
- Fringe Benefit Increases: \$7.3M
- HBCU Lawsuit Settlement: \$35.5M
- Total Proposed Funding for Legislative Mandates: \$7.6M
- Supplemental #2: \$282.7K
 - BSU: (\$717.3K) – HBCU Settlement Fund Correction
 - CSU: \$1M – Student Center Improvements
- UMES Agriculture State Match Funding: \$4.8M
- Expansion Funding for MD Technology Internship Program (UMBC): \$700K
- MFRI COLA: \$199.1K

The state-supported portion of the budget totals approximately \$4.4 billion. Included in this figure are state appropriations, Higher Education Investment Funds (HEIF) and HBCU settlement funds of approximately \$2.3 billion (an increase of approximately \$98.0 million or 4.4% over the FY 2024 budget base state funds), and tuition and fees of approximately \$1.9 billion.

The non-state-supported portion of the budget totals approximately \$3.2 billion comprised mainly of Auxiliary Revenues of approximately \$798.8 million. Approximately \$1.7 billion of restricted funding is mainly comprised of federal grants contracts of approximately \$995.4 million, private gifts, grants, and contracts of approximately 264.6 million, and state and local grants and contracts of approximately \$240.1 million.

ALTERNATIVE(S): The budget request could be adjusted to increase/decrease expenditures or to move expenditures from one area to another. However, a balanced budget is required, and revenue must be adjusted to match any change in overall expenditures.

FISCAL IMPACT: The USM budget totals \$7.5 billion.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the FY 2025 operating budget as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be in consultation with and reported back to the Board.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

University System of Maryland
FY 2025 Operating Budget

Table 1

State	Current Unrestricted Funds					Total <u>Restricted</u>	Total <u>Funds</u>	Full Time <u>Positions</u>	Full Time Equivalent <u>Students</u>
	<u>Appropriations</u>	<u>Tuition & Fees</u>	<u>Auxiliary</u>	<u>Other</u>	<u>Unrestricted</u>				
UMB	381,808,139	176,370,200	30,185,822	320,848,453	909,212,614	\$712,084,443	1,621,297,057	5,645.96	6,676
UMCP	869,706,933	732,140,153	379,876,336	273,193,315	2,254,916,737	607,960,294	2,862,877,031	10,018.00	33,936
BSU	88,246,610	53,583,977	30,324,547	1,051,854	173,206,988	33,709,513	206,916,501	716.00	5,118
TU	224,705,098	207,215,420	154,220,478	8,409,493	594,550,489	64,000,000	658,550,489	2,548.00	16,030
UMES	84,125,435	25,879,288	22,445,035	455,422	132,905,180	26,789,250	159,694,430	835.87	2,523
FSU	64,508,095	33,786,690	21,775,344	1,886,713	121,956,842	24,076,400	146,033,242	688.00	3,045
CSU	73,219,890	12,849,223	11,936,132	(412,326)	97,592,919	18,000,000	115,592,919	462.00	1,743
UBalt	65,672,532	51,322,551	5,561,035	2,822,166	125,378,284	29,256,268	154,634,552	651.00	2,139
SU	97,786,269	73,815,833	54,644,305	3,008,105	229,254,512	16,600,000	245,854,512	1,102.00	6,431
UMGC	66,530,737	381,529,302	-	33,576,597	481,636,636	80,005,847	561,642,483	974.71	39,580
UMBC	224,211,868	180,100,781	87,253,694	50,392,807	541,959,150	136,683,292	678,642,442	2,298.29	11,467
UMCES	29,799,582	-	-	6,885,291	36,684,873	17,449,469	54,134,342	281.86	-
USMO	27,785,959	-	-	10,727,073	38,513,032	2,000,000	40,513,032	117.00	-
USG	29,662,815	1,706,491	1,024,735	276,205	32,670,246	1,000,000	33,670,246	93.00	-
Total	2,327,769,962	\$1,930,299,909	\$799,247,463	\$713,121,168	\$5,770,438,502	\$1,769,614,776	\$7,540,053,278	26,431.69	128,688

**University System of Maryland
FY 2025 State Supported Budget**

Table 2

Institution:	FY 2024 Budget Base State Funds	Target Legislative Mandates & Salary Enhancements	New Facilities Operating Costs	FY 2025 Request State Funds	Appropriation Adjustments				Total FY 2025 Salary Enhancements - Held in DBM Budget	Total Estimated FY 2025 State Funds
					Legislative Mandates	HBCU Lawsuit Adjustment	Turnover Increase to 6% Adjustment	Controlled Sub Object & Fringe Adjustments		
UMB	\$367,283,883	(\$4,583,505)	\$0	\$362,700,378	\$4,050,000		(\$10,813,979)	\$688,515	\$25,183,225	\$381,808,139
UMCP*	\$848,729,372	(4,697,243)	391,300	\$833,090,226	250,000		(28,406,064)	2,695,381	61,990,442	869,619,985
BSU	\$85,580,923	350,961	1,303,695	\$87,235,579	-	(717,344)	(2,777,342)	225,408	4,277,398	88,243,699
TU	\$204,777,195	2,671,905	1,496,306	\$208,945,406	500,000		330,293	1,146,571	13,767,507	224,689,777
UMES	\$75,079,300	(901,272)	517,155	\$74,695,183	4,800,000		720,491	208,334	3,699,302	84,123,310
FSU	\$60,522,353	956,616	310,333	\$61,789,302	200,000		(934,569)	190,832	2,920,030	64,165,595
CSU	\$70,454,050	910,205	28,000	\$71,392,255	1,000,000		(2,198,158)	173,068	2,864,247	73,231,412
UBalt	\$62,321,849	(975,725)	-	\$61,346,124	1,525,000		(1,932,780)	237,256	4,498,134	65,673,734
SU	\$92,303,278	1,683,692	-	\$93,986,970	-		(2,116,806)	353,727	5,558,559	97,782,450
UMGC	\$66,737,708	(3,435,938)	-	\$63,301,770	750,000		(4,918)	87,226	2,397,314	66,531,392
UMBC	\$210,724,578	4,989,294	-	\$215,713,872	700,000		(5,687,879)	935,294	12,559,466	224,220,753
UMCES	\$28,426,634	(75,053)	659,133	\$29,010,714	-		(387,511)	51,976	1,124,420	29,799,599
USMO	\$26,621,360	144,682	-	\$26,766,042	300,000		(571,433)	354,070	1,368,623	28,217,302
PAYGO				\$0	-					-
USG	\$33,952,023	(4,867,098)	-	\$29,084,925	-		(244,919)	127,057	695,752	29,662,815
USM total	\$2,233,514,506	(\$7,828,479)	\$4,705,922	\$2,219,058,746	\$14,075,000	(\$717,344)	(\$55,025,574)	\$7,474,715	\$142,904,419	\$2,327,769,962

For FY2025 there is a GF/HEIF swap of \$10.6M.

*FY 2025 Request State Funds are not inclusive of \$11.3M related to restricted MFRI funding.

Table 3a

SUMMARY OF EXPENDITURES UNIVERSITY SYSTEM OF MARYLAND									
Expenditures	FY 2023 Actual		FY 2024 Appropriation Adj.		FY 2025 Allowance Adj.		FY 2025 Change		
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salaries & Wages	25,927.39	4,023,974,895	26,431.69	4,490,108,630	26,431.69	4,625,882,781	0.00	135,774,151	3.0%
Technical and Special Fees		144,651,221		140,459,708		144,151,222		3,691,514	2.6%
Non-Salary Operations & Maintenance		2,637,775,958		2,484,953,755		2,528,912,072		43,958,317	1.8%
Facilities Renewal		236,376,512		217,703,771		241,107,203		23,403,432	10.8%
Subtotal Operating Expenses		2,874,152,470		2,702,657,526		2,770,019,275		67,361,749	2.5%
Total Expenditures	25,927.39	7,042,778,586	26,431.69	7,333,225,864	26,431.69	7,540,053,278	0.00	206,827,414	2.8%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,786,422,277		1,873,293,871		1,930,299,909		57,006,038	3.0%
State General Funds		1,813,424,845		2,066,718,436		2,162,109,337		95,390,901	4.6%
Higher Education Investment Fund		116,204,824		119,561,065		130,184,537		10,623,472	8.9%
HBCU Settlement Funds - General & Special		22,342,209		36,193,432		35,476,088		(717,344)	-2.0%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0.0%
Federal Grants and Contracts		198,689,129		192,435,081		194,878,595		2,443,514	1.3%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		186,853		-		-		-	0.0%
Private Gifts, Grants and Contracts		75,892,418		71,034,169		71,729,909		695,740	1.0%
State and Local Grants and Contracts		31,566,933		26,169,635		26,021,461		(148,174)	-0.6%
Sales and Services of Educational Activities		257,323,584		288,668,231		297,796,796		9,128,565	3.2%
Sales and Services of Auxiliary Enterprises		723,126,792		756,073,861		799,247,463		43,173,602	5.7%
Other Sources		177,936,792		158,692,096		153,020,611		(5,671,485)	-3.6%
Transfer (to)/from Fund Balance		(124,127,470)		(30,136,835)		(32,426,204)		(2,289,369)	7.6%
Total Unrestricted Revenue		5,081,089,186		5,560,803,042		5,770,438,502		209,635,460	3.8%
Current Restricted Revenue:									
Federal Grants and Contracts		907,582,421		1,001,895,565		1,024,310,430		22,414,865	2.2%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		59,034,358		13,125,476		-		(13,125,476)	-100.0%
Private Gifts, Grants and Contracts		240,495,883		263,039,296		265,548,384		2,509,088	1.0%
State and Local Grants and Contracts		223,800,227		235,086,103		241,621,725		6,535,622	2.8%
State General Funds (Restricted)		4,375,886		3,749,216		-		(3,749,216)	-100.0%
State Special Funds (Restricted)		10,757,216		11,041,573		11,333,203		291,630	2.6%
DPA Legislative Priorities		-		-		-		-	0.0%
PAYGO State Funds		292,131,594		17,562,000		-		(17,562,000)	-100.0%
Other Sources		223,511,815		226,923,593		226,801,034		(122,559)	-0.1%
Total Restricted Revenue		1,961,689,400		1,772,422,822		1,769,614,776		(2,808,046)	-0.2%
Total Revenue		7,042,778,586		7,333,225,864		7,540,053,278		206,827,414	2.8%

Table 3b

SUMMARY OF EXPENDITURES									
UNIVERSITY SYSTEM OF MARYLAND - STATE SUPPORTED									
Expenditures	FY 2023 Actual		FY 2024 Appropriation Adj.		FY 2025 Allowance Adj.		FY 2025 Change		
	FTE	Amount		Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salaries & Wages	17,957.53	2,574,620,509	18,336.65	2,927,355,981	18,335.65	3,018,457,478	-1.00	91,101,497	3.1%
Technical and Special Fees		79,129,619		78,174,935		80,995,332		2,820,397	3.6%
Non-Salary Operations & Maintenance		1,296,986,103		1,081,375,077		1,118,384,957		37,009,880	3.4%
Facilities Renewal		149,391,609		138,400,365		161,773,412		23,373,047	16.9%
Subtotal Operating Expenses		1,446,377,712		1,219,775,442		1,280,158,369		60,382,927	5.0%
Total Expenditures	17,957.53	4,100,127,840	18,336.65	4,225,306,358	18,335.65	4,379,611,179	-1.00	154,304,821	3.7%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		1,591,351,818		1,665,136,320		1,712,243,708		47,107,388	2.8%
State General Funds		1,813,424,845		2,066,718,436		2,162,109,337		95,390,901	4.6%
Higher Education Investment Fund		116,204,824		119,561,065		130,184,537		10,623,472	8.9%
HBCU Settlement Funds - General & Special		22,342,209		36,193,432		35,476,088		(717,344)	-2.0%
Maryland Energy Innovation		2,100,000		2,100,000		2,100,000		-	0.0%
Federal Grants and Contracts		75,361,619		81,924,406		83,150,792		1,226,386	1.5%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		-		-		-		-	0.0%
Private Gifts, Grants and Contracts		53,767,874		53,742,565		54,102,372		359,807	0.7%
State and Local Grants and Contracts		17,244,436		13,774,510		14,244,510		470,000	3.4%
Sales and Services of Educational Activities		16,608,655		15,461,663		15,434,810		(26,853)	-0.2%
Sales and Services of Auxiliary Enterprises		43,534		-		500,000		500,000	0.0%
Other Sources		88,199,091		83,574,481		97,554,674		13,980,193	16.7%
Transfer (to)/from Fund Balance		(35,247,153)		23,346,144		29,756,601		6,410,457	27.5%
Total Unrestricted Revenue		3,761,401,752		4,161,533,022		4,336,857,429		175,324,407	4.2%
Current Restricted Revenue:									
Federal Grants and Contracts		24,701,168		28,920,547		28,920,547		-	0.0%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		8,382,332		-		-		-	0.0%
Private Gifts, Grants and Contracts		924,968		1,000,000		1,000,000		-	0.0%
State and Local Grants and Contracts		729,620		1,500,000		1,500,000		-	0.0%
State General Funds (Restricted)		3,750,784		3,749,216		-		(3,749,216)	-100.0%
State Special Funds (Restricted)		10,757,216		11,041,573		11,333,203		291,630	2.6%
DPA Legislative Priorities		-		-		-		-	0.0%
PAYGO State Funds		291,980,000		17,562,000		-		(17,562,000)	-100.0%
Other Sources		(2,500,000)		-		-		-	0.0%
Total Restricted Revenue		338,726,088		63,773,336		42,753,750		-21,019,586	-33.0%
Total Revenue		4,100,127,840		4,225,306,358		4,379,611,179		154,304,821	3.7%

Table 3c

SUMMARY OF EXPENDITURES
UNIVERSITY SYSTEM OF MARYLAND - NON-STATE SUPPORTED

Expenditures	FY 2023 Actual		FY 2024 Appropriation Adj.		FY 2025 Allowance Adj.		FY 2025 Change		
	FTE	Amount		Amount	FTE	Amount	FTE	Amount	%
Expenditures									
Salaries & Wages	7,969.86	1,449,354,386	8,095.04	1,562,752,649	8,096.04	1,607,425,303	1.00	44,672,654	2.9%
Technical and Special Fees		65,521,602		62,284,773		63,155,890		871,117	1.4%
Non-Salary Operations & Maintenance		1,340,789,855		1,403,578,678		1,410,527,115		6,948,437	0.5%
Facilities Renewal		86,984,903		79,303,406		79,333,791		30,385	0.0%
Subtotal Operating Expenses		1,427,774,758		1,482,882,084		1,489,860,906		6,978,822	0.5%
Total Expenditures	7,969.86	2,942,650,746	8,095.04	3,107,919,506	8,096.04	3,160,442,099	1.00	52,522,593	1.7%
Revenue									
Current Unrestricted Revenue:									
Tuition and Fees		195,070,459		208,157,551		218,056,201		9,898,650	4.8%
State General Funds		-		-		-		-	0.0%
Higher Education Investment Fund		-		-		-		-	0.0%
HBCU Settlement Funds - General & Special		-		-		-		-	0.0%
Maryland Energy Innovation		-		-		-		-	0.0%
Federal Grants and Contracts		123,327,510		110,510,675		111,727,803		1,217,128	1.1%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		186,853		-		-		-	0.0%
Private Gifts, Grants and Contracts		22,124,544		17,291,604		17,627,537		335,933	1.9%
State and Local Grants and Contracts		14,322,497		12,395,125		11,776,951		(618,174)	-5.0%
Sales and Services of Educational Activities		240,714,929		273,206,568		282,361,986		9,155,418	3.4%
Sales and Services of Auxiliary Enterprises		723,083,258		756,073,861		798,747,463		42,673,602	5.6%
Other Sources		89,737,701		75,117,615		55,465,937		(19,651,678)	-26.2%
Transfer (to)/from Fund Balance		(88,880,317)		(53,482,979)		(62,182,805)		(8,699,826)	16.3%
Total Unrestricted Revenue		1,319,687,434		1,399,270,020		1,433,581,073		34,311,053	2.5%
Current Restricted Revenue:									
Federal Grants and Contracts		882,881,253		972,975,018		995,389,883		22,414,865	2.3%
CARES/CRRSAA/ARPA Federal Direct & Indirect Support		50,652,026		13,125,476		-		(13,125,476)	-100.0%
Private Gifts, Grants and Contracts		239,570,915		262,039,296		264,548,384		2,509,088	1.0%
State and Local Grants and Contracts		223,070,607		233,586,103		240,121,725		6,535,622	2.8%
State General Funds (Restricted)		625,102		-		-		-	0.0%
State Special Funds (Restricted)		-		-		-		-	0.0%
DPA Legislative Priorities		-		-		-		-	0.0%
PAYGO State Funds		151,594		-		-		-	0.0%
Other Sources		226,011,815		226,923,593		226,801,034		(122,559)	-0.1%
Total Restricted Revenue		1,622,963,312		1,708,649,486		1,726,861,026		18,211,540	1.1%
Total Revenue		2,942,650,746		3,107,919,506		3,160,442,099		52,522,593	1.7%

TOPIC: FY 2025 System Funded Construction Program Request

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: May 29, 2024

SUMMARY: This is a request for approval of the FY 2025 System Funded Construction Program in the amount of \$75,857,000 that is the first year of the proposed FY 2025-2029 System Funded Construction Program of \$314,359,000, as indicated in the attachment.

The USM Auxiliary Bond portion of the total is \$34,950,000 for FY 2025 and a five-year total of \$245,452,000. Other than those already approved by the Board, no new projects for public/private partnership (P3) financing are being considered this cycle, though the existing agreements are presented here for information because P3 projects typically impact USM debt capacity.

The SFCP request includes projects that are proposed for planning, construction and/or equipment funding in FY 2025. While the Board's approval is for the single, asking-year budget, a full five-year plan is required by Board policy. The plan outlines the intended progression of each project over time and places the current year's allocation, for the Board's information, in context with any remaining phases of funding. Some recommendations in the SFCP may be conditional upon satisfactory completion of other projects or activities. These are noted in the attachment or will be part of concurrent discussion with the Board.

As noted above, most projects are recommended for funding through external borrowing in whole or in part. Approval is being requested concurrently and/or at a later date for borrowing authority for those specific projects. There may be changes at that time because of timing, cost, fee change implications, or other considerations. Each project is a part of an institutional program that will produce the revenue required for repaying the debt.

ALTERNATIVE(S): Each project could be reviewed separately and accepted, modified, or rejected. The institutional requirement and financial viability for each project were evaluated separately.

FISCAL IMPACT: The impact of the program focuses on the effect of each project on the institution's operating budget and varies with the plan for setting the charges required to repay the debt.

CHANCELLOR'S RECOMMENDATION: That the Committee on Finance recommend that the Board of Regents approve the FY 2025 System Funded Construction Program request with the conditions listed herein (and within the attached materials) and authorize the Chancellor to make appropriate changes consistent with existing Board policies and guidelines. Any such changes will be reported to the Committee on Finance.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 5/29/24

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SFCP: DRAFT FOR BOARD OF REGENTS

BOARD OF REGENTS FY2025-2029 SYSTEM FUNDED CONSTRUCTION PROGRAM (SFCP) -- \$'000'S

Revised 5/16/24

(Yellow) New Requests for FY25

Campus
Priority

FUNDING CALENDAR

Total Project
Cost '000s

	INST'N	PROJECTS	Prior	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029		
USM Auxiliary Bonds										
2	UMCP	Ellicott Community Residence Halls HVAC & Infrastructure Reno	8,350		deferred 2 years relative to request		20,000	C	20,000	C
1	UMCP	South Campus Housing Utility and Infrastructure Upgrade	8,700	Inst'n	6,000	C	6,000	C		
1	BSU	Refurbish Tubman Hall		10,050	PC					
1	TU	10 West Renovation			7,000	PC	48,000	C	35,000	CE
5	UMES	Athletic Fields Upgrade (consider internal borrowing option)		4,900	C					
1	CSU	Student Ctr & Residential Complex (SCRC) Ph 1 (See "Note A" Below)		9,000	C	26,502	C	3,000	E	
6	SU	Guerrieri Student Union Renovation				2,500	P	7,500	PC	25,000
1	UMBC	The Commons Courtyard Enclosure		5,000	PC	10,000	C			
Subtotal: USM Bonds/Direct Debt RECOMMENDED				34,950		49,502		53,500	62,500	45,000
FIVE YEAR SUBTOTAL BONDS (USM DEBT)										245,452

48,350
20,700
10,050
90,000
4,900
38,502
35,000
15,000

Note A *State contribution to Coppin Housing project includes: (Prior) \$6.864M + (FY25) \$11.136M + \$1M Paygo = \$19M

FOR INFORMATION ONLY: Potential impact on USM Debt of requested Public/Private Partnerships (as approved by the Board)

	UMCP	New Graduate Housing (700 beds) \$176M Total Debt	State funds \$50M	176,000					
	UMCP	Next Gen Energy Project (Estimated Debt Impact)		392,000					392,000
	BSU	Gateway Parcel Project (599 beds) \$84M Total Debt	none	84,000					84,000
TOTAL IMPACT ON DEBT - PPP				652,000	0	0	0	0	
5 YR NEW TOTAL POTENTIAL IMPACT ON DEBT - BONDS & PPP									897,452

176,000
392,000
84,000

Cash or Institutional Funding

3	UMCP	Soccer and Track Stadium Improvements	5,000	PCE	20,000	CE				
4	UMCP	Chestertown Hall Central HVAC Renovation			6,000	PCE				
1	UMB	Med School Teach Fac HVAC Improv (See "Note B" Below)	4,243	(FR)	1,957	CE				
1	UMES	Natural Gas Conversion Project (See "Note C" Below)	8,046		1,850	CE				
1	FSU	Brownsville Residence Hall Repairs (See "Note D" Below)			5,100	CE				
1	SU	Commons Building Kitchen HVAC Replacement			6,000	PCE				
2	SU	Student Recreation Center	5,000	PC			10,000	CE		
	SU	St Martin Residence Hall Renovations	7,000	PC			8,000	PC		
3	UMBC	The Commons Courtyard Enclosure					10,000	C		
Subtotal: USM Cash/Institutional Funds RECOMMENDED					40,907		28,000	0	0	0
FIVE YEAR SUBTOTAL (CASH)										68,907

25,000
6,000
6,200
9,896
5,100
6,000
15,000
10,000

Note B UMB MSTF HVAC Project was funded through the Capital FR program (\$4,242,727); UMB will augment project budget with \$1,957,273 in institutional funding

Note C Nov 2021-Board approved \$8,045,031 (mixed cash, grant, FR program); amount shown (USM Plant Funds) needed to complete

Note D Repairs following plumbing failures in 2023, funded with a combination of FSU operating funds, contractor, and insurance funding

ANNUAL TOTAL SFCP PROGRAM (BONDS, CASH); NOT INCL PPP	75,857	77,502	53,500	62,500	45,000
FIVE YEAR TOTAL SFCP (BONDS CASH); NOT INCL PPP					314,359

KEY: A = Acquisition; P = Planning; C = Construction; E = Equipment

END OF SFCP RECOMMENDATIONS

Campus
Priority

INST'N	PROJECTS	FUNDING CALENDAR					
		Prior	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029

Total Project
Cost '000s

REQUESTS FOR NEW HOUSING STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION)*

2	TU	Phase V Housing (500 Beds and 300 parking spaces)	Bonds						8,000	P	13,500	PC	21,500	
2	UMES	500 Bed Residence Hall	Bonds	15,000	P	70,000	C	5,000	E				90,000	
3	UMES	Renovation of 6 Student Apartment Complex	Bonds			2,000	P	18,000	CE				20,000	
4	UMES	New Nuttle Hall Residence	Bonds			7,000	P	45,000	CE	30,000	C		82,000	
3	CSU	New Residence Hall #2	Bonds					4,500	P	28,765	C	32,115	CE	65,380
4	SU	New Residence Hall	Bonds			5,000	P	5,000	P	50,000	C	50,000	CE	110,000
Subtotal: Requests for Housing Projects (still under review)				15,000		84,000		77,500		116,765		95,615		

BOND REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):

5	UMCP	Parking Garage (3,000 spaces)						33,000	PC			33,000	PC	99,000
2	UMES	New Public Safety Building			510	P	4,300	C	600	E			5,410	
2	CSU	Johnson Auditorium Parking Garage			2,450	P	16,000	C	16,500	CE			34,950	
5	SU	New Parking Garage			5,000	P	25,000	C					30,000	
Subtotal: Bond Requests Still Under Review				0		7,960		78,300		17,100		33,000		

CASH REQUESTS STILL UNDER REVIEW (REQUIRING FURTHER CONSIDERATION):

Subtotal: Cash Requests Still Under Review				0		0		0		0		0		0
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ENERGY PERFORMANCE CONTRACTS (For Information Only)

Energy Upgrades If Proposed														0
Subtotal				0		0		0		0		0		0

*Note: Potential Public/Private Partnership projects are typically brought to the Board individually for consideration. Other housing requests will be evaluated against available debt capacity, financial viability and the potential to leverage private funding.

TOPIC: Prison Education Program Update

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: Friday, June 14, 2024

SUMMARY: Since 2022, with support and engagement from the Board of Regents, the USM Office and key stakeholders including, but not limited to the Maryland Department of Public Safety and Correctional Services, have worked to develop a USM Prison Education Program. Regent Bill Wood will share progress on and next steps for system-wide and state-wide efforts.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only

DATE: June 14, 2024

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn

301-445-1992

awrynn@usmd.edu

TOPIC: Proposed Revision to the AY 2024-2025 Board of Regent Meeting Schedule

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: The meeting schedule for AY 2024-2025 was approved by the Board in June 2023 and included a meeting on April 18, 2025. A revised date of April 11, 2025, is being proposed to avoid conflict with Good Friday and Passover.

ALTERNATIVE(S): Alternative dates can be suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR approve the proposed dates.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



Adjustment to AY 2024-2025 Schedule

2024-2025 Approved Full Board Meeting Schedule

(All meetings will begin at 8:30 a.m. except in April and September which will start at 9:00 a.m.)

September 20, 2024: Rita Rossi Colwell Center

October 9-10, 2024 – Board Retreat

November 22, 2024: The Universities at Shady Grove

December 20, 2024: University of Maryland Global Campus

February 14, 2025: University Maryland, Baltimore County

REVISED DATE: April 11, 2025: Towson University

June 13, 2025: University System of Maryland at Hagerstown

TOPIC: Proposed Board of Regents Meeting Schedule AY 2025-2026 and AY 2026-2027

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: The attached schedule outlines proposed meeting dates for AY 2025-2026 and AY 2026-2027.

ALTERNATIVE(S): Alternative dates can be suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR approve the proposed dates.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

FOR ACTION**2025-2026 Proposed Full Board Meeting Schedule**

September 19, 2025

October 8-9, 2025 – Board Retreat

October 31, 2025

December 12, 2025

February 13, 2026

April 17, 2026

June 12, 2026

2026-2027 Proposed Full Board Meeting Schedule

September 18, 2026

October 7-8, 2026 – Board Retreat

November 13, 2026

December 11, 2026

February 12, 2027

April 16, 2027

June 11, 2027

TOPIC: Resolution of the Board of Regents of the University System of Maryland concerning exemplary service

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: The attached resolutions extend sincere gratitude on behalf of the Board of Regents to Regents Farah Helal, Robert Rauch, and Robert Wallace for their exemplary service to Board.

ALTERNATIVE(S): Alternative dates can be suggested.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR approve the proposed dates.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Farah Helal

University System of Maryland Board of Regents

WHEREAS, Farah Helal served as a member of the University System of Maryland (USM) Board of Regents from July 2022 through June 2024; and

WHEREAS, Regent Helal demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland; and

WHEREAS, she brought a thoughtful perspective to issues impacting the University System of Maryland throughout her tenure as Student Regent, serving on the Committee on Advancement, the Committee on Finance, and the Committee on Education Policy & Student Life and Safety; and

WHEREAS, she represented the University System of Maryland and the Board of Regents with distinction in meetings, at commencements, and at other academic events; and

WHEREAS, she advocated on behalf of her fellow students with conviction; and

WHEREAS, she was a full partner on the Board, focusing not only on issues affecting the students we serve, but on every issue,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Farah Helal's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Farah Helal its sincere gratitude for her dedicated service and its best wishes for success in all her future endeavors.



Linda R. Gooden
Chairman, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 14, 2024
DATE

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Robert D. Rauch

University System of Maryland Board of Regents

WHEREAS, Robert Rauch served as a member of the University System of Maryland (USM) Board of Regents from March 2013 through June 2024, a tenure which included leadership as Assistant Secretary; and

WHEREAS, Regent Rauch distinguished himself as a tireless advocate for the University System of Maryland and the students we serve; and

WHEREAS, his leadership—as Chair of the Committee on Governance & Compensation, Vice Chair of the Committee on Economic Development & Technology Commercialization, and with numerous other committees and workgroups—strengthened the impact of the USM on the state, while ensuring transparency, accountability, and excellence throughout the USM; and

WHEREAS, his steadfast leadership and specialized expertise in engineering proved to be invaluable to the success of the Construction Cost Management Task Force and review of the NextGen Energy Program; and

WHEREAS, Regent Rauch’s strong and unwavering commitment to the quality of public higher education in Maryland, combined with his experience in the private sector, gave him a valuable perspective and his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Robert Rauch’s outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Robert Rauch its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.



Linda R. Gooden
Chairman, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 14, 2024
DATE

RESOLUTION OF THE BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF MARYLAND
CONCERNING THE EXEMPLARY SERVICE OF

Robert Wallace

University System of Maryland Board of Regents

WHEREAS, Robert Wallace served as a member of the University System of Maryland (USM) Board of Regents from July 2018 through October 2023; and

WHEREAS, Regent Wallace demonstrated a strong and unwavering commitment to the quality of public higher education in Maryland and distinguished himself as a tireless advocate for the University System of Maryland and the students we serve; and

WHEREAS, Regent Wallace called upon his lived experiences and used his voice to be a champion for historically underserved students and for his beloved Baltimore City; and

WHEREAS, his leadership as Chair of the Excellence and Efficiency (E&E) Initiative 2.0 Workgroup, Chair of the UMGC Workgroup, and member of numerous Board of Regent committees served to strengthen the impact of the USM on the state, while ensuring transparency, accountability, and excellence throughout the USM; and

WHEREAS, Regent Wallace effectively carried out the duties and responsibilities conferred upon him by the Board of Regents in such a manner that his contributions will make a difference for years to come,

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland gratefully acknowledges Robert Wallace's outstanding contributions to the University System of Maryland and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to Robert Wallace its sincere gratitude for his dedicated service and its best wishes for success in all his future endeavors.



Linda R. Gooden
Chairman, Board of Regents



Jay A. Perman
Chancellor, University System
of Maryland

June 14, 2024

DATE

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: June 14, 2024

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: June 14, 2024
Time: Approximately 11:00 a.m.
Location: Patricia R. Guerrieri Academic Commons Assembly Hall, Fourth Floor,
Room 462, Salisbury University

STATUTORY AUTHORITY TO CLOSE A SESSION

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

- (1) To discuss:
- (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - (ii) Any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice on a legal matter.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
- (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

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

- Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with Presidents Anderson and Sheares Ashby as part of their performance reviews;
2. Update on collective bargaining;
3. Update on the USM branding initiative;
4. Board Protocols;
5. An individual personnel matter;
6. Annual review of Chancellor's direct reports;
7. Annual review of USM Chancellor;
8. FY 25 presidential compensation; and
9. FY 25 Chancellor compensation.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions of a potential property acquisition prior to BOR approval (§3-305(b)(3));
2. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
3. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality regarding an individual personnel matter (§3-305(b)(1)(ii));
5. To handle an administrative matter regarding the USM branding initiative (§3-103(a)(1)(i));
6. To handle an administrative matter regarding protocols (§3-103(a)(1)(i));
7. To maintain confidentiality of information associated with performance reviews of specific employees (§3-305(b)(1)(i)); and
8. To maintain confidentiality of discussion regarding individual compensation (§3-305(b)(1)(i)).