UNIVERSITY SYSTEM of MARYLAND

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

AGENDA FOR PUBLIC SESSION **8:30 A.M.**

Call to Order — Chair Gooden

PUBLIC COMMENT

Educational Forum: — Dr. Mohan Suntha
A Better State of Care: Maryland's Academic Health System — President and CEO, University of Maryland Medical System

Welcome from the University of Maryland, Baltimore County — President Sheares-Ashby

Chancellor's Report — Chancellor Perman

1. Report of Councils

   a. Council of University System Faculty — Dr. Haverback
   b. Council of University System Staff — Dr. Patricio
   c. Council of University System Presidents — President Breaux
   d. University System of Maryland Student Council — Ms. Gambhir

2. Consent Agenda — Chair Gooden

   a. Committee of the Whole
      i. Approval of meeting minutes from December 20, 2024, Public and Closed Sessions (action)
   b. Committee on Advancement
      i. Approval of meeting minutes from February 12, 2025, Public and Closed Sessions (action)
      ii. USM Quasi-Endowment Summary Report for 2024 (information)
      iii. Request to increase spendable income for the Quasi-Endowment Grant Program (action)
   c. Committee on Audit
      i. Approval of meeting minutes from December 18, 2024, and January 27, 2025 (action)
   d. Education Policy & Student Life and Safety
      i. Approval of meeting minutes from January 30, 2025, public and closed sessions (action)
      ii. Academic Program Proposals (action)

1. Bowie State University: Bachelor of Science in Accounting
2. University of Maryland, Baltimore: Master of Science in Trauma Sciences
3. University of Maryland, College Park: Master of Science in Biostatistics
4. University of Maryland, College Park: Ph.D. in Biostatistics

iii. Report: Workload of the USM Faculty – Academic Year 2023-2024 (information)

e. Committee on Finance
   i. University of Maryland, College Park: Authorize Electric Infrastructure Project for New Electric Bus Fleet (action)
   ii. FY 2024 Audited Financial Statements and USM Financial Planning (information)
   iii. University System of Maryland: Review of Capital Improvement Projects (information)
   iv. University of Maryland Global Campus: Planned Use of Largo Sale Proceeds (information)

f. Committee on Governance & Compensation
   i. Approval of Meeting Minutes from December 4, 2024, Public and Closed Sessions (action)

g. Committee on Research and Economic Development
   i. Approval of Meeting Minutes from December 10, 2024 (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee on Finance — Regent Fish
      i. University System of Maryland: FY 2026 Operating Budget Update (information)*
      ii. University System of Maryland: FY 2026 Capital Budget Update (information)*

   b. Committee of the Whole
      i. Resolution of Appreciation for President Nowaczyk (action) — Chair Gooden
      ii. Progress Report on the FSU Educational Market Alignment Plan (EMAP) (information) — Interim President Delia
      iii. HIEDA Taskforce Report and Proposed Amendments to Policy VIII-15.00—Policy on High Impact Economic Development Activities (information) — Regent Smarick
      iv. USM Strategic Communications Workgroup Update (information) — Regent Gonella
      v. Meet and Confer Update (information) — Chair Gooden, Chancellor Perman

5. Reconvene to Closed Session (action) — Chair Gooden

We hope that you will take a few minutes to watch this video in advance of the education presentation tomorrow morning. You can find the link here.

In 1984, the University of Maryland Medical System was formed. Leaders from that time look back on what it took to privatize the hospital and make it the successful state-wide system that it is today.

Report to the USM Board of Regents

Chancellor Jay A. Perman

University of Maryland, Baltimore County | February 14, 2025

Thank you, Madame Chair. It's difficult to be together today without one of our own among us, our friend and colleague Dr. Ron Nowaczyk. Ron's leadership of Frostburg State was grounded in his love for the university, for the people it serves, for the communities it anchors. That same commitment animated his many friendships, and those of us lucky enough to know Ron felt it every day. Our thoughts are with Ron's wife and son, and with everyone at Frostburg State. He is deeply missed.

I'm exceptionally grateful to President Al Delia, whose leadership of Frostburg over several months gave Ron the time he needed to focus on his health and his family. Next month, we'll welcome Dr. Darlene Brannigan Smith to the interim presidency, as we gear up this summer for a national search.

I'm delighted to welcome our newest regent, the Hon. Harry Coker, who began his service as Commerce secretary earlier this month. Given the System's central role in producing the state's workforce and powering its economy, we look forward to strengthening our partnership, Mr. Secretary.

As we come together for our first meeting of the new year, we have a chance to reflect on the one that's just ended. In your materials, you have our *2024 Annual Report*, a summary of the System's progress toward our strategic goals. I hope you'll take a moment to celebrate the work we do and the milestones we mark under your leadership.

You'll see in the Annual Report several nods to our new branding campaign: For the Good of Maryland. As you know, the campaign has been in the works for a while. But its launch couldn't be better timed. As we face a significant cut to our state appropriation, as we face uncertainty in DC (topics I'll come back to later), it's essential that we tell the story of who we are, what we do, and why we matter—whether you come to us for your education or not.

UNIVERSITY EXCELLENCE

Turning to our universities, I'll start with our host this morning, UMBC. As President Sheares Ashby shared, per the NSF's most recent survey of R&D productivity, UMBC has broken into the nation's top 10 universities in NASA funding. This achievement is the product of partnership, UMBC's nearly 30-year collaboration with NASA. An incredible win, President Sheares Ashby.

UMBC has also inked a partnership with the U.S. Department of Health and Human Services, opening up internships, mentorships, and other experiential opportunities to UMBC students as a means of growing our corps of public servants. Clearly, this is the time for it.

And, of course, in nurturing the nation's future public *servants*, UMBC models committed public *service*. This tax season, in partnership with Maryland's CASH program, UMBC students are again providing free tax prep assistance to Marylanders who need it, with a goal of maximizing their returns. It's a program that means a lot to Maryland, and it was gratifying to see so many state and federal leaders celebrate the kickoff with you, Dr. Sheares Ashby.

I'll move to the System writ large and note that *U.S. News & World Report* has ranked the nation's Best Online Programs, evaluating nearly 1,800 bachelor's and master's degrees. In all, seven USM universities were recognized for 20 programs: UMBC, Bowie State, Salisbury University, Towson University, and the University of Baltimore made the list for programs in business, education, computer engineering, and more. The University of Maryland, Baltimore's School of Nursing has three ranked programs, including a No. 5 placement—No. 1 among publics—for its Nursing Leadership and Management specialty. And the University of Maryland, College Park got the nod in 10 degrees, nine ranked in the U.S. top 20 and four of those in the top 10.

Celebrating individual distinctions, I turn to Maryland's *oldest* historically Black university. Bowie State is marking 160 years of excellence, and President Breaux has been making the media rounds, talking about why her university is a top 10-ranked public HBCU; about Bowie State's new facilities, including the beautiful Martin Luther King, Jr. Center; about the university's commitment to developing entrepreneurial leaders; and about new STEM offerings—like Applied Biotechnology and Molecular Biology and the Internet of Things—that are powering the next century of innovation. Congratulations, President Breaux.

The University of Maryland Center for Environmental Science is also celebrating a milestone anniversary—100 years of groundbreaking environmental research, education, and engagement. UMCES has held four centennial launches—each at a different lab across the state. I was delighted to take part in the Baltimore launch, at the Institute of Marine and Environmental Technology. Of course, the centennial is more than a celebration of UMCES's past; it's a commitment to the future, as UMCES expands its global leadership in environmental sustainability and climate action. President Miralles-Wilhelm, congratulations on 100 years.

Joining UMCES in the centennial club is the University of Baltimore. UBalt has centered its anniversary programming on three pillars that should resonate with us all: 1) The transformative power of higher education. 2) A commitment to academic excellence. 3) Civic engagement as a fundamental human duty. We explored these themes last month at a centennial celebration, looking ahead to how UBalt will shape the future—how it will draw on its assets to deepen its work as a force for good in Baltimore and Maryland. President Schmoke, it was an honor to be with you.

If you think we're done with centennials, you're *wrong*. This year, Salisbury University commemorates 100 years of impact. That impact extends, of course, to the communities SU enriches, and a marquee initiative in that effort is the university's work to bring a performing arts center—with classrooms, music spaces, theatre venues, dance studios—to the heart of downtown Salisbury. That work was recently advanced with a $2 million grant from the Maryland Department of Housing and Community Development. Congratulations, President Lepre.

I have one last anniversary to acknowledge: Coppin State University is celebrating 125 years of opportunity and—per a profile in *Diverse* magazine—a "Renaissance of Purpose and Progress." The piece highlights the university's success in significantly raising student retention and completion rates. It acknowledges President Jenkins's twin focus on expanding high-demand academic programs and community and corporate partnerships. Showcasing *both* is JP Morgan Chase's $500,000 commitment to help Coppin expand career pathways in Data Science. Congratulations, President Jenkins.

Through a Maryland Industrial Partnerships grant, Frostburg State's Department of Computer Science and Information Technologies is teaming up with USGI AI to develop a telehealth platform that will bridge critical gaps in rural health care access, expand gastrointestinal treatment available to underserved communities, and improve patient outcomes. So badly needed, President Delia. Thank you.

Last month, the University of Maryland, Baltimore cut the ribbon on 4MLK, the newest—and maybe boldest—addition to UMB's BioPark. The eight-story building is a critical answer to a perennial need: sufficient—and sufficiently modern—wet lab space to power the city's booming biotech sector. More than that, the building serves as a gateway to West Baltimore, drawing more people, more attention, and more investment to an area that needs it. President Jarrell, this has long been a dream for *both* of us. Congratulations on getting it done.

Days before the 4MLK ribbon-cutting, the Edward St. John Foundation announced a $10 million gift to UMB's School of Medicine and UMD's Clark School of Engineering, naming the building's fourth floor. The Edward & Jennifer St. John Center for Translational Engineering and Medicine brings together clinicians and engineers—face to face, shoulder to shoulder—to make sure that patients' and providers' real and specific concerns *directly* shape the development of devices, diagnostics, and therapies, and to accelerate how quickly we translate bench research into patient care.

UMD features prominently in Gov. Moore's growth agenda. He announced a public-private partnership linking the state, College Park, and quantum leader IonQ in a bid to make Maryland *the* global leader in quantum technology. The $27.5 million in state funds proposed by the governor is expected to be met with more than $200 million in UMD and partner funding across five years, catalyzing as much as $1 billion in investment. Without question, the partnership will fuel economic growth. But more than that, it will center Maryland in revolutionizing the many sectors that quantum computing touches: cybersecurity, energy, drug development, precision medicine, manufacturing, financial modeling, and more. Congratulations, President Pines.

At Towson University, the Albert S. Cook Library has won *Insight Into Diversity*'s Library Excellence in Access and Diversity Award, honoring programs at academic libraries that support inclusive excellence and belonging. And last month, Towson University in Northeastern Maryland and Harford County Public Schools teamed up to fill crippling teacher shortages. The new Pathway for Paraeducators program offers the county's classroom assistants no-cost part-time and hybrid courses and on-the-job training as they work toward achieving full teacher certification. Thank you, President Ginsberg.

The University of Maryland Eastern Shore is meeting challenges both close to home and around the world. Next month, UMES will host NOAA's 11th Educational Partnership Program with Minority Serving Institutions, focusing on critical issues in marine and environmental science, from extreme weather to sustainable aquaculture. And last month, a group of UMES students and faculty traveled to Ghana to work with policymakers and providers implementing the country's national plan for improving reproductive, maternal, newborn, child, and adolescent health. Provost Allen, thank you for this important work.

The University of Maryland Global Campus announced a partnership with Ancora High School, an online secondary school whose adult students can earn a traditional high school diploma. The partnership with UMGC creates a seamless transition into higher education for Ancora students. As UMGC pioneers this critical work of expanding pathways for all kinds of learners, it's spotlighting the different journeys that brought these learners to UMGC. So I hope you'll tune into UMGC's latest podcast: Unstoppable Stories. Thank you, President Fowler.

At our regional centers, the USM at Southern Maryland hosted a delegation from the AUKUS Forum—a trilateral security partnership among Australia, the United Kingdom, and the U.S.—to explore how academic researchers, contractors, and the U.S. Defense Department might collaborate to further innovation for mutual benefit. AUKUS is the largest manufacturing project in the history of Australia, and Maryland is one of only five states with which it's partnering. Dr. Abel, I know it was a great opportunity to show off your marquee assets and programs, and to bring together your local, state, and federal partners.

The USM at Hagerstown is collaborating with UBalt's Merrick School of Business to bring its top-ranked MBA program to Western Maryland. Thank you, Dr. Ashby.

And the Universities at Shady Grove continues its leadership linking academia with employers. Marshalling networking events and panel conversations on strengthening the talent pipeline, USG is reimagining connections that prepare its students for local industry and connect them with the local workforce. Thank you, Dr. Khademian.

FY 2026 USM BUDGET

Let me turn now to the governor's FY26 budget proposal. With Maryland facing a $3 billion deficit, we went into this legislative session expecting to suffer significant cuts. And we did. The governor's proposed appropriation for the USM is down more than $105 million over last year. That's a base cut of nearly 5%.

Without question, this cut is painful. I made the point during my testimony in Annapolis that when you're *already* a lean organization—and we are—very few "painless" cuts remain.

So, yes, every one of our universities will face difficult choices. We're working closely with one another to identify areas where we can realize savings while protecting our priorities. To that point, as challenging as this budget is, it's also one that our universities have been planning for. And enshrined in those plans is an inviolable principle—that we'll insulate our people, as much as possible, from the impact of cuts. For our employees, this means we'll exhaust every *other* personnel action before reducing our existing workforce. For our students, it means we'll protect financial aid to the extent we can and continue to prioritize our affordability—affordability that Maryland families have come to depend on.

Now, for all the challenges that this year and this budget bring, there are bright spots, too. In his State of the State Address, Gov. Moore outlined his "growth agenda," calling for investments in IT, life sciences, aerospace, and defense. He singled out quantum, AI, clean energy, and biotech—all strengths of this System, all sectors that *we* help power.

And so we're partnering with the state to do precisely what the governor exhorts us to do: Ensure that the industries defining the "economy of tomorrow" are housed right here in Maryland, and fueled by our influence and expertise. This work is advanced by my service on the governor's Economic Competitiveness Subcabinet under the leadership of Sec. Coker, and I look forward to our collaboration.

CALM IN A TIME OF UNCERTAINTY

The last topic I'll address relates to the uncertainty we're navigating as the federal transition affects our operations, our programs, and our budgets. As we assess the impact of Executive Orders and other actions on our System and our schools, the presidents and I are meeting weekly, and my executive team is convening regularly with their university counterparts. We're sharing information and implications, as we know them, and planning our next steps as a group. That's how we work best.

You're aware that a proposed cut to the NIH indirect cost rate has been paused. These costs are essential to conducting some of the most vital research we do. The rate cut would mean an annual loss of at least $60 million to the System. But that loss doesn't *stay* within the System. Our research enterprise has a ripple effect on Maryland's economy. A loss of $60 million means Maryland loses $150 million in the economic activity that we, alone, contribute. It means Maryland loses nearly 500 jobs that we, alone, contribute. If the rate cut is applied *across* federal agencies, those numbers grow significantly. If you add in the impact to universities *outside* the System, the loss to Maryland is overwhelming.

We're grateful that the lawsuit Maryland joined to block implementation was successful, and we're grateful to have our state and congressional leaders advocating for us, and for the lifesaving work we do.

Our students are concerned about many of these same things. I've heard from the USM Student Council, and from student groups at our universities. They're worried about threats to research and diminishing opportunities in the R&D space. They're worried about shrinking federal internships, which have long been a mainstay for our students, and about family finances should DC layoffs reach into their own homes, or should their financial aid be eliminated. They're worried about their safety on campus, given immigration enforcement, and about their place at our universities—whether they're still welcome and valued and supported.

I hear our students' concerns. I understand their anxiety. And I want them to know that we welcome all, and value all, and support all. Always. Our values are our values. They don't change. We'll come through this uncertainty together, as strong as we've ever been—ready, able, and unafraid to do what our new campaign *tells* us to do: Change the world, for good.

Madame Chair, this concludes my report.

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COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report February 14, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in December 2024. The legislative session is in full swing and CUSF members are keeping up to date on issues that pertain to higher education and faculty. -One way in which members are staying informed is through participating in Andy Clark's Joint Councils Weekly Legislative Update Calls on Monday mornings. The council is also preparing for Advocacy Day, which will take place on February 19, 2025.

Since my last report, CUSF and the CUSF Executive Committee have both met. The CUSF General Body Meeting was held on January 22, 2025 at the USM Adelphi Office. We are also scheduled to meet on February 12, 2025. In the remainder of the report, I will highlight a few of the initiatives that are happening within our various committees.

CUSF Meetings

CUSF General Body Meeting: January 22, 2025

A Council of University System Faculty General Body Meeting was held on January 22, 2025. The meeting was held in person (with a virtual option) at the USM Adelphi Office. One highlight of this meeting was having UMGC President Gregory Fowler join us to talk about UMGC and their many initiatives. Another highlight was having Chancellor Perman join us and share USM updates and answer questions. We were also thankful to have Andy Clark join us and discuss USM Government Relations and Advocacy Day. Dr. Heather Haverback and Dr. Alison Wrynn also gave brief updates.

Executive Committee

The Executive Committee members are:

- Heather Rogers Haverback, Chair- Towson University
- Tom Abrams, Vice Chair- University of Maryland, Baltimore
- Loretta N. Baryeh, Secretary- Coppin State University
- Lorenda Naylor, At Large Member- University of Baltimore
- Nagaraj Neerchal, At Large Member- University of Maryland, Baltimore County

The Executive Committee has been meeting on the first Wednesday of the month. At these meetings Heather Haverback, Alison Wrynn, and Kelsey Beckett shared updates/reports with the committee. General Board agendas are also discussed.

Awards Committee

Chairperson- Ben Arah, Bowie State University

The CUSF Awards Committee has sent forward the recommendations to the USM BOR. Again, the committee noted the excellence of the applications this year.

Education Policy Committee

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

The Education Policy Committee is working on numerous initiatives, including the following. The committee is working with the Kirwan Center on the AI Showcase and organizing planning meetings and information for the showcase. With the Chancellor's encouragement, they are formally examining the USM policy for deficiencies, especially whether it adequately addresses faculty-on-faculty and student-on-faculty bullying and cyberbullying generally.

Academic Concerns Committee (ACC)

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

CUSF's ACC includes three groups working on issues identified by its members and that are concerning faculty members across the USM institutions: ***Campus Safety Group, Affirmative Action/Diversity Group, and Support Personnel Group.*** Each group is continuting their work.

Legislative Affairs Committee

Chairperson- Dr. Holly Brewer, University of Maryland, College Park
Legislative Affairs is preparing for Advocacy Day.

Research Committee

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

No Report Submitted.

Rules and Membership Committee

Chairperson- Dr. Jay Zimmerman, Towson University

The committee ran an election for the C7 taskforce, and three CUSF members were chosen to serve.

I look forward to updating you as we develop CUSF's priorities for the year.

Respectfully submitted,

Dr. Heather Rogers Haverback

CUSF Chair

Council of University System Staff

Bowie State University
PoC: Trish Johnson

Coppin State University
PoC: Yvonne Oliver

Frostburg State University
PoC: Amy Nightengale

Salisbury University
PoC: Lisa Gray

Towson University
PoC: Deniz Erman

University of Baltimore
PoC: Karen Karmiol

UM, Baltimore
PoC: Vivian Hill-Lawson

UM, Baltimore County
PoC: Roy Prouty

UMCES
PoC: Kevin Bruce

UM, College Park
PoC: Namrata Ram Andriessens

UM Eastern Shore
PoC: Chenita Reddick

UM Global Campus
PoC: Kathleen Hebbel

USM Office
PoC: George Samuel

Executive Committee
Kalia Patricio, PhD (Chair)
Roy Prouty (Vice Chair)
Kathleen Hebbel (MaL)
Vivian Hill-Lawson (MaL)
Trish Johnson (Co-Secretary)
Deniz Erman (Co-Secretary)
Laila Shishineh, EdD (Past Chair)

Awards & Outreach Committee Chairs
Brian Jara & Deniz Erman

SRSP Committee Chairs
Kevin Bruce & Dave Gutoskey

LAP Committee Chairs
Shannon James & Lisa Gray

FY25 Links

Schedule of Meetings

Roster

Board of Regents Report: February 14, 2025

I would like to begin my report by acknowledging the loss of President Nowaczyk of Frostburg State University and express my condolences to the FSU community and his loved ones. I always enjoyed my work with President Nowaczyk and found him to be a committed champion for education, especially in Western Maryland.

The Council of University System Staff (CUSS) met at the University of Maryland, Baltimore (UMB) in December and would like to extend our thanks to President Jerrell for his time and hospitality and for the staff of UMB for their efforts to host. We were also joined by Vice Chancellor Susan Lawrence in preparation for the USM Advocacy Day on February 19, 2025. Susan was helpful in increasing our understanding of the state of the Maryland legislative landscape so that we can be effective advocates to legislators for the USM and its continued funding.

Since the December Board of Regents meeting CUSS has been busy taking stock of some major changes occurring locally, state-wide, and nationally. Locally, within CUSS, we have come to realize that our Constitution is in dire need of updating. We will review its language and update the names of our member institutions, as they are out of date and do not accurately reflect the structure of the USM. I hope to have the updates approved through CUSS in our March meeting and ready for your review and approval by the April meeting. The final issue CUSS is looking at within our own ranks is the reinstatement of the CUSS Newsletter to improve communication with our constituents. I hope this effort will improve the awareness people have of CUSS and help them understand better the great work we do.

There have been a lot of concerns that staff have been keeping their eyes on at the state level. As you may be aware, two changes occurred in the State of Maryland prescription plan as of January 1, 2025: an adjustment in the formula used to determine coverage levels for prescriptions and a provider change from CVS Caremark to MedImpact. Though originally assured the changes would not affect those covered by the state prescription plan (there is only one option), there have been significant impacts. From medications no longer covered and prescriptions like insulin being denied to pharmacies no longer being in network, many have felt the impact. The State has worked to ensure coverage for an additional 90 days to assist with the transition, but it has still been a challenge, especially those with significant and/or specialized prescription needs. We plan to continue to monitor this situation and will continue to share our concerns with the USM and State.

In addition to challenges with the prescription coverage, the state budget situation and the national climate toward higher education has staff concerned. Many staff work in state positions, in support roles on federally sponsored grants, or have roles funded by facilities & administrative funds. We understand the financial constraints facing the State and that sacrifices need to be made. However, on behalf of staff within the USM, I can say that we would like to partner with the Regents, USM, and campuses in determining the steps we must take to mitigate the deficit.

Please note that effective January 2025 Kevin Bruce of the University of Maryland Center for Environmental Science will serve as Co-Chair of the Staff Resources & Special Projects Committee, replacing Yvonne Oliver of Coppin who had to step down from the role.

Please do not hesitate to contact me directly (krp@umd.edu) with concerns or questions.

Most Sincerely,

Kalia R. Patricio, Ph.D.
CUSS Chair

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
February 14, 2025

CUSP met for the first time this calendar year on January 6, 2025 via Zoom. This meeting had a robust agenda to start off the new year.

First, we heard an update from Chancellor Perman on the USM's Regional Higher Education Centers. Next, Ellen Herbst, Senior Vice Chancellor for Administration and Finance and Colleen Auburger, Executive Director of the University Budget Office, presented a budget update. We also learned about proposed revisions to the USM Policy on Debt Management from Celeste Denson, Associate Vice Chancellor for Financial Affairs and Samantha Norris, Director-Financial Planning and Analysis. Finally, the meeting concluded with discussions that were labor-related and immigrated-related, led by Chancellor Perman and Assistant Attorney General Katherine Bainbridge, respectively.

CUSP met virtually again on February 3, 2025. At this meeting, we discussed recent and ongoing changes that have come through the federal executive branch.

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

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

We as a council wanted to offer our condolences to Frostburg on the passing of President Nowachick, and we are extremely grateful to him for all his leadership and support to us students.
The council had its first general meeting of the semester earlier this month. The government relations team first shared more about the Governor's plan for the USM budget. With Advocacy Day coming up next week, we hope to not only advocate for two bills the council voted favorably on, but also to convey the importance of higher education to students and the impact our institutions, the experiential learning, and scholarships have had on us.
The rest of the meeting was an open conversation centered on the ways in which ongoing federal shifts and executive orders could potentially impact students in higher education, and it naturally grouped into four themes:

Research and Medicine:
- Research papers getting redacted; federal institutions scrubbing research that includes certain key phrases or words centered around vaccines and gender identity.
- Rebranding/ making changes to master's degrees on Diversity, Equity, and Inclusion.

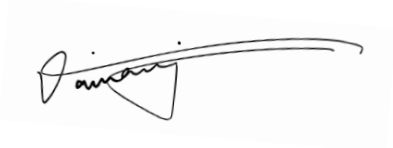
Campus Safety:
- What will Immigration and Customs Enforcement interrogation look like on campuses?
- Students are hoping for more communication from institutions, including whether there are legal resources/ hotlines for students to be informed of how to comply with federal agents while still protecting their own constitutional rights.

Financial:
- Looking ahead at potential increases in financial aid requests given unexpected federal layoffs.
- A potential reduction in enrollment of international students.

Internships and Career Plans:
- Change in the job and internship landscape for students– might affect future career plans with federal departments or even corporations with shifting stances on DEI.

With all of that, I would like to end on a more uplifting note. One student mentioned the importance of creating community among student leadership across our campuses, and that inspired a conversation on holding a retreat or summit centered around leadership, career building, and advocacy– bringing us together beyond our monthly meetings and newsletter system. We should hopefully see a Student Council retreat on the cards for future years.

Madam Chair, this concludes my report.



Vainavi Gambhir
President, University System of Maryland Student Council

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University of Maryland, Global Campus
December 20, 2024

Closed Minutes

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 11:09 a.m. on Friday, December 20, 2024, at the University of Maryland Global Campus. Those in attendance for all or part of the meeting include Chair Gooden; Regents Atticks, Breslin, Fish, Gonella, Hasan, Leggett, Lewis, McMillen, Mirani, Neuberger, Parker, Pope, Sibel, Smarick, and Wood; Presidents Fowler and Pines; Athletic Director Evans; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, Sandler, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

1. **Consent Agenda (action)**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda which included the items below. (moved by Chair Gooden; seconded by Regent Gonella; unanimously approved)

   a. Committee on Finance
      i. University of Maryland, College Park: Contract Award for Food Products, Chemical Products and Non-Food Products (action) (§3-305(b)(14))

   b. Committee on Governance & Compensation
      i. Collective Bargaining Update (information) (§3-305(b)(9))
      ii. Frostburg State University Pre-Negotiation Briefing Re MOU with FOP (information) (§3-305(b)(9))
      iii. Review of Certain Contracts and Employment Agreements (information) (§3-305(b)(1))
         1. Dr. Joseph Forbess - University of Maryland Baltimore

2. **Meeting with the Presidents (information)**
   As part of his performance reviews, the Board met individually with President Fowler. (§3-305(b)(1)).

3. **University System of Maryland: FY 2026 Operating Budget Update (information)**
   The Board received an update on the proposed FY2026 operating budget and implications for the USM. (§3-305(b)(13)).

4. **UMCP ICA update with President Pines and AD Evans – Counsel Advice (information)**
   The Board discussed NCAA litigation with counsel and received advice on implications regarding post-settlement implementation. (§3-305(b)(7) and (8).

5. **Update on a President's Board Membership (action)**
   The Board voted to approve a president's participation on an external board pending approval of the Maryland Ethics Commission. (moved by Regent Leggett and seconded by Regent Fish. unanimous approval). (§3-305(b)(1))

6. **Update on Personnel Matters at USM Institutions (information and action)**
   Chancellor Perman updated the Board on personnel matters at Frostburg State University, University of Maryland Eastern Shore, and the University of Maryland College Park. The Board voted to authorize the Chancellor to negotiate compensation for an interim president at Frostburg State university (moved by Regent Gooden; seconded by Regent Pope; unanimous approval.) (§3-305(b)(1))

7. **Revision to an Individual Personnel Agreement (action)**
   The Board voted to revise the Chancellor's appointment letter to include residence at Hidden Waters as a term of his employment, removal of the housing allowance, reimbursement for moving expenses, and time for transition. (moved by Regent Fish; seconded by Regent Leggett; unanimous approval.) (§3-305(b)(1))

8. **Board Protocol on Commencement Participation (information)**

9. **Election of Board of Regents Officers (action)**

The meeting adjourned 2:23 p.m.

MINUTES Public Session December 20 2024

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University of Maryland Global Campus
December 20, 2024

AGENDA FOR PUBLIC SESSION **8:30 A.M.**

Call to Order Chair Gooden

Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:30 a.m. on Friday December 20, 2024, at the University of Maryland Global Campus. Those in attendance were: Chair Gooden; Regents Atticks, Breslin, Fish, Gonella, Hasan, Leggett, Lewis, McMillen, Mirani, Neuberger, Parker, Pope, Sibel, Smarick ,and Wood; Presidents Anderson, Breaux, Fowler, Ginsberg, Jarrell, Lepre, Miralles-Wilhlem, Pines, Schmoke, Sheares-Ashby, Provost Delia, and Vice President Humbert; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Mosca, Sandler, Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden welcomed everyone to the final board meeting of the calendar year. She shared Chancellor Perman's holiday message, echoing its sentiments. She highlighted the six universities with winter commencement ceremonies, noting that many of the Regents were pleased to bring greetings to the over 12,500 graduates this season.

Public Comment: Chair Gooden opened the period for public comment. There was one speaker, Dr. Justin Dunmeyer, chair of the faculty senate at Frostburg State University. The comment addressed a vote of no confidence for the president, the university's current retrenchment process, and CUSF resolution. He mentioned a meeting with Chancellor Perman that bolstered his confidence.

Welcome from the University of Maryland Global Campus: President Greg Fowler everyone to the UMGC. He highlighted recent student success and new locations domestically and internationally. He also spoke on UMGC partnerships across many industries to expand access and affordability. President Fowler shared their progress is increasing access and equity through UMGC scholarships and grants to support learners, many from underserved populations and military veterans. President Fowler shared a video which overviewed some of UMGC's key commitments and activities.

Educational Forum: Update on and Discussion of Intercollegiate Landscape: Jennifer Fraser, NCAA Vice President of Division 1, conducted the Education Forum. She acknowledged the support many people in the room have offered over the years to the NCAA member institutions. She began her presentation by addressing the importance and positive outcomes that can come from change and evolution. Ms. Fraser noted some challenges higher education may face and these challenges include student athlete completion, years of eligibility, student athlete employee designation, and the impacts of sports betting on student athletes. Ms. Fraser talked about progress made to address these concerns and others over the past few years, and then took questions from the board.

Chancellor's Report: Chancellor Perman presented his report. He thanked UMGC for hosting today's meeting and talked about UMGC's impact on the state of Maryland and beyond.

Chancellor Perman highlighted examples of excellence across the system as demonstrated through many recent and diverse successes at each institution.

Chancellor acknowledged Dr. Justin Dunmyer, interim chair of the Frostburg faculty, who participated in the public comment at the beginning of the meeting. Chancellor Perman commended Dr. Dunmyer and his faculty colleagues for working with the administration to do the difficult, but necessary, work entailed in eliminating the $7.7M structural deficit. The system has offered financial relief to Frostburg to minimize impact on the community and continues to monitor the plan's implementation.

He ended his report by briefly thanking the Regents for their uncompromising dedication to the students and the state. A written copy of the Chancellor's Report to the Board is available at [LINK].

1. Report of Councils

Council of University System Faculty: Dr. Haverback presented the report. A Council Meeting was held on December 10, 2024. At this meeting, USM Senior Vice Chancellor for Academic and Student Affairs, Alison Wrynn discussed Frostburg University and answered questions. CUSF Chair shared updates and answered questions. A discussion was held about the importance of working on a USM Faculty Bullying Policy. Kelsey Beckett, USM Chief of Staff and Director of Operations, USM Academic and Student Affairs, shared the history of the work that has been done on this previously. During this meeting, CUSF passed three resolutions regarding collective bargaining rights for graduate students, collective bargaining rights for faculty, and Frostburg State University (brought forth by the Legislative Affairs Committee.)

Council of University System Staff: Dr. Patricio presented the report. CUSS is grateful that the Board of Regents approved many new leave policies. She also acknowledged that it was a challenging semester, impacting virtually every facet of our daily work. She noted that the members of CUSS are diligently moving forward with our Action Plan and planning Advocacy Day 2025.

Council of University System Presidents: President Breaux presented the report. CUSP met in person on December 9, 2024 for the last meeting of the calendar year. Associate Vice Chancellors Candace Caraco and Chad Muntz gave an overview of the JCR Student Cohort Report. This discussion presented a dynamic data tool that provides institutional level data on first-time, in-state students enrolled within the USM. Senior Vice Chancellor Wrynn led a discussion related to international students, faculty, and staff, noting that some universities around the country are advising those on visas to return to the US ahead of January 20. Finally, the Council met with a panel of government affairs professionals to discuss priorities of the new administration and implications for higher education.

University System of Maryland Student Council: Ms. Gambhir presented the USMSC report. USMSC held their December general meeting earlier this month. They interviewed six Student Regent candidates and have forwarded three finalists to Chancellor Perman for his

consideration. The Directors for Government Relations also presented their report relating to the upcoming legislative session and Advocacy Day in February. Finally, they have been working on creating a monthly newsletter system that compiles information, updates, and key events from across different campuses into one place to facilitate greater communication. At the previous meeting, we also briefly discussed including resources or guidance to support international students as they travel for the holidays in light of possible immigration changes in 2025.

2. **Consent Agenda** Chair Gooden

The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any item. Chair Gooden took an action for Senior Vice Chancellor Herbst to meet with Regent Hasan regarding an item from the Committee on Finance. Chair Gooden moved and Regent Fish seconded the motion to accept the consent agenda. The consent agenda was approved (moved by Regent Gooden; seconded by Regent Pope; unanimously approved). The items included were:

a. Committee of the Whole
    i. Approval of meeting minutes from November 22, 2024, Public and Closed Sessions (action)
b. Committee on Advancement
    i. Approval of meeting minutes from December 4, 2024, Public and Closed Sessions (action)
c. Committee on Education Policy & Student Life and Safety
    i. Minutes of the December 3, 2024 Public Session (action)
    ii. Academic Program Proposals (action)
        1. UMB: Doctor of Social Work (DSW)
        2. UMB: Master of Science (MS) in Medical and Health Studies
        3. UMB: Master of Science (MS) in AI Drug Development
        4. BSU: Bachelor of Science (BS) in Immersive Media, Entertainment, and Gaming
        5. SU: Bachelor of Science (BS) in Coastal Engineering
        6. UBalt: Bachelor of Science (BS) in Artificial Intelligence (AI) for Information Technology (IT) Operations
        7. UBalt: Master of Science (MS) degree in User-Centered Cybersecurity
    iii. Humanities across the USM (information)
    iv. USM Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025 (Information)
    v. Notification of Awards: Wilson H. Elkins Professorships, FY25 and USM Scholarships, AY 2024-2025 (Information)
    vi. Universities at Shady Grove Update: Partnership Council and Super Studio (Information)
d. Committee on Finance
    i. Approval of meeting minutes from December 4, 2024, Public and Closed Sessions (action)
    ii. University of Maryland, Baltimore: Lease of 635 W. Lexington Street to the American Cancer Society and Termination of 1983 Lease and Agreement for 636 W. Lexington Street (action)

iii. University of Maryland, College Park: Early Renewal and Modification of the Workday Contract (action)
iv. University of Maryland, College Park: Sole Source Contract for Food Products, Chemical Products and Non-Food Products for Dining Services (action)
v. USM Sponsored Supplemental Retirement Plans – 403(b) Plan and 457(b) Plan Restatement (action)
vi. University of Baltimore: Regional Tuition for MBA program at USM Hagerstown (action)
vii. University System of Maryland: Report on FY 2024 Procurement Contracts (information)

e. Committee on Governance & Compensation
   i. Approval of Meeting Minutes from October 30, 2024 Public and Closed Sessions (action)
   ii. Approval of ICA Committee Charge (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee of Research and Economic Development
   i. Research and Economic Development Update on Research (presentation and information): Regent Wood introduced the item. Vice Chancellor Masucci presented the committee report, which spoke to research across the USM, highlighting milestones and plans ahead.
b. Committee of the Whole
   i. Initial Report of the HIEDA Task Force (information): Regent Smarick introduced the item as chair of the task force. Senior Vice Chancellor Herbst provided the report. The task force reviewed its goals, discussed the current HIEDA landscape within the system, and made plans for continued work.

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

Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Pope, seconded by Regent Wood; unanimously approved.)

Meeting adjourned at 10:51 a.m.

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference and Teleconference
February 12, 2025, 11:00 am

DRAFT Minutes of the Public Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on February 12, 2025, at 11:00 am. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Senior Vice Chancellor Ellen Herbst; Vice Chancellors Leonard Raley, Michael Sandler, Michele Masucci, and Alison Wrynn; Chief of Staff Denise Wilkerson; Associate Vice Chancellor Marianne Horrigan; Gina Hossick, Executive Assistant to Leonard Raley; Sapna Varghese, Director of Advancement Research; Vladimir Jirinec, Director of Advancement Services, Micaela Cameron, Advancement Communications Manager, and Tom Gilbert, COO/CFO, USM Foundation. Vice Presidents from USM institutions: Jason Curtin (SU), Theresa Silanskis (UB), Kim Robinson and Stanyell Odom (UMBC), Cathy Sweet (UMGC), Jim Harris (UMCP), John Short (FSU), Brian DeFilippis (TU), Greg Bowden (UMB), Joshua Humbert (CSU), Brent Swinton (BSU), and Lois Colaprete (UMCES).

Chair Breslin called the meeting to order at 11:02 am

Fundraising Updates (information)
The System-wide goal for FY25 is a little over $352M, and our campuses have met 59% of that goal at $211M. Several vice presidents commented on recent gifts and progress.

USM Quasi-Endowment Grant Summary Report for 2024 (information)
This program began in 2015 after legislation was passed to allow the System to invest some of its fund balance with the USM Foundation. Part of the income generated from those investments goes directly back to campuses, but a portion of it funds this grant program. The summary report outlines how the campuses have been able to use these funds for a lot of great initiatives. Some examples include hiring staff that have helped make remarkable strides in fundraising; provided training opportunities for staff, increasing community and alumni partnerships with planned giving professionals; and building on the momentum in growing the endowment through matching funds.

Request to Increase Spendable Income for the Quasi-Endowment Grant Program (action)
Senior Vice Chancellor Ellen Herbst discussed the recommendation to increase the spendable income for the quasi-endowment grant program. Chair Breslin has been advovating to increase the amount because of all the great benefits that it accured to the good work of the universities who have put this money to good use. On behalf of the Chancellor, Senior Vice Chancellor Herbst is recommending to this committee to increase the spendable income amount each year for this purpose to $1 million.

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

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

The public meeting was adjourned at 11:20 am.

UNIVERSITY SYSTEM of MARYLAND

USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
Video Conference
February 12, 2025

DRAFT Minutes of the Closed Session

A meeting of the Board of Regents Committee on Advancement was held via video conference and teleconference on February 12, 2025. In attendance were Regents Linda Gooden, Hugh Breslin, Geoff Gonella, Dhruvak Mirani, and Elena Langrill from the Office of the Attorney General. From the USM office: Chancellor Jay Perman; Senior Vice Chancellor Ellen Herbst; Vice Chancellors Leonard Raley, Michael Sandler, Michele Masucci, and Alison Wrynn; Chief of Staff Denise Wilkerson; Associate Vice Chancellor Marianne Horrigan; and Gina Hossick, Executive Assistant to Leonard Raley. From the University of Maryland, College Park, Jim Harris, Vice President of University Relations and President, University of Maryland, College Park Foundation; from Frostburg State University, John Short, Vice President for Advancement & Regional Engagement, and Executive Director, FSU Foundation.

Chair Breslin called the meeting to order at 11:21 am.

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

The University of Maryland, College Park is requesting to name in perpetuity a gate at the SECU Football Stadium. This request in recognition of a head football coach who is considered one of the greatest coaches in the institution's history.

The request is accompanied by an endowed scholarship which was established by former letterwinners to pay tribute while benefiting future generations of student-athletes.

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

2. Honorific naming request from Frostburg State University (action)

Frostburg State University is requesting to approve an honorific naming of the FSU Veterans Center after an alumnus who posthumously received the Congressional Medal of Honor for his heroic and selfless actions on June 2, 1967, in the Quang Tin Province of the Republic of Vietnam. He is an example of a hero to his country and the university, and everyone stands behind this request in his memory. This alumnus was a brilliant student of mathematics, member of the men's soccer team, and brother in the Sigma Tau Gamma fraternity.

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

The meeting adjourned at 11:39 am.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Quasi Endowment Grant Award Summary Report

COMMITTEE: Advancement Committee

DATE OF MEETING: February 12, 2025

SUMMARY: The Quasi-Endowment Fund was established with $50 million committed by USM institutions and the USM Office. Spendable income from this quasi-endowment funds two components: a competitive grant program administered through the USM Office of Advancement, and direct funding of institution fundraising programs.

This summary report provides an overview of activities in progress made because of funding from the USM's quasi endowment fund for FY24.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	Information	DATE: 2.12.25
BOARD ACTION:		DATE:

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

USM QUASI-ENDOWMENT GRANT PROGRAM 2024

A summary Report of How the Quasi-Endowment Funds Were Utilized

In FY15, the USM and its institutions established a $50 million quasi-endowment in support of endowment-building at each USM institution. The USM Office administers a grant program funded by its $10 million commitment to this quasi-endowment. Approximately $475,000 in funds are available through this competitive grant process. USM staff makes funding recommendations, which are reviewed and approved by the Board of Regents Advancement Committee.

INSTITUTION	DESCRIPTION	AMOUNT RECEIVED
Bowie State University	The funds allowed BSU to maintain a part-time planned giving position during the public phase of BSU Bold: The Campaign for Excellence. BSU's Division of Philanthropic Engagement has reached a new level of professionalized planned gift prospect engagement through increased prospect identification, donor stimulation, and data retention from our legacy story campaign with StoryCause; clarified planned giving prospect donor pool and criteria; finalized and approved BSU's gift acceptance policy (now available on the BSU website); fostered relationships with Greater Washington Community Foundation & Baltimore Community Foundation for assistance in receiving more complex gifts and working with prospects with multiple charitable interests.	$50,000
Coppin State University	Since hiring a new Development Associate (DA) in 2024, CSU has made remarkable strides in fundraising and alumni engagement. A key focus has been to strengthen the capital campaign by increasing alumni engagement and event participation; expanding fundraising opportunities through strategic donor outreach and prospect research. The DA has played a vital role in supporting the campaign's final phase. These efforts have yielded significant results. Since 2021, Coppin's endowment and net assets have grown by 60% and alumni engagement has grown by 33%.	$45,000
Frostburg State University	With the help of the quasi-endowment support, FSU has been able to bolster initiatives directed at building the FSU legacy through family connections of current students and alumni. For the third straight year, FSU Foundation had its best fundraising year, raising over $3 million in 2024. They have increased alumni participation in giving, increased the number of students volunteering with Student Alumni Ambassadors, and increased participation in senior class giving.	$45,000
Salisbury University	SU implemented the "Forever Gulls" planned giving program to include more training opportunities for staff and increase community and alumni partnerships with planned giving professionals. Accomplishments include the development of a comprehensive planned giving marketing campaign with input from Gonsor Gerber consultants; increased planning giving training and professional development for SU advancement staff, and increased cross-campus collaboration and recruitment of campus GIFT Ambassadors to disseminate information. While much of the groundwork was completed in 2024, the results/outcomes will occur in 2025.	$30,000
Towson University	Continued support for the manager of fundraising events and sponsorships position has increased overall fundraising revenue and raised awareness of the power of philanthropy. The manager generated over $400,000 in revenue last year – an increase of 364% over 2023 – and created several new fundraising events. The manager continues to foster new relationships with the goal of increasing corporate sponsorship dollars and creating new opportunities for sponsorships.	$35,000
University of Baltimore	As UBalt prepares for its centennial year in 2025, this grant has allowed them to enhance their planned giving programs by enrolling nearly 70 donors into UBalt's planned giving society, meaning they have self-identified that they have included UBalt in their estate plans/wills. The online estate planning tool called "Giving Docs" provides donors with an easy and all-inclusive way to create an estate plan. This is by far UBalt's most visited planned giving asset.	$40,000
University of Maryland, Baltimore	Since UMB did not receive sufficient funds to hire a digital media expert, the funds were used to extend by two months the contract of the existing development associate in annual giving. The DA made progress in enhancing donor relations by keeping them informed about the impact of their gifts, and encouraging long-term commitment and higher donor retention. The productivity from this position and the quasi-endowment investment provided sufficient justification to fund this position with internal funds on a permanent basis.	$10,000
University of Maryland Baltimore County	In the final year of funding the assistant AD, this position has provided critical front-line fundraising capacity, creating momentum in UMBC's effort to building endowment and other revenue-generating activities. For example, FY24 was one of the strongest fundraising years for UMBC Athletics, raising $325,346. Working with parents and alumni, the Assistant AD was able to increase philanthropy in support of baseball, raising over $118, 928 (the goal was $70,000). They have continued to build strong relationships and steward current donors.	$50,000
University of Maryland Center for Environmental Science	The funds allowed UMCES to hire a dedicated staff person to focus on maximizing the impact of UMCES' centennial outreach and fundraising. They have managed three to five well-executed centennial events and projects; coordinate with the Assistant VP for Communications on centennial branding and communications; established fundraising around the centennial that can be leveraged into continued annual support of UMCES; UMCES alumni records are now consolidated in an eTapestry database and they are preparing the first university-wide alumni communications.	$50,000
University of Maryland College Park	Since 2021, the Division of University Relations has partnered with Enrollment Management to implement the Scholarship Universe platform. This platform has been critical to improving the donor and stewardship experience, the cornerstone for building future giving. UMD has implemented the system to different schools in stages; in 2024, the Robert H. Smith School of Business, the College of Education, the College of Behavioral and Social Sciences and the College of Information joined the platform. Already seeing an improvement in campus partnerships and data management through the adoption of this technology, we have made great strides in the areas of scholarship stewardship and donor cultivation. This type of partnership continues to be unprecedented and essential, and stands to revolutionize advancement systems, data management, endowed and current-use fund compliance, customer service and experiences for our students, donors and the campus community at large.	$30,000
University of Maryland Eastern Shore	The grant was used to establish new endowments. In 2024, they received $44,000 in matching funds to create new endowments.	$45,000
University of Maryland Global Campus	The grant was used to execute strategic communications to impact the UMGC alumni email contact rate. This included mailing over 4,900 postcards and creating a social media post on the Alumni LinkedIn group inviting everyone to update their email address that resulted in a 2% higher response rate.	$15,000
USM Hagerstown	The grant allowed USMH to build on the momentum in growing the endowment through matching gifts. By reaching out to new donors and securing new funds, they raised their endowment by $40,000.	$20,000
The Universities at Shady Grove	USG hired a consultant to advance fundraising, planning and direct solicitation support. In 2024 they received $900,000 in Congressional Earmark Funds for Entrepreneurship Lab and Equity Incubator; the Montgomery County Business Hall of Fame had a strong fundraising year, raising more than $176,000; and despite limited resources, over $1 M was raised in scholarship donations.	$10,000
TOTAL AWARDED		**$475,000**

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Request to increase spendable income for the Quasi-Endowment Grant Program

COMMITTEE: Advancement Committee

DATE OF MEETING: February 12, 2025

SUMMARY: In fiscal 2015, the USM established a quasi-endowment program to provide grants to campus advancement offices to support increased fundraising for endowment purposes. Through a competitive grant's proposal process, the quasi-endowment has provided an average of $450,000 in spendable income annually to campus advancement offices. The program has been very successful with a significant amount of new private giving to endowment. The demand for grants far exceeds the current available amount of funding and this is a request to increase the annual spendable income to $1,000,000 annually

ALTERNATIVE(S):

FISCAL IMPACT:

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION: Approved DATE: 2.12.25

BOARD ACTION: DATE:

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

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
December 18, 2024

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

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

The following agenda items were discussed:

1. Information & Discussion – USM Audited Financial Statements

   USM's Director of Financial Reporting/Comptroller presented:

   - Key Points Associated with FY 2024 Financial Statements
   - The Financial Snapshot
   - The Financial Dashboards

2. Information and Discussion – Update - FY 2024 Independent Audit of USM's Financial Statements, CliftonLarsonAllen, LLC

   USM's independent auditor (CliftonLarsenAllen LLP) presented a summary of the deliverables of the independent audit and an update on the completion timeline.

3. Information – Update of USM Enterprise Risk and Crisis Management Activity

   USM's Associate Vice Chancellor for Information Technology/CIO presented an update of USM institutions' enterprise risk and crisis management activities.

4. Information – Completed Office of Legislative Audit Activity

   USM's Vice Chancellor for Accountability presented an update on audits presently conducted at USM institutions by the Office of Legislative Audit.

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

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

6. Convene to Closed Session

   Mr. Pope read aloud and reference the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.
   [Moved by Mr. Wood, seconded by Mr. McMillen, unanimously approved.]

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

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Closed Session
December 18, 2024

Mr. Pope read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances.
[Moved by Mr. Wood, seconded by Mr. McMillen; unanimously approved.] The closed session commenced at approximately 11:11 a.m. This meeting was conducted via videoconference.

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

The following agenda items were discussed:

1. USM's Vice Chancellor for Accountability discussed reported criminal allegations received by the Office of Internal Audit. (§3-305(b)(12)).

2. USM's Chief Information Security Officer/Chief Privacy Officer provided an update of USM's Cyber Security Environment. (§3-305(b)(10)).

3. Chief of the Higher Education Division of OAG provided an update of USM Legal Matters from OAG. (§3-305(b)(12)).

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

5. USM's Vice Chancellor for Accountability presented the Proposed Internal Audit Plan of Activity For Calendar year 2025. (§3-103(a)(1)(i)).

6. USM's Vice Chancellor for Accountability provided an update of engagement additions, cancellations, and completions to the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2024. (§3-103(a)(1)(i)).

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

Closed session adjourned at 12:07 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
Minutes from Open Session
January 27, 2025

Regent Pope called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 1:00 p.m. This meeting was conducted via videoconference.

Regents in attendance included**:** Mr. Pope (Chair), Mr. Hur, Ms. Lewis, and Mr. Wood. Also present were: USM Staff – Mr. Acton, Mr. Brown, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone), Ms. Herbst, Mr. Sandler, Ms. Wilkerson and Dr. Wrynn.; Office of the Attorney General - Ms. Langrill; CliftonLarsonAllen LLP (USM's Independent Auditor) – Ms. Bowman.

The following agenda items were discussed:

1. Information & Discussion – USM Audited Financial Statements

   USM's Director of Financial Reporting/Comptroller presented:

   - Key Points Associated with FY 2024 Financial Statements
   - The Financial Snapshot
   - The Financial Dashboards

2. Information and Discussion – Update - FY 2024 Independent Audit of USM's Financial Statements, CliftonLarsonAllen, LLC

   USM's independent auditor (CliftonLarsenAllen LLP) submitted a summary of the deliverables of the independent audit in the materials for the Boards review.

   The open session ended at approximately 1:33 p.m.

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
January 30, 2025
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, December 3, 2024. The meeting was convened at 9:32 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Leggett, Lewis, Mirani, Parker, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Alvarez, Dr. Ashby, Dr. Bachner, AAG Bainbridge, Ms. Beckett, Dr. Beise, Dr. Bondy, Dr. Caraco, Dr. Charne-Merriwether, Dr. Couch, Dr. Foust, Dr. Gupta, Dr. Haverback, Dr. Jennings, Dr. Khademian, Ms. Lang, Dr. Lee, Dr. Lynch, Dr. Manyara, Dr. Marano, Dr. Marquez, Dr. Masucci, Dr. Mueller, Dr. Owens, Dr. Patricio, Dr. Perreault, Dr. Reed, Mr. Sandler, Dr. Sanford, Dr. Sapkota, Dr. Tawah, Dr. van Dulmen, Dr. Weill, Dr. Whitehead, and Ms. Wilkerson.

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

Action Items

Academic Program Proposals

Bowie State University: Bachelor of Science in Accounting

Dr. Regina Tawah, Interim Dean, College of Business, and Dr. Symon Manyara, Professor, Department of Accounting, Finance, and Economics, presented Bowie State University's proposal to offer a Bachelor of Science (B.S.) in Accounting. BSU currently offers a concentration in accounting within its B.S. in Business. The proposal seeks to modify the area of concentration to offer the B.S. in Accounting. Dr. Symon noted that no additional funds or faculty are needed for the program. Students currently enrolled in the accounting area of concentration will transition into the standalone program without being required to take additional courses.

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 Bowie State University proposal to offer a Bachelor of Science in Accounting.

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

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, Baltimore: Master of Science in Trauma Sciences
Dr. Jenny Owens, Vice Provost of Academic Affairs and Strategic Initiatives, Dr. Shailvi Gupta, Associate Professor of Surgery at the Shock Trauma Center's Program in Trauma, and Dr. Mary Jo Bondy, Interim Associate Dean, School of Graduate Studies, presented University of Maryland, Baltimore's proposal to offer a Master of Science (M.S.) in Trauma Sciences. This program is a two-year master's degree in collaboration with Shock Trauma that aims to enhance the education of healthcare professionals who work in trauma units. In addition to physicians, the program will strengthen the education and the ability of non-physician professionals to help provide trauma care. It will be the first of its kind in the U.S.

Regent Mirani asked about the approach and process of developing the curriculum. Dr. Gupta said that the advisor helped develop a similar program in London and it builds on education that is already at UMB. Regent Gooden asked for more information regarding market supply and demand in the state of Maryland as it was not included in the proposal. Dr. Gupta noted that the UMB team did a market analysis. Chair Gourdine asked if that information could be included in the proposal when it goes to the full Board of Regents. SVC Wrynn was tasked with ensuring that an updated proposal was received in a timely manner and that it included the requested information.

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 UMB proposal for an MS in Trauma Sciences.

Regent Gourdine moved approval of the proposal pending the inclusion of additional data and final review by SVC Wrynn; Regent Gooden seconded; the motion was unanimously approved.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, College Park: Master of Science in Biostatistics
Dr. Will Reed, Assistant Provost for Academic Planning, Dr. Amir Sapkota, Professor and Chair, Department of Epidemiology and Biostatistics, Dr. Boris Lushniak, Dean, School of Public Health, and Dr. Jennifer Bachner, Associate Dean of Academic Affairs, School of Public Heath, presented the University of Maryland, College Park's proposal to offer a Master of Science (M.S.) in Biostatistics. The department already offers a Master of Public Health in Biostatistics. This standalone program, which addresses a growing demand, will focus on advanced biostatistics methodologies and public health data science. Dr. Sapkota noted that this degree will also serve as an offramp for those students who do not complete the Ph.D. in Biostatistics. Regent Gooden asked for more specific data related to demand for jobs in this field in the state and region. SVC Wrynn was tasked with ensuring that an updated proposal was received in a timely manner and that it included the requested information.

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 UMCP proposal for an MS in Biostatistics.

Regent Gourdine moved approval of the proposal pending the inclusion of additional data and final review by SVC Wrynn; Regent Gooden seconded; the motion was unanimously approved.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

University of Maryland, College Park: Ph.D. in Biostatistics
Dr. Will Reed, Assistant Provost for Academic Planning, Dr. Amir Sapkota, Professor and Chair, Department of Epidemiology and Biostatistics, Dr. Boris Lushniak, Dean, School of Public Health, and Dr. Jennifer Bachner, Associate Dean of Academic Affairs, School of Public Heath, presented the University of Maryland, College Park's proposal to offer a Ph.D. in Biostatistics. Biostatistics knowledge is foundational for students in public health disciplines and all top-tier Schools of Public Health have a doctoral program in biostatistics. A Ph.D. program in biostatistics will increase the department's ability to attract high-caliber faculty, secure large federal training grants, and maintain national rankings. No additional funds are required for the program, which can be supported by the projected tuition and fee revenue. Regent Gooden again asked for more specific data related to demand for jobs in this field in the state and region. SVC Wrynn was tasked with ensuring that an updated proposal was received in a timely manner and that it included the requested information.

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 UMCP proposal for a Ph.D. in Biostatistics.

Regent Gourdine moved approval of the proposal pending the inclusion of additional data and final review by SVC Wrynn; Regent Gooden seconded; the motion was unanimously approved.

Vote Count: Yeas: 6 Nays: 0 Abstentions: 0

Information Items

Report: Workload of the USM Faculty – Academic Year 2023-2024

Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented the Report of the Workload of USM Faculty for the 2023-2024 academic year. The report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. Key findings include:

- The total credit hours produced in 2023-2024 mirrored total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 70.44% of all credit hours produced (up slightly from five years ago).
- Further, over the five years since 2019-20, credit hours produced by part-time faculty dropped slightly from 29.82% to 28.28%.
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty shows a slight downward trend over the past 5 years.
- The number of bachelor's degrees awarded increased slightly. Across the institutions reported here, 26,586 degrees were awarded – up from last year's total of 26,552.
- Four-year and six-year undergraduate graduation rates decreased slightly (down 1% for each) in 2023-24.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over $1.6 billion in research funding in the 2022-2023 academic year, representing a 14.2% increase over the previous year.

Regent Leggett asked about the new methodology used to report research funding, asking for clarification of the numbers. He also asked if there is information about online vs. in-person classes. Regent Smarick noted that we should be seeing continuous increases in production, so if there are institutions without increases, we should make note of that. Chancellor Perman noted that institutions use data on productivity and react to changes when necessary.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She read the required statement to go into closed session and called for a motion to adjourn and reconvene in closed session to address the BOR Faculty Awards and honorary degree nominations. The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved. Regent Gourdine adjourned the meeting at 10:34 a.m.

Respectfully,

Regent Michelle Gourdine
Chair

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Closed Session
January 30, 2025
Zoom

Minutes of the Closed 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 closed session on Thursday, January 30, 2025. The meeting was convened at 10:36 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Leggett, Lewis, Mirani, Parker, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: AAG Bainbridge, Ms. Beckett, Dr. Masucci, and Ms. Wilkerson.

Action Items

Board of Regents Faculty Awards Recommendations
Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented this item to the committee. The Regents Faculty Awards Committee reviewed 43 nominations from 9 institutions and recommended 18 awards to honor 18 individuals. The committee is recommending the maximum of 4 awards in each of the following categories - Mentoring, Teaching, Research/Scholarship and Public Service, and 2 awards in the Creative Activity category. Those approved will receive a $2,000 award and a plaque. Summaries of the backgrounds of prospective award recipients were given to the regents and nominees' full portfolios are available upon request. Ms. Beckett served as USM liaison to the review process and affirms that all proper protocols, as outlined in CUSF-developed guidelines, were followed to ensure a fair and honest review and selection process.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the recommendations of the CUSF Regents Faculty Awards Committee and present the awards to the faculty members during the April 2025 BOR meeting. The motion was moved by Regent Gourdine, seconded by Regent Wood, and unanimously approved.

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Honorary Degree Nominations
Ms. Kelsey Beckett, Chief of Staff and Director of Operations in the USM Office of Academic and Student Affairs, presented this item to the committee. In accordance with the Board of Regents Policy on the Awarding of Honorary Degrees (III-3.00), institutions have submitted nominations for honorary degrees. As the policy stipulates, the full Board will act on the nominations at its February meeting based upon

EPSLS's recommendations. After the final approval of the nominations, presidents may begin to arrange for the awarding of the honorary degrees. The degrees may be conferred at any time within five years of approval unless withdrawn by the Board for cause. Institutions and USM staff have vetted the nominees and there are no reputational concerns. Additionally, as required by the policy, institutions have identified the internal processes used to obtain these nominations from the faculty, college or department, or a sanctioned Honorary Degree Committee, which includes faculty.

The Committee was presented with 12 nominations from seven (7) institutions. The names of the nominees and the degrees being recommended, as well as nomination letters and supporting documentation, were made available to the regents prior to the meeting.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve that the Board of Regents approve institutional nominations for honorary degrees from Bowie State University; Coppin State University; Salisbury University; University of Baltimore; University of Maryland, Baltimore; University of Maryland, College Park; and University of Maryland Global Campus.

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

Vote Count: Yeas: 7 Nays: 0 Abstentions: 0

Motion to Adjourn
Regent Gourdine moved to adjourn. The motion was seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 10:46 a.m.

Respectfully,

Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: Bowie State University proposal to offer a Bachelor of Science (B.S.) in Accounting

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 30, 2025

SUMMARY: Bowie State University currently offers the Bachelor of Science in Business; among its areas of concentration is accounting. BSU seeks to modify its area of concentration to offer the Bachelor of Science in Accounting. The proposed program prepares students for successful careers in accounting and is more closely aligned with the requirements of the accounting profession. The B.S. designation signals to employers and other stakeholders the level of preparation that graduates from the program have attained. Students currently enrolled in the accounting area of concentration in the business program will transition into the standalone program without being required to take additional courses. All courses proposed in the accounting program already exist in Bowie State University's undergraduate catalog.

Industry projections indicate average job growth of about six per cent through 2013, with approximately 136,400 new openings for accounting professionals annually across the U.S. The Maryland Department of Labor anticipates job growth of nearly nine per cent through 2030. Graduates of the B.S. in Accounting program may also pursue careers in budgeting, cost estimation, financial analysis, financial management, and management analysis.

With its B.S. in Business Administration concentration in Accounting, Bowie already holds a share of the accounting students enrolled in the State's accounting programs. Accordingly, there will be little to no impact on the existing accounting programs offered at other Maryland institutions.

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 Bowie State University proposal to offer a BS in Accounting.

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

Aminta H. Breaux, Ph.D.
President

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F 301-860-3510
E president@bowiestate.edu
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November 11, 2024

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

RE: New Academic Program – Bachelor of Science in Accounting

Dear Chancellor Perman:

Please find enclosed our proposal to offer the Bachelor of Science (B.S.) in Accounting (HEGIS 050200/CIP 52.0301).

BSU currently offers the B.S. in Business with an area of concentration in accounting and seeks to modify the concentration to the Bachelor of Science in Accounting to serve students interested in a four-year business program that prepares students for the CPA exam, whether the students begin at BSU or transfer from a community college or another four-year institution. The proposed program will utilize cutting-edge teaching techniques and research blended with real-life experience to equip them with the professional and transferable skills needed for accounting careers in areas such as audit, tax, and consulting/advisory services in private and public sectors. The primary mission of our accounting program is to prepare graduates who contribute positively to the business and the overall community.

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

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. Regina Tawah, Acting Dean, College of Business
Dr. Jacqueline Cade, Director of Institutional and Academic Programming
Ms. Gayle Fink, Office of Planning, Analysis and Accountability
Ms. Brandy Wilson, Registrar

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowie State University
Institution Submitting Proposal

Accounting
Title of Proposed Program

Bachelor of Science
Award to be Offered

Fall 2025
Projected Implementation Date

050200
Proposed HEGIS Code

520301
Proposed CIP Code

College of Business
Department in which program will be located

Dr. Symon Manyara
Department Contact

301-860-3632
Contact Phone Number

smanyara@bowiestate.edu
Contact E-Mail Address


Signature of President or Designee

11.18.24
Date

A. Centrality to Institutional Mission and Planning Priorities:

The proposed new Bachelor of Science in Accounting is consistent with the mission of Bowie State University (BSU), which calls for support for "students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility" and the Bowie State University combines theory and practice to create meaningful real-world solutions to the 21st century. This program change is providing clarity for students and constituents that Bowie State University already serves. Bowie state university anticipates serving students interested in a four-year business program that prepares students for the CPA exams, whether the students begin at BSU or transfer from a community college or another four-year institution. The migration of the Accounting concentration to a program also contributes to BSU's FY 2019 – FY 2024 Racing to Excellence Strategic Plan, specifically Goal 1Academic Excellence, Objective 1.1 High-demand, innovative academic programs. Objective 1.1 of Goal 1 highlights the need to modify existing academic programs to promote the ongoing growth and development of the university.

The primary mission of our accounting program is to use cutting-edge teaching techniques and research blended with real-life experience to educate accounting students, practitioners and develop outstanding professional leadership skills fit for a competitive global environment. Our previous success has translated into our graduates contributing positively to the business community of the Baltimore- Washington region and beyond. Most BSU accounting graduates work in the top 4, (PwC, KPMG, Deloitte, and Ernst & Young), regional, and many local CPA firms.

Bowie State University has offered accounting concentration since its inception and has received ongoing support from the University of Maryland system. The program is a minor modification of an existing program from a Business Administration concentration in Accounting to a Bachelor of Science in Accounting. We, therefore, expect that this transition from a concentration to a program will continue to receive support from BSU and the University System of Maryland. It is also important to emphasize that the current program already receives administrative, financial, and technical support from BSU and the University System of Maryland. This minor modification will not impact its current support. This proposed program will prepare students for successful accounting careers while containing costs. Students on successful completions will graduate with less debt compared other sister institutions in the Maryland Systems, consistent with the state plan goal of "students' success with less debt."

The change has become necessary to emphasize to employers and other stakeholders of BSU the conciseness Bachelor of Science in Accounting rather than Business Administration with a concentration in accounting. This emphasis is important to our students and stakeholders as they

have indicated that a Bachelor of Science in Accounting is more aligned to the program offering in accounting than a concentration. The proposed Accounting program will be supported by the current faculty of BSU and would require minimal additional out-of-year fiscal resources. The change will have no impact on students currently enrolled in the Bachelor of Business Administration with a concentration in Accounting. Those already enrolled in the concentration can complete their degrees without taking additional courses.

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

The 2022 post-secondary education plan continues to center around three basic tenets: access, success, and innovation (2022 Maryland State Plan for Postsecondary Education at 2022 Maryland State Plan for Postsecondary Education). The proposed program will provide valuable professional education in an accessible manner for individuals working in the region's government agencies, major accounting and financial firms, and medium-sized or even small firms that have significant auditing and accounting responsibilities. Classes will be available year-round in expanding access, with day, evening, and some online options.

A recent Kiplinger article noted that there is a CPA shortage, with three challenges largely contributing to the shortage of CPAs: "fewer graduates, an aging workforce, and an exodus of talent" (Cruz-Martinez, G., 9/21/2024, https://www.kiplinger.com/taxes/the-cpa-shortage-problem). Priority 5 under Goal 2: Student Success, challenges institutions to maintain their commitment to high-quality education in Maryland. The evaluation of the existing area of concentration in accounting, and the proposed conversion to a full major, demonstrates BSU's commitment to meeting student needs and market needs in its academic offerings. With the B.S. in Accounting degree, employers will recognize by the degree title that students have completed the educational requirements in the concepts of accounting that qualify them for CPA licensure examination in Maryland under COMAR 09.24.05.03A. Students will continue to receive the same academic supports available to them across the university while engaging in internships and other opportunities to learn and engage with accounting professionals outside of the classroom.

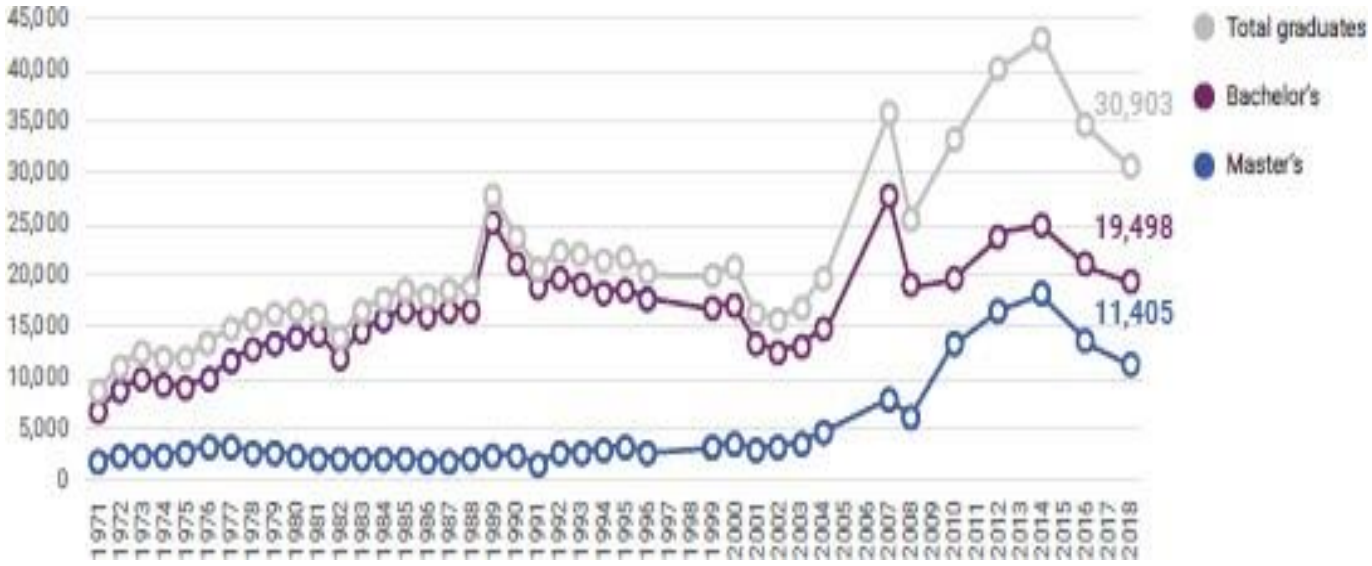
Moreover, as an HBCU, Bowie's commitment to preparing socially disadvantaged and minority students as professionals with a global perspective supports Maryland's workforce by increasing diversity of the pool of qualified applicants. The growing regulation and complexity of taxation demand that accounting professionals are highly skilled and have sharp analytical skills. The impending retirements of the aging boomer population suggest that without efforts to strengthen the pipeline of CPA candidates, the number of licensed CPAs may decline significantly when they are desperately needed. BSU wants to attract all potential accounting students it can to support and further diversify the Maryland CPA population. The CPA Journal noted that inclusion is not only relevant, but "obligatory" in the profession (Rosenthal, J. and Shenkman, M., 10/29/2021, https://www.cpajournal.com/2021/10/29/diversity-equity-and-inclusion-in-the-accounting-profession/). Having staff that can identify with and relate to diverse clientele is not only good for business, but creates a work environment that helps employees feel like they beling and are cared about. Rosenthal and Shenkman further noted that an inclusive environment can not only help to retain staff, but also attract new personnel.

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

The current BSU Accounting concentration graduates routinely secure employment in audit, tax, and advisory services in both the private and public sectors and populate regional and national companies as well as the Big 4 multi-national accounting firms. Recent data suggest that the demand for our graduates will increase over time. According to the Maryland Association of CPAs survey, "the outlook of the accounting students entering the profession is bright…. (MACPA, Demand for accounting graduates hits all-time high | Maryland Association of CPAs (MACPA). It is critical that we produce enough CPAs to replace the retiring baby boomers and that the profession continues to meet the ever-changing needs of the US capital markets…. The results of the Trends report are consistent with the findings of the Bureau of Labor Statistics (BLS) 2014-2015 Occupational Outlook Handbook, which forecast employment of accountants and auditors will grow 13.1 percent from 2012-2022, representing additional 166,700 jobs. The Bureau of Labor Statistics (BLS) Handbook notes that many accountants become CPAs to enhance their job prospects, gain clients, and increase earnings. The 2024 Occupational Outlook handbook cites a need of 130,800 jobs each year, with projected growth of six percent from 2023 to 2033, again noting an exodus from the workfirce to oter occupations and retirement (Accountants and Auditors : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics). Research from AICPA indicates the salary differential of career CPAs over non-CPAs is more than $1 million (https://www.macpa.org/demand-for-accounting-graduates-hits-all-time-high/). Given the projected increase in an already strong demand for accountants, we expect our graduates to continue to have ample employment opportunities upon graduation.

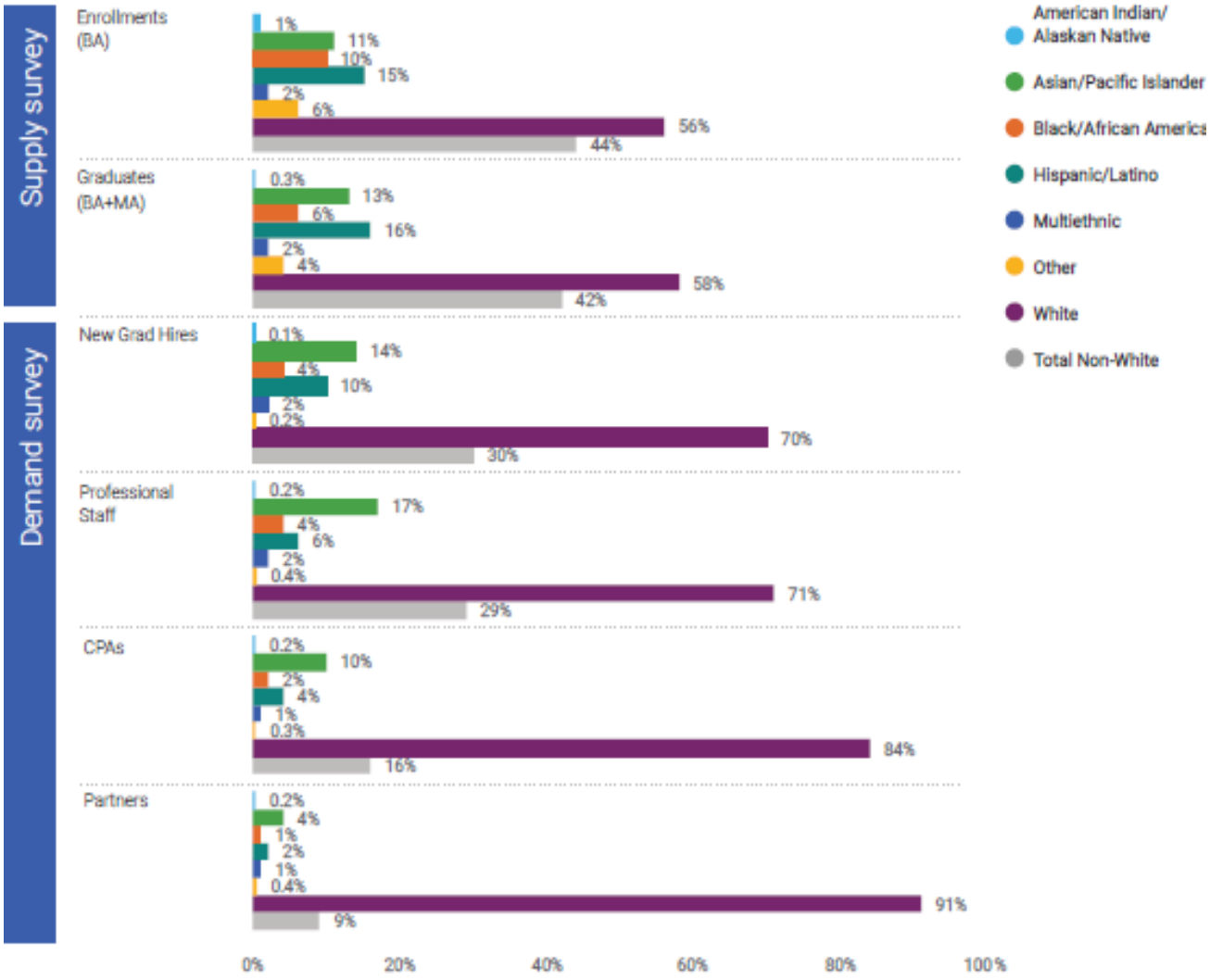
BSU has been teaching accounting since its founding. Given the predictions of robust job growth for accountants, we believe there is strong demand for an ACBSP – accredited, high-quality BS in Accounting program at the Bowie State University. We respectfully submit that we have the resources and expertise to administer such a program since the new program is a minor modification of the existing area of concentration. In recent years CPA results of Maryland Candidates have been lower than candidates in most other jurisdictions. It is reasonable to expect that the BS in Accounting program will help improve student performance on the CPA exam and help strengthen the accounting profession in Maryland.

Figure 1 displays the demand for new graduates in the accounting field from 1971 to 2018



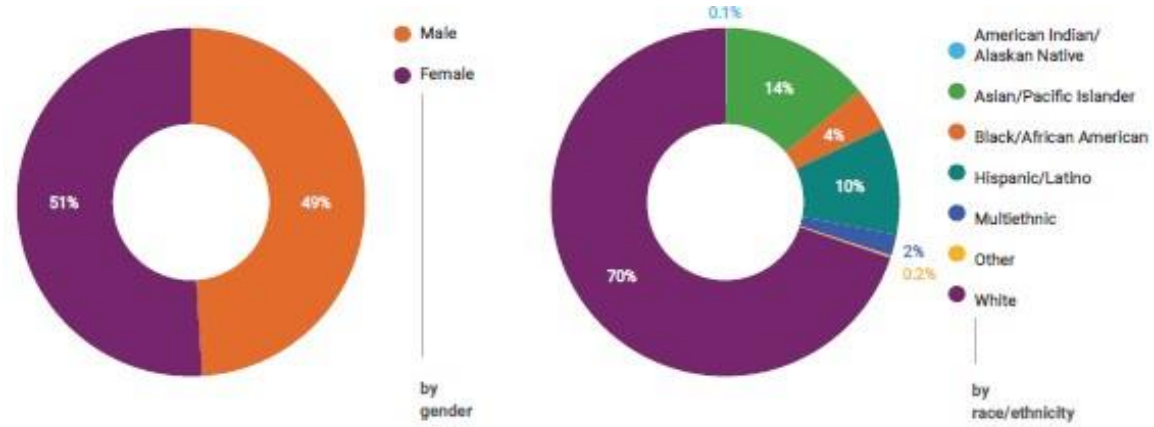
Source – AICPA 2018 Accounting Industry Survey

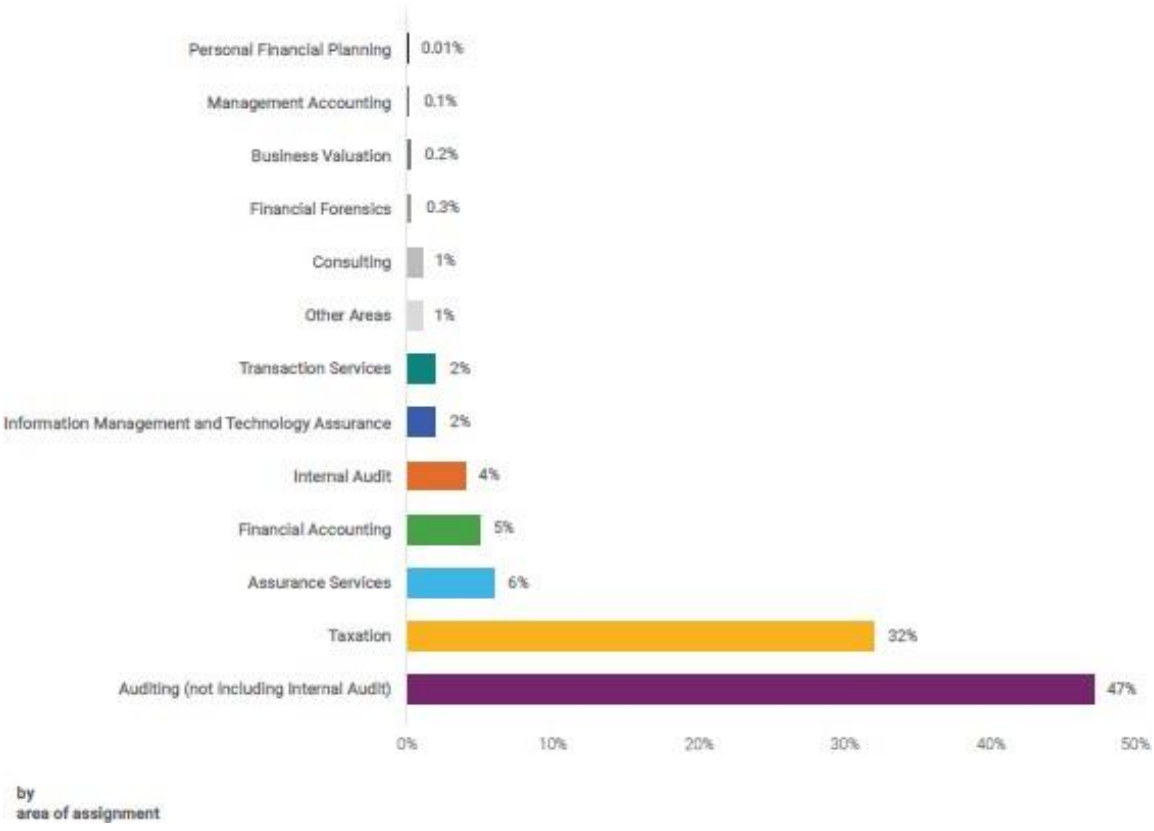
Figure 2 displays the 2018 diversity of the Certified Public Accountant (CPA) profession



Source – AICPA 2018 Accounting Industry Survey

Figure 3 below highlights the demographics of accounting graduates as well as the career fields in which most accounting graduates pursue after graduation





Source – AICPA 2018 Accounting Industry Survey

D. Reasonableness of Program Duplication

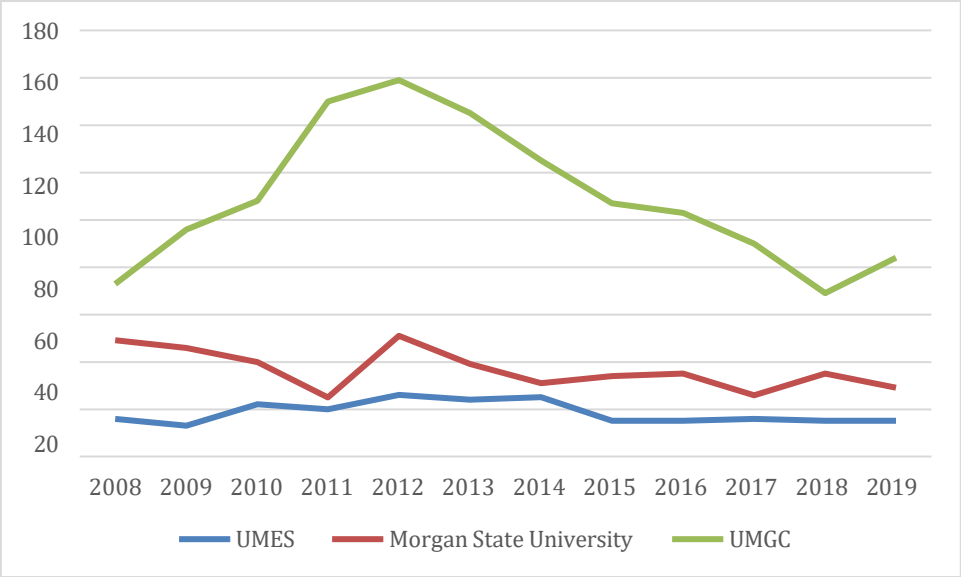
According to the state inventory, the institutions listed below currently offer undergraduate accounting degrees in Maryland. The transition of the Accounting concentration to a program at BSU will have very little impact and will not adversely affect other programs offered in the university of Maryland Systems. BSU already has a market share from the accounting concentration; as noted above, many local, regional, and national firms employ graduates from BSU. Also, the relatively large number of existing programs is not saturating the Maryland Markets for accountants, especially highly trained accountants preparing to pass the CPA exam.

INSTITUTION	PROGRAM	DEGREE
Coppin State University	Accounting	Bachelor's Degree
Frostburg State University	Accounting	Bachelor's Degree
Hood College	Accounting	Bachelor's Degree
Loyola University Maryland	Accounting	Bachelor's Degree
McDaniel College	Accounting	Bachelor's Degree
Morgan State University	Accounting	Bachelor's Degree
Mount St. Mary's University	Accounting	Bachelor's Degree
Mount St. Mary's University	Forensic Accounting	Bachelor's Degree
Salisbury University	Accounting	Bachelor's Degree
Stevenson University	Accounting	Bachelor's Degree
Townson University	Accounting	Bachelor's Degree
University of Maryland Eastern Shore	Accounting	Bachelor's Degree
University of Maryland College Park	Accounting	Bachelor's Degree
University of Maryland Global Campus	Accounting	Bachelor's Degree
Washington Adventist University	Accounting	Bachelor's Degree

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

There is a high demand for trained accountants in the State of Maryland. Therefore, the State can employ high levels of accounting graduates. Most HBCUs in the State offer an accounting degree; however, the supply of accounting graduates does not exceed the State's demand. Figure 4 below displays the graduation trends with University of Maryland, Eastern Shore (UMES), Morgan State University and University of Maryland Global Campus (UMGC)

Figure 4 - Trends in Degrees Awarded from selected Universities from 2008 to 2019



University of Maryland Global Campus (UMGC) has been expanding its program at a rapid rate after its approval to offer it Bachelor of Accounting program. As Maryland's oldest and only HBCU in the DMV region, the transition of the accounting offering from concentration to major presents an opportunity for the program to thrive, as the state of Maryland still has an unmet need in the area of accounting.

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

The proposed program continues Bowie State University's founding commitment to provide access and opportunity to diverse populations. Again, as the only Maryland HBCU in the region, accessible to Anne Arundel, Howard, and southern Maryland counties, the transition from concentration to major

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

Statistics about the CPA certification show that only 2% of blacks are CPAs. We believe our program will have very little impact on other HBCUs offering the program. BSU currently offers accounting as concentration in Business Administration program. It is expected that the inventory of students that choose BSU as their preferred place of study will continue and BSU being an HBCU will continue to increase its education of black accountants within the State of Maryland.

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

(as outlined in COMAR 13B.02.03.10):

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

The Accounting faculty at BSU developed the curriculum using the current inventory of courses in the Bachelor of Business Administration concentration in Accounting. These courses have been vetted and approved through a stringent level of committee and departmental approvals, BSU Faculty Senate, and BSU provost's office. The design, program modality, and related learning outcomes have meant that the program has met the highest standards through these varying approval levels within BSU. It is important to note that no new courses are being added to the Bachelor of Science in Accounting change. The courses would continue to be offered in a face- to-face format.

Currently, the Business Administration Program has five (5) Accounting instructors with the highest levels of education and certification to teach the accounting courses. It is important to note that all five instructors have the Certified Public Accounting (CPA) certification and other relevant accounting certifications. Most Faculty listed are members of the American Institute of Certified Public Accountants (AICPA) and Maryland State Board of Accountancy, which mandates its members to have 40 hours of Continuing Professional Education (CPE) every year on relevant topics in accounting. Faculty are also engaged in research on topics in accounting. Currently, many Faculty in the College of Business are undergoing Quality Matters review of online and hybrid courses. The Quality Matters review emphasizes excellence within the online and hybrid course mode. It is expected that faculty after this training will attain the highest levels of excellence teaching within an online or hybrid teaching environment.

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

The accounting program curriculum is designed to meet the requirements of the AICPA, and includes the following program outcomes:

1. Apply GAAP to accounting principles to business transactions.
2. Process financial transactions throughout the accounting cycle.
3. Demonstrate competency in preparing the Statement of Cashflow
4. Apply cost accounting concepts in problem solving situations
5. Apply basic individual and business taxation concept
6. Demonstrate the ability to identify key issues, research relevant data, and propose for taxation issues encountered.

Please see Appendix for course sequence for the Accounting program.

3. Explain how the institution will:

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

The proposed program will follow the College of Business student learning outcomes assessment protocols that support ACBSP accreditation. The Accounting faculty compiles assessment results each semester and is managed by the Program Chair and the Assessment Coordinator. The data is required to be reported to the BSU's Center for Academic Programs Assessment each year for review by internal peer evaluators. The full academic program review occurs every seven years per internal requirements and the University System of Maryland. Faculty members are evaluated annually according to the Faculty Handbook and BSU Policies and Procedures parameters. Student course evaluations are administered each semester by the Office of Planning, Analysis, and Accountability. Course evaluation results are shared with deans, department chairs, and faculty to inform course and instructional improvements.

Similar to all College of Business programs at Bowie State University, the Accounting program will undergo a bi-annual assessment of the learning outcomes to assess student achievement and implement the program interventions. ACBSP requires that assessment findings be publicly available on the programs website.

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

The courses below are currently being offered in the accounting concentration within the BS in Business Administration

Business Core Requirements

Business Core Requirement *(each course is 3 crh)*	**Course Description**
Introduction to Business MGMT 101	This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology, functional issues facing managers, and the international aspects of business

Principles of Accounting I ACCT 211	This course provides students with basic knowledge, skills, and abilities to record business events in an accounting information system. This course demonstrates how financial statements are prepared and their uses in the business environment, particularly the service and merchandising industries. Topics will include identifying and recording transactions in the five basic accounts (assets, liabilities, owners' equity, revenue, and expense), posting transactions to the general ledger, adjusting journal entries, and completing the accounting cycle. Students will be introduced to current and long-term assets.

Principles of Accounting II ACCT 212	This course focuses on accounting principles, conventions, and concepts underlying financial reporting. Emphasis is placed on the accumulation of financial data, the processes of organizing it for presentation, and its use by managers for decision-making.
Principles of Marketing MKGT 231	Principles of Marketing is an introductory course, which provides a managerial approach to the study of marketing, including target market selection, product, promotion, pricing and distribution strategies appropriate for the marketing environment. Additional topics included in this course are consumer behavior, decision support systems, marketing channels and supply chain management and ethics in marketing
Principles of Management MGMT 241	This course is a study of the principles, processes, and practices of organizational management. This course examines the basic tasks of the modern manager, including planning, organizing, leading, controlling, staffing, and decision-making
Principles of Finance FINA 320	As is generally the case with introductory courses, the emphasis will be on the big picture – on the principles underlying financial decision making. While specific methods and applications will be studied, they will necessarily abstract from the complexities of real world problems. The student would thus be better served by focusing on the rationale underlying the specific applications, and in developing the analytical framework for resolving the myriad of specific problems confronting financial managers.

Organizational Behavior MGMT 344	An examination of human behavior in organizations with emphasis on topics of importance to managers, such as group behavior, motivation, leadership, communications, conflict management, interpersonal relations and organizational development. Cases, readings and experiential exercises will be included.

Business Law 1 BUAD 350	The Business Law I course provides a basic understanding of the principles of business law and their application to commercial activities relating to contract, agency, torts, property, sales, business organizations, commercial paper, and commercial transactions. Course Prerequisite PHIL 103 or PHIL 305 and MGMT 241. Junior standing or permission of Instructor. Learning
Information Systems for Management BUIS 360	This course is a survey of concepts, theory, and techniques of information systems for management. Emphasis is on the role of the information itself and on computer based information systems as aids to the control and operation of the organization. Case studies are used to illuminate the general manager's role in planning, specifying requirements, and controlling such systems
Money and Banking ECON 321	This course surveys the nature and function of money and credit in the economy with emphasis on the roles played by depository institutions, consumers and the Federal Reserve. It will also examine the structure of the financial market and the effects of regulation on the market and money supply.
Business and Economic Statistics ECON 351	This course introduces students to the Business and Economics applications of descriptive and inferential statistics. Such applications include measures of central tendencies and of dispersion, probability, sampling and sampling distributions, interval estimation, hypothesis testing, and regression.

Professional Development and Ethics I MGT 356	This course is designed to help students develop a basic platform for professional development skills. Our foundation will consist of the following topics: Leadership, communication, professional ethics in business. You will engage in career and skills assessment, learning to build your personal brand, resume writing and the written portfolio that accompanies your brand, oral presentations, and the basic skills needed to engage the business world

Professional Development and Ethics II MGT 358	This course is designed to help students develop a firm foundation of professional development skills including: leadership, communication, professional ethics in business. In this course, you will complete group assignments, participate in online discussions, case study analysis and complete self-assessments. These assignments will provide you with the necessary tools to succeed and emerge as a leader in the workforce.
Business Strategy and Policy MGT 440	An examination of processes by which organizations, especially profit-seeking businesses scan their environment and adapt themselves. Issues to be examined include the planning function, development of goals and objectives, assessment of necessary organizational competencies, appropriate structure strategies, policies, and competitive posture
Quantitative Method for Decision Making ECON 483	This course exposes students to a wide variety of problem descriptions and methods of analyses. The goal is to acquaint students with quantitative tools commonly used in business settings. This course is a study of the quantitative techniques applied in decision-making, with emphasis on application. Topics discussed include decision-making and decision analysis, linear programming, transportation and assignment problems, forecasting and time-series analysis, inventory concepts, Project management, Queuing theory and mathematical simulation.

Accounting Specialization Requirement

The courses below are currently being offered in the accounting concentration within the BS in Business Administration

Accounting Concentrati on *(each course is 3 crh)*	**Course Description**
Intermediate Accounting, I ACCT 311	This course is a comprehensive study of the current accounting theories supporting the generally accepted accounting principles. This course focuses on solving problems related to the classification and evaluation of all accounts associated with various types of accounting systems and their proper inclusion in the published financial statements. This course includes a review and understanding of all pronouncements, concepts, and principles relating to the accounting process.
Intermediate Accounting 2 ACCT 312	This course is a comprehensive study of the current accounting theories supporting the generally accepted accounting principles. The focus will be on problem solutions relating to the classification and evaluation of all accounts associated with the various types of accounting systems and their proper inclusion in the published financial statements, including a review and an understanding of all pronouncements, concepts, and principles relating to the accounting process.
Cost Accounting ACCT 313	Cost Accounting is the study of cost accounting concepts and practices as well as the managerial aspects in accounting for product and service costs, including: behavior of costs, and break-even point analysis, job order and process costing systems, activity- based costing systems, relevant costs and pricing decisions, variable and absorption costing and joint costs. The focus of the course is: how cost accounting helps managers make better decisions

Income Tax Accounting ACCT 315	This course is a study of the important provisions of the federal tax laws, using illustrations, selected problems, and the preparation of returns
Corporate and Partnership Tax Accounting ACCT 316	To provide students with a fundamental understanding of the body of Federal Tax Laws governing business entities: corporations, partnerships, estate and trusts. - To train students to research and interpret Tax provisions; to engage in Tax Planning; and to anticipate Tax related Outcomes/consequences due to the application of the law to Business transactions This course will focus on special tax provisions, unique to Corporations, Partnerships, Trusts and Estates.
Advanced Accounting 1 ACCT 411	To provide the student with an in-depth study of advanced accounting topics in preparation for an accounting career and preparation for the various professional examinations. Major topics covered include business combinations and mergers, with a special emphasis on both consolidation principles and consolidated financial statement considerations.
Advance Accounting 2 ACCT 412	These courses (Advanced I & II) emphasize advanced accounting theory applied to specialized problems in partnerships, ventures, consignments, installment sales, insurance reports; the application of mathematics to accounting problems; home, office, and branch accounting; parent and subsidiary accounting; and foreign exchange.
Government and Institutional Accounting ACCT 413	This course emphasizes the concept and use of funds in accounting for nonprofit institutions. The basis of accounting for municipal and other governmental units, with emphasis on fund accounts, and the related budgetary and encumbrance procedures, also will be studied.

Managerial Accounting ACCT 416	**Course prerequisites** The student must have successfully completed Principles of Accounting I and II or the equivalent and mastered the fundamental concepts of accounting prior to taking this course.
Accounting Information System ACCT417	This course covers small business accounting with the use of QuickBooks software. Topics include creating a chart of accounts, recording customer and vendor transactions, processing payroll, and printing financial reports. Setting up of a new company will be covered as well as exporting reports to Microsoft Excel. **Course prerequisites:** ACCT 311 (Intermediate Accounting) and BUIS 260 (Computer APPS for in Business).
Auditing ACCT 418	A study of Generally Accepted Accounting Principles and other standards. Topics covered include professional standards, professional ethics, audit planning, internal control, audit evidence, completing the audit, audit reports and standard for different assurance and non-assurance services

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

Students in this program will satisfy general education requirements by taking 100-level and 200-level courses required of all Bowie State University students per the BSU catalog (see Bowie State website). See Sequence Chart in the **Appendix** for the degree requirements.

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

There are no specialized accreditation or graduate certification requirements for this program or its students. Student who seek to take the CPA liensure exam will have met the educational requirements of the exam uon successful completion of the program.

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

Not applicable, as BSU has no plans to contract with another institution or non-collegiate organization.

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 BS in Accounting program will exist within the University's existing College of Business Business, accredited by the Accreditation Council of Business Schools and Programs (ACBSP) to offer baccalaureate and graduate degrees. ACBSP and Middle States regional accreditation require public disclosure regarding the curriculum, course and degree requirements, faculty/student interaction, 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 primary sources of this information is the University website, the College of Business website and the BSU undergraduate catalog, and Blackboard (when applicable).

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 Bowie State University's administration and the Chair of the Department of Accounting, Finance & Economics ensure that advertising, recruiting, and admission materials will clearly and accurately represent the proposed program and the services available. Departments do not represent their programs in any manner other than what is approved by the BSU President and MHEC. If approved, this program will be represented to current and potential students precisely in accordance with program goals, courses, facilities, and services set out by this proposal and BSU administration directives pertaining to all programs. Current programs offered by the College of Business have always followed this exacting standard of accurate representation to students.

H. Adequacy of Articulation

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

Bowie State University has entered into an agreement with Prince George's Community College for the AS. in Accounting. The executed agreement is attached.

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

Provide a brief narrative demonstrating the quality of program faculty. Include a

summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.

Table 1 Faculty Profiles for the Accounting Program Courses

Faculty Member's Name	**Appointment Type**	**Degree Title**	**Field**	**Academic Rank**	**Full - Time**	**Course(s) Faculty member will teach**
Dr. Enoch T. Osei	Tenure Track	Ph.D., CPA, CFE, ACCA	Accounting	Assistant Professor of Accounting	Full Time	4
Dr. Symon Manyara	Tenured	Ph.D. CPA, CGMA	Accounting	Associate Professor of Accounting	Full Time	4
Dr. Bernard McNeal	Tenured	DBA, CPA	Accounting	Associate Professor of Accounting	Full Time	4
Prof Samuel Duah	Tenured	CPA	Accounting	Assistant Professor of Accounting	Full Time	4
Dr. Satina Williams	Tenure Track	Ph.D., CPA	Accounting	Assistant Professor of Accounting	Full Time	4
Dr. Emmanuel Appiah	Non- Tenure track	DBA, CPA/ CFF, CGMA CFE	Accounting	Adjunct Faculty	Part Time	1

Faye Knight	Non- Tenure Track	MBA CPA	Accounting	Adjunct	Part time	2
George Nwabuku	Non Tenure Track	MBA, CPA	Accounting	Adjunct	Part Time	1

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

BSU offers yearly Blackboard LMS training. Currently, many faculty in the College of Business are undergoing Quality Matters review of online and hybrid courses. Additionally, BSU's Center for Excellence in Teaching and Learning (CETL) offers the Faculty Institute prior to each Fall and Spring semester, which provides training in pedagogy, technology, and other topics related to faculty professional development.

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

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 of Bowie State University supports the University's mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (ResearchPort) to over 70 databases, as well as videos and DVD recordings, and 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.

As a member of the University System of Maryland and Affiliated Institutions (USMAI), Bowie State also has access to thirteen university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. Also, 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 collection of books in the fields of philosophy, government, and economics are typical in scope and size for a university the size of Bowie State University. This collection is presently serviceable for this program's majors' instructional and research expectations. To ensure that this collection is more than sufficient for students' background

reading and research undertakings in all of 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.

The College of Business faculty works closely with the Library Interim Director to ensure adequate content instruction and research resources. The faculty have worked with the Library to ensure resources such as Lynda.com and ScienceDirect continue to be available for faculty and students. Also, the College of Business has a license through the University of Maryland College Park to access the Wharton Research Database systems for Data Analysis class projects and research. Through the Data Science and Analytics Initiative Advisory Board, corporations have provided data and real cases for faculty to utilize in their courses and through the capstone course.

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

BSU delivers a robust technological infrastructure with a new Data Analytics Research, Teaching, and Trading Lab (DARTT) located in the College of Business. The DARTT Lab is a new critical resource to students across disciplines to gain exposure to large data sets, software, and technology resources for innovative pedagogy and research. The interdisciplinary research lab is focused on solving large-scale data analytics problems that arise in different domains, including social networks, health care, science, retail, and business. It provides an invaluable tool for our students to gain real-world experience under the guidance of our skilled faculty community to enhance their data management, data analytics, financial trading, and research skills sets. The campus is also home to a Cray supercomputer called the Sphinx (housed in the Computer Science Building) awarded through a Department of Defense U.S. Army Research Office grant. The University also has several computer labs across campus. Each has up to 25 workstations containing standard application software and IBM SPSS Statistics version 23 that supports statistical data analysis and machine learning algorithms. The College of Business resides in a state-of-the-art building equipped with six new computer labs with 25 to 35 PCs designed for flexible, active learning environments ideal for independent and collaborative work. The University also houses four additional computer labs in the Thurgood Marshall library containing 27 to 35 PCs and one instructional lab.

All faculty (full-time, part-time, adjunct) and students at BSU have access to the University's Blackboard LMS along with a full-time staff of three who are available for technical issues and support.

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

Resources - Tuition Revenue					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1.Reallocated Funds	n/a	n/a	n/a	n/a	n/a
2. Tuition and Fee Revenue(c+g) below	**$145,560**	**$203,940**	**$241,848**	**$276,720**	**$335,100**
(a) # number of full-time students	40	55	65	75	90
(b) Tuition/Fee Rate/per course+ Credit hr charges; assume 12 credit per semester	$240	$240	$240	$240	$240
(c) Annual Full time revenue (a*b)	**$115,200**	**$158,400**	**$187,200**	**$216,000**	**$259,200**
(d.)Part time students	10	15	18	20	25
(e) Credit hour rate	$253	$253	$253	$253	$253
(f) annual credit hour (assuming 2 classes per semester	12	12	12	12	12

(g) Total part time revenue (d*e*f)	**$30,360**	**$45,540**	**$54,648**	**$60,720**	**$75,900**
3 Grant, contracts and other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
Total (add 1-4)	**$145,560**	**$203,940**	**$241,848**	**$276,720**	**$335,100**

Expenditures					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Total faculty (4 adjunct)	**$16,000**	**$16,000**	**$16,000**	**$16,000**	**$16,000**
2. Additional academic support cost	0	0	0	0	0
3. Equipment	**$4,000**	**$4,000**	**$4,000**	**$4,000**	**$4,000**
4. Library	0	0	0	0	0
5. Other Expenses - IT support Cost	0	0	0	0	0
Total (1-5)	**$20,000**	**$2000**	**$20,000**	**$20,000**	**$20,000**

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

Each semester, this program's courses and faculty will be evaluated using the BSU end-of-course evaluation survey. Course-embedded assignments and rubrics will be used to evaluate student learning outcomes (SLOs) relevant to a course following the Accounting student learning outcomes assessment plan.

The ongoing end-of-course evaluation survey will track students' satisfaction with the accounting courses and faculty. These data will be aggregated for the Accounting program to assess its effectiveness. Student retention: Student enrollment numbers for the program will be monitored, and the retention rate will be calculated. Cost-effectiveness: enrollment numbers in various data analytics classes will be monitored, and revenue/cost will be calculated.

Assessments of student learning outcomes: Measured through implementation of the Accounting student learning outcomes (SLO) assessment plan.

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

As Maryland's first Historically Black Institution, Bowie State University is committed to providing access to high quality higher education to African Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 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 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), and 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 the holistic needs of students can be better met (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all of 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 by infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintains 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)

There are currently no plans to offer this program via distance education.

Q. Relationship to Low Productivity Programs Identified by the Commission:

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

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

There are currently no plans to offer this program via distance education.

APPENDIX

Bachelor of Science in Accounting

General Education and Institutional Requirements (46-47 Semester Hours)

One course in each of two disciplines in arts and humanities (6 Semester Hours)
PHIL 305 - Ethics and Public Policy (Required for Accounting; 3 Credits)
____ ___ - Arts and Humanities Elective (COMM 101 or 103 recommended) (3 Credits)
Communications, Theatre, Art, Music and Modern Language Courses
COMM 101 - Oral Communication (3 Credits)
COMM 103 - Public Speaking (3 Credits)
ENGL 211 - Literatures of the World (3 Credits)
ENGL 212 - The African American Literary Imagination (3 Credits)
ENGL 213 - Cinema of Africa and the African Diaspora (3 Credits)
THEA 100 - Acting (For Non Majors) (3 Credits)
THEA 105 - Introduction to Theatre (3 Credits)
THEA 110 - Pilates Fitness (3 Credits)
FREN 101 - First-Year French I (3 Credits)
FREN 102 - First-Year French II (3 Credits)
SPAN 101 - First-Year Spanish I (3 Credits)
SPAN 102 - First-Year Spanish II (3 Credits)
Two science courses, at least one of which shall be a laboratory course (7-8 Semester Hours)
____ ___ Science Elective I (3/4 Credits)
____ ___ Science Elective II (3/4 Credits)

Biology, Chemistry, Physics, and Physical Science Courses
BIOL 101 - Biological Science (4 Credits)
BIOL 203 - Oceanus (3 Credits)
CHEM 107 - General Chemistry I (4 Credits)
PHYS 271 - General Physics I (4 Credits)
PHYS 272 - General Physics II (4 Credits)
PHSC 100 - Physical Science (4 Credits)
PHSC 101 - Earth Science I (4 Credits)

One course in mathematics at or above the level of college algebra (3 Semester Hours)

Math Courses
MATH 125 - College Algebra (3 Credits)
MATH 127 - Introduction to Mathematical Ideas (3 Credits)
MATH 118 - Finite Mathematics (3 Credits)
MATH 125 - College Algebra (3 Credits)
MATH 141 - Precalculus I (3 Credits)
MATH 150 - Comprehensive Precalculus (4 Credits)
MATH 215 - Elements of Calculus (4 Credits)

Two courses in English composition (6 Semester Hours)
ENGL 101 - Expository Writing (3 Credits)
ENGL 102 - Argument and Research (3 Credits)

One course in each of two disciplines in social and behavioral sciences (6 Semester Hours)
HIST 114 - African American History to 1865 (3 Credits)
or
HIST 115 - African American History Since 1865 (3 Credits)

Economics, History, Anthropology, Political Science Sociology, Psychology, Geography, Social Work or Interdisciplinary Social Science Courses (COB students require a minimum of a C to pass these courses.)

ECON 211 - Prin of Macroeconomics (3 Credits)
ECON 212 - Prin of Microeconomics (3 Credits)
SOCI 101 - Introduction to Sociology (3 Credits)
SOCI 203 - Deviant Behavior (3 Credits)
CRJU 201 – Introduction to Law Enf & CRJ (3 Credits)
GOVT 130 - Introduction to Political Science (3 Credits)
GOVT 140 - Introduction to Comparative Politics 3 Credits
GOVT 231 - US National Government 3 Credits
GOVT 240 - Black Politics in the United States 3 Credits
GEOG 101 - Elements of Geography 3 Credits
CAAS 101 - Introduction to Child & Adolescent Development 3 Credits
CAAS 282 - Child Abuse and Family Violence 3 Credits
PSYC 101 - General Psychology 3 Credits
PSYC 200 - Introduction to Psychopathology 3 Credits

Free General Education Electives (9 Semester Hours) COB students require a minimum of a C to pass these courses.

ECON 211 - Prin of Macroeconomics 3 Credits
or
ECON 212 - Prin of Microeconomics 3 Credits and
FINA 222 - Personal Finance 3 Credits
DANL 280 - Fundamentals of Data Science and Analytics 3 Credits

***Students who satisfied Principles of Macro/Microeconomics are encouraged to take COMM 103, ENGL 211, 212, 213 or MATH 141, 215**

One course in technology (3 Semester Hours)
BUIS 260 - Database for Business 3 Credits

Note:
BUIS 260 is a technology requirement for Gen-ed and COB students require a minimum of a C to pass this course.

Institutional Requirements (6 Semester Hours)
HEED 102 - Life and Health 3 Credits or
HEED 200 - Fundamentals of Sex Education 3 Credits or
IDIS 210 - Women's Health Issues 3 Credits
FRSE 101 - Freshman Seminar 3 Credits

Note:
Students are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load. In keeping with COMAR, the College of Business reserves the right to specify suitable general education courses for all majors.

Core School Requirements (48/51 semester hours)
ACCT 211 - Principles of Accounting I 3 Credits
ACCT 212 - Principles of Accounting II 3 Credits
BUAD 350 - Business Law I 3 Credits
BUIS 360 - Information Systems for Management 3 Credits ****
ECON 321 - Money, Banking and Financial Markets 3 Credits
ECON 351 - Bus/Econ Stat I 3 Credits
ECON 483 - Quantitative Methods Dm 3 Credits
ENGL 361 - Technical and Professional Writing 3 Credits
FINA 320 - Principles of Finance 3 Credits
MGMT 101 - Introduction to Business 3 Credits
MGMT 241 - Principles of Management 3 Credits
MGMT 344 - Organizational Behavior 3 Credits
MGMT 356 - Professional Development I 2 Credits
MGMT 358 - Professional Development II 1 Credits
MGMT 440 - Business Strategy & Pol 3 Credits
MGMT 480 - Production and Oper Mgmt 3 Credits
MKTG 231 - Principles of Marketing 3 Credits
Note:
****Accounting students must take BUAD 351 (Business Law II), instead of BUIS 360.

Required Courses in Accounting (33 semester hours)
ACCT 311 - Inter Accounting I 3 Credits
ACCT 312 - Inter Accounting II 3 Credits
ACCT 313 - Cost Accounting 3 Credits
ACCT 315 - Income Tax Accounting 3 Credits
ACCT 316 - Corp & Partnership Acct 3 Credits
ACCT 411 - Advanced Accounting I 3 Credits
ACCT 412 - Advanced Accounting II 3 Credits
ACCT 413 - Gvt & Institutional Acct 3 Credits
ACCT 416 - Managerial Accounting 3 Credits
ACCT 417 - Accounting Systems 3 Credits

ACCT 418 - Auditing 3 Credits

Sample Program Plan

Freshman Year

First Semester	**Second Semester**
ENGL 101 - Expository Writing 3 Credits	MGMT 101 - Introduction to Business 3 Credits
FRSE 101 - Freshman Seminar 3 Credits	ENGL 102 - Argument and Research 3 Credits
HEED 102 - Life and Health 3 Credits	HIST 114 - African American History to 1865 3 Credits or HIST 115 - African American History Since 1865 3 Credits
MATH 125 - College Algebra 3 Credits	COMM 101 - Oral Communication 3 Credits
FINA 222 - Personal Finance 3 Credits	BIOL 203 - Oceanus 3 Credits
Total: 15	Total: 15

Sophomore Year

First Semester	**Second Semester**
MGMT 241 Principles of Management 3 Credits	ENGL 361 - Technical and Professional Writing 3 Credits
MKTG 231 -Principles of Marketing 3 Credits	PHSC 100 - Physical Science 4 Credits or PHSC 101 - Earth Science I 4 Credits
ACCT 211 - Principles of Accounting I 3 Credits	ACCT 212 - Principles of Accounting II 3 Credits
BUIS 260 - Database for Business 3 Credits	BUIS 360 - Information Systems for Management 3 Credits
PHIL 103 - Introduction to the Principles of Reasoning 3 Credits	ECON 211 - Prin of Macroeconomics 3 Credits

Junior Year

First Semester	**Second Semester**
ECON 212 - Prin of Microeconomics 3 Credits	FINA 320 - Principles of Finance 3 Credits
ECON 321 - Money, Banking and Financial Markets 3 Credits	BUAD 350 - Business Law I 3 Credits
MGMT 344 - Organizational Behavior 3 Credits	MGMT 480 - Production and Oper Mgmt 3 Credits

MGMT 356 - Professional Development I 2 Credits	ECON 483 - Quantitative Methods Dm 3 Credits
MGMT 358 - Professional Development II 1 Credits	ACCT 311 - Inter Accounting I 3 Credits
ECON 351 - Bus/Econ Stat I 3 Credits	
Total: 15	Total: 15

Senior Year

First Semester	**Second Semester**
ACCT 312 - Inter Accounting II 3 Credits	ACCT 313 - Cost Accounting 3 Credits
ACCT 411 - Advanced Accounting I 3 Credits	ACCT 412 - Advanced Accounting II 3 Credits
ACCT 315 - Income Tax Accounting 3 Credits	ACCT 316 - Corp & Partnership Acct 3 Credits
ACCT 413 - Gvt & Institutional Acct 3 Credits	ACCT 416 - Managerial Accounting 3 Credits
ACCT 417 - Accounting Systems 3 Credits	ACCT 418 - Auditing 3 Credits
Total: 15	Total: 15

ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
Prince George's Community College and
Bowie State University

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Prince George's Community College (the "Sending Institution") and Bowie State University, a constituent institution of the University System of Maryland, an agency and instrumentality of the State of Maryland, (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from the following programs: Biology, A.S. (HEGIS: 4920.01, CIP Code: 26.0101), Business Administration, A.S. (HEGIS: 4970.01, CIP Code: 52.0101), Computer Science, A.S. (HEGIS: 4980.01, CIP Code: 11.0101), Criminal Justice, A.A. (HEGIS: 4930.09, CIP Code: 43.0100), Nursing, A.S. (HEGIS: 5208.01, CIP Code: 51.3801), Psychology, A.A. (HEGIS: 4930.10, CIP Code: 42.0101), Human Services, A.A.S. (HEGIS: 5216.02, CIP Code: 44.0000), Dance, A.A. (HEGIS: 4930.11, CIP Code: 50.0301), Visual Communication/Graphic Design, A.A.S. (HEGIS: 5012.16, CIP Code: 50.0402), Accounting Professional, A.A.S. (HEGIS: 5002.01, CIP Code: 52.0302), Art A.A (HEGIS; 4930.12, CIP Code: 50.0701), Cybersecurity, A.A.S. (HEGIS; 5101.02, CIP Code: 11.1003), Cloud Technologies, A.A.S. (HEGIS; 5101.08, CIP Code: 11.0902) Data Science and Analysis, A.A.S (HEGIS; 5101.07, CIP Code: 30.7001), Mass Communication, A.A. (HEGIS; 4930.02, CIP Code: 9.0102), Public Relations and Journalism AA (HEGIS; 4930.08, CIP Code: 9.9999) for the completion of the Biology, B.S., Business Administration, B.S., Computer Science, B.S., Criminal Justice, B.S., RN to Nursing, B.S., Psychology, B.S. or B.A., or Social Work B.S.

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students" (*i.e.*, students who):

1. Have completed the program at Prince George's Community College.
2. Are enrolled in Prince George's Community College, in good standing.
3. Are accepted for admission to Bowie State University.
4. Students completing the articulated program(s) must maintain a 2.0 or better grade point average, with a grade of "C" or higher, to transfer to Bowie State University.
5. Should students choose to transfer before completing the associate's degree, they will be responsible for meeting Bowie State University's eligibility requirements.

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 from Prince George's Community College to Bowie State University for the completion of certain programs as listed below.
2. Programs for which Bowie State University will accept credits for towards the completion of degrees include:

Table 1: Programs Articulated

Prince George's Community College Degree Programs	**Bowie State University Comparable Degree Programs**
Biology, A.S.	Biology, B.S.
Business Administration, A.S.	Business Administration, B.S.
Computer Science, A.S.	Computer Science, B.S.
Criminal Justice, A.A.	Criminal Justice, B.S.
Nursing, A.S.	RN to Nursing, B.S.
Psychology, A.A.	Psychology, B.S. or B.A.
Health Sciences, A.S.	Pending-Approved for full Articulation Transfer.
Human Services, A.A.S.	Social Work, B.S.
Dance A.A	Dance, B.A.
Visual Communication/Graphic Design, A.A.S.	Visual Communication Digital and Media Arts B.S.
Visual Communication/Graphic Design, A.A.S.	Immersive Media, Entertainment and Gaming B.S.
Accounting Professional A.A.S.	Accounting B.S.
Art A.A.	Art B.A.
Cybersecurity, A.A.S	Cybersecurity B.S.
Cloud Technology, A.A.S.	Pending-Approved for full Articulation Transfer.
Data Science and Analysis, A.A.S.	Pending-Approved for full Articulation Transfer.
Biology, A.S.	Bioinformatics B.S.
Mass Communication, A.A.	Communications Broadcast Journalism B.S.
Public Relations and Journalism, A.A.	Communications Broadcast Journalism B.S.
Public Relations and Journalism, A.A.	Communications Print Journalism B.S.

**Additional articulated programs may be added to this agreement based on mutual written agreement between Prince George's Community College and Bowie State University.*

3. Credits that Bowie State University will accept towards completion of each degree program are provided in Table 1: Biology, Business Administration, Computer Science, Criminal Justice, Nursing, Psychology, Social Work, Dance, Visual Comm Digital and Media, Immersive Media, Entertainment and Gaming, Accounting Professional, Art, Cybersecurity, Cloud Technology, Data Science and Analysis, Mass Communication, and Public Relations.

4. **Acceptance of Credits:** Based on the programs list (see Table 1), Bowie State University guarantees the transferability and applicability of all credits outlined in the Prince George's Community College programs included within this Agreement. A maximum of 60 credits hours from Prince George's Community College will be allowed to fulfill the 120 credit hours required for the baccalaureate completion. All courses and credits meeting general education requirements and program requirements at Prince George's Community College will transfer and apply to degree completion at Bowie State University. All other Courses and credits not specified will be reviewed on a course-by-course basis for equivalency. The maximum number of credits Bowie State University will accept towards degree requirements from non-direct classroom instruction (including CLEP, Co-op Education, AP, and other nationally recognized standardized examination scores) is 30. Non-Direct Classroom credits earned through any combination of approved examinations or college-level experiential learning may be applied towards completing a Bowie State University degree. Any applied credits of this type must be in addition to the minimum 45 credits taken at Bowie State University (see Undergraduate Transfer and Matriculation). The appropriate Program Chair(s) will determine credits satisfying major field requirements.

   Students transferring to Bowie State University in or after Fall 2002 from another appropriately accredited institution of higher learning for a bachelor's degree must earn a minimum of 45 of their final 60 credits through course work at Bowie State University, excluding credits from experiential learning. Associations recognized by the United States Department of Education (USDE) and the Commission of Higher Education (CHEA) confer appropriate accreditation; these associations include but are not limited to regional accreditors.

5. **Scholarship Information:** 5. Scholarship Information: Prince George's Community College students who have completed an associate's degree in Biology, A.S., Business Administration, A.S., Computer Science, A.S., Criminal Justice, A.A., Nursing, A.S., Psychology, A.A., Human Services, A.A.S., Dance, A.A., Visual Communication/Graphic Design, A.A.S., Accounting Professional, A.A.S., Art A.A., Cybersecurity, A.A.S., Cloud Technologies, A.A.S., Data Science and Analysis, A.A.S., Mass Communication, A.A., Public Relations and Journalism, A.A. For the completion of the Biology, B.S., Business Administration, B.S., Computer Science, B.S., Criminal Justice, B.S., RN to Nursing, B.S., Psychology, B.S. or B.A., or Social Work B.S.

6. **Benefits to Students:** Bowie State University offers the following benefits for Prince George's Community College students who transfer under this Agreement:

   Bowie State University offers students an application fee waiver for those who apply online. Upon acceptance to Bowie State University, Prince George's Community College graduates from the articulated degree programs will meet one-on-one with Bowie State University academic and faculty advisors to review his/her curriculum plan and register for courses.

7. **Promotion/Outreach:** Prince George's Community College and Bowie State University agree to publicize this Agreement via, but not limited to, marketing materials and information sessions. Prince George's Community College and Bowie State University agree to collaborate to schedule transfer day visits and advising sessions, including virtual options.

8. **Term/Monitor/Review:**

   A) The initial term of this Agreement shall be two years from the date of the last signature, with three (3) automatic renewals of two years each.
   B) Prince George's Community College and Bowie State University agree to monitor the performance of this Agreement biannually for the first year and biennially after that.
   C) Bowie State University will establish a mechanism to provide data on the academic progress and number of transfer students enrolled due to this Agreement, including but not limited to, statistical data compiled from non-specific student information.
   D) Prince George's Community College and Bowie State University agree to communicate program changes promptly to avoid disrupting student progression towards degree completion.

9. Bowie State University shall designate and provide Prince George's Community College with the contact information for a staff person who is responsible for the oversight of the transfer of Qualifying Students. Prince George's Community College shall designate, and shall provide Bowie State University, the contact information for a staff person who is responsible for overseeing the transfer of Qualifying Students.

	Prince George's Community College	**Bowie State University**
Name of staff person responsible for oversight	Dr. Kyle Turman	Ms. Jasmin Hurling Spears
Title of the staff person	Program Director for Transfer Services	Sr. Transfer Admissions Counselor & Transfer Partnership Coordinator
Email address	Turmankx@pgcc.edu	jhurlingspears@bowiestate.edu
Telephone Number	301-546-0829	301-860-4848

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:

Dean or Program Coordinators	**Prince George's Community College**	**Bowie State University**

Name of person	Dr. Clayton Railey	Dr. Jacqueline Cade
Title of person	Executive Vice President & Provost	Director of Institutional & Academic Programming
Email address	raileyc@pgcc.edu	jcade@bowiestate.edu
Telephone Number	301-546-0406	301-860-3110

10. Suppose the Qualifying Student uses federal Title 38 VA Education Benefits (GI Bill® Education Benefits). In that case, the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs regulations, including the rules governing the awarding of prior credit, as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

11. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.

12. Each Institution shall advise students regarding transfer opportunities under this Agreement and notify students of financial aid opportunities and implications associated with the transfer.

13. If either Institution changes 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.

C. Term and Termination

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

2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 90 days' written notice to the other Institution and the Maryland Higher Education Commission for due cause. Termination of the Agreement will not affect any students currently enrolled at Prince George's Community College in the name of the major at the time of termination. They shall be able to transfer credits according to this Agreement.

3. Both Institutions agree to meet once every two years (s) to review the terms of this Agreement. An annual review will be required without signatures.

D. Amendment

1. This Agreement constitutes the entire understanding and Agreement of the Institutions concerning their rights and obligations in carrying out the terms of the Agreement and supersedes any prior or contemporaneous agreements or contracts.

2. This Agreement may be modified only by a written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed following, 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 the same Agreement.

G. Notice of Agreement

1. Prince George's Community College agrees 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, 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 of this Agreement.

I. Representations and Warranties of the Parties

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 accurate and valid 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 actions 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.

Prince George's Community College

By:

Dr. Clayton Railey
Executive Vice President & Provost

11/20/24
Date

Bowie State University

By:

Guy-Alain Amoussou, Ph.D.
Provost

11/20/2024
Date

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, Baltimore proposal to offer an MS in Trauma Sciences

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 30, 2025

SUMMARY: UMB's proposed M.S. in Trauma Sciences is designed to enhance the education of healthcare professionals who care for injured patients and engage in or study trauma systems. Currently, many healthcare professionals in trauma, emergency medicine, and trauma critical care receive much of their training through on-the-job, "just-in-time" learning. The program also aims to provide non-physician professionals with access to educational resources that will strengthen their ability to contribute as essential members of the multidisciplinary teams required to deliver optimal trauma care. This program is a collaboration between the University of Maryland School of Graduate Studies and the R. Adams Cowley Shock Trauma Center and will be the first of its kind in the United States. This 30-credit online program is designed for individuals interested in working in healthcare: surgeons, anesthesiologists, nurses, operating room personnel, and allied healthcare workers. The degree provides students with the education and concrete training needed to engage with and respond to issues of critical illness, injury, and trauma.

The proposed degree responds to significant and increasing challenges in caring for patients with somatic traumatic injuries in health systems across the globe. An estimated seven million people die annually due to trauma-related causes, making traumatic injury one of the leading causes of death in the world today. Traumatic injuries associated with both unintentional and intentional mechanisms are a significant global public health problem for which there are a paucity of viable solutions. The objective of this degree is to enhance interprofessional and interdisciplinary trauma care through specialized education targeted at multiple types of health care providers. We aim to provide relevant trauma knowledge, leadership, and competencies through specialty education.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland, Baltimore proposal to offer an MS in Trauma Sciences.

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

UNIVERSITY of MARYLAND BALTIMORE

Dr. Roger J. Ward, EdD, JD, MSL, MPA
Provost and Executive Vice President

Office of the Provost
220 Arch Street, Room 03-118
Baltimore, MD 21201
410 706 2477

rward@umaryland.edu

January 15, 2025

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

Dear Chancellor Perman:

On behalf of the University of Maryland, Baltimore please find attached our proposal to establish a new Academic Program, *Master of Science in Trauma Sciences,* within the School of Graduate Studies. This proposed academic program is being simultaneously submitted for approval to the Maryland Higher Education Commission.

UMB's proposed M.S. in Trauma Sciences is designed to enhance the education of healthcare professionals who care for injured patients and engage in or study trauma systems. This program is a collaboration between the University of Maryland School of Graduate Studies and the R Adams Cowley Shock Trauma Center and will be the first of its kind in the United States. This 30-credit online program is designed for individuals interested in working in healthcare: surgeons, anesthesiologists, nurses, operating room personnel, and allied healthcare workers. The degree provides students with the education and concrete training needed to engage with and respond to issues of critical illness, injury, and trauma.

Currently, many healthcare professionals in trauma, emergency medicine, and trauma critical care receive much of their training through on-the-job, "just-in-time" learning. The program also aims to provide non-physician professionals with access to educational resources that will strengthen their ability to contribute as essential members of the multidisciplinary teams required to deliver optimal trauma care.

Should you require additional information, please contact Meghan Bruce Bojo, Executive Director of Academic Administration, at mbojo@umaryland.edu or 410-706-2055.

Regards,

Dr. Roger J. Ward, JD, MSL, MPA
Provost and Executive Vice President

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, Baltimore

Institution Submitting Proposal

Master of Science in Trauma Sciences

Title of Proposed Program

Master of Science in Trauma Sciences	Fall 2026
Award to be Offered	Projected Implementation Date
	51.9999
Proposed HEGIS Code	Proposed CIP Code
University of Maryland Baltimore School of Graduate Studies	Meghan Bruce Bojo
Department in which program will be located	Department Contact
410-706-2055	mbojo@umaryland.edu
Contact Phone Number	Contact E-Mail Address
	January 15, 2025
Signature of President or Designee	Date

A PROPOSAL FOR A NEW ACADEMIC PROGRAM at THE UNIVERSITY OF MARYLAND, BALTIMORE FOR A MASTER OF SCIENCE IN TRAUMA SCIENCES

Table of Contents

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 University of Maryland, Baltimore (UMB) School of Graduate Studies (SGS) submits this proposal to create a two-year Master of Trauma Sciences program. This program will be sponsored within the SGS and supported by the R Adams Cowley Shock Trauma Center (STC). This will be an online, 30-credit program, with one clinical elective course offered in-person. The proposed degree will train students in the clinical science and systems of care for the physically injured trauma patient. The audience includes national and international students who have a trauma-focused career, including but not limited to physicians, advanced care practitioners, nurses, emergency medical staff, medical trainees, and researchers.

The curriculum for the proposed M.S. in Trauma Sciences is informed by competencies and standards set forth by the R Adams Cowley Shock Trauma, the American College of Surgeons, the American Association for the Surgery of Trauma, the European Society for Trauma and Emergency Surgery, the International Association for Trauma and Surgical Critical Care, and the World Health Organization Global Emergency and Trauma Care Initiative. The R Adams Cowley Shock Trauma Center (STC) in Baltimore is a world recognized leader in the care of the injured patient and an ideal site for a master's degree in Trauma Sciences.

STC cares for over 7,000 injured patients every year and is deeply integrated with UMB's academic medical center, both through its central location on campus and its alignment with UMB's mission to serve the public good of Maryland and society as a whole. STC is the Primary Adult Resource Center (PARC) for trauma in Maryland, and serves severely injured and critically ill patients across the state of Maryland. There is a wealth of trauma knowledge at STC and extensive experience in didactic education offered to on-site Surgical Critical Care Fellows and Senior Residents in General Surgery.

Over 350 residents and 40 fellows from greater than 35 surgical training programs participate in rotations through STC per year, seeking to experience a wide variety of complex traumatic pathology. STC trains residents and fellows from the disciplines of general surgery, emergency medicine, anesthesia, internal medicine, neurology, pediatric critical care, and interventional radiology. Most residents, however, are from general surgery and emergency medicine programs at small, community hospitals and many intend to practice in rural or suburban settings. These physicians will serve as the frontline of trauma care in low-resource settings with limited personnel, requiring a strong foundation of knowledge to treat patients effectively and efficiently. The proposed master's program will extend training to other team members beyond current residents and fellows.

The seminal studies on shock and the care of multiple injured patients done at STC contributed to the development of the concept of the "Golden Hour" that has guided care of the physically injured trauma patient around the world for over 50 years. The course "Trauma: The First Hour" was created to provide standardized, consistent education for those rotating at STC. It consists of ten modules, and each reflects the immediate care of patients who present to a trauma center within the first hour of their arrival. Experts who work at STC filmed didactic lectures that are anywhere from five and 30 minutes about relevant topics. Each module has one to three didactic videos, a short quiz, resources from the trauma literature, and an evaluation. These are done asynchronously, but are mandatory for the rotation. Since implementing this course, residents have consistently evaluated it as one of the best parts of their rotation. Feedback has been consistently positive, highlighting that the course has raised and standardized the level of education provided. Given the positive response of this pilot and feedback, an infrastructure and team necessary to create online, asynchronous training in trauma care has already been established and will be built upon for the Master in Trauma Sciences.

Trauma care education has traditionally involved in-person training, lectures, and symposia. This proposed online academic program, the first of its kind, is intended to expand the reach of didactic education in the clinical science of trauma care and trauma systems. This new program will provide learners with training to provide better clinical care and systems management without the traditional barriers of time, distance, and scheduling limitations of in-person programs. In so doing, this program will enable UMB to improve care of injured patients throughout Maryland and beyond.

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

UMB has a long history as an academic leader in trauma care and research and the development of trauma care systems. The M.S. in Trauma Sciences will continue this tradition of excellence and enhance the reach of UMB's impact to a more geographically diverse audience. The proposed program will be the only program in the United States with an academic focus on the science of trauma and trauma systems of care extending from prevention and prehospital care to rehabilitation and reintegration. The graduates of this program will be uniquely prepared for advancing trauma care as well as assuming leadership positions in trauma systems.

This program directly aligns with two UMB strategic plan themes: Student Growth and Success and Global Engagement and Education. It provides education to enhance clinical care of trauma patients that is accessible to working professionals who would otherwise be limited by the bounds of geography and availability. Additionally, this program will be the only graduate program in the United States with a specific academic focus on research and scholarship on trauma systems and clinical care. The online learning platform provides a unique opportunity for health system leaders in countries with new or developing trauma programs to enhance their programs with evidence-based standards of care. This new program creates opportunities for academic collaboration across departments, schools, and campuses within the State of Maryland, as well as nationally and internationally.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.**

   The proposed program will be well-resourced as there is an already existing faculty and strong foundation in education and training to support the proposed M.S. in Trauma Sciences. STC and the UMB SGS have the capacity to offer the proposed degree program within existing resources.

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

   The Dean of the UMB SGS has identified this program as a top priority and committed significant resources to startup costs and ongoing administrative support of this program. Two associate deans and the director of admissions are actively involved in the program planning and launch. SGS's values and processes, including instructional expertise and student advising, will ensure a high-touch learning experience for students. Furthermore, a comprehensive set of support services are provided to aid students through the UMB Division of Student Affairs. UMB has also invested in technical assistance through its Center for Information Technology Services and the Faculty Center for Teaching and Learning, which both assist faculty and students to attain success as teachers and learners, respectively. If for some unforeseeable reason the university discontinues the M.S. in Trauma Sciences, then UMB is committed to a teach-out plan for all enrolled students so they may complete the program and earn their degree.

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

In his opening letter in the 2017-2021 Maryland State Plan, Secretary of Education Dr. James Felder outlines the strategic aims for higher education in Maryland as ***"Access, Success, and Innovation"*** as well as acknowledges the challenges associated with the increasing popularity of online learning. These three primary goals remained the same in the 2022 State Plan for Higher Education and were highlighted further, with importance stressed on equity of education and agility to respond to the changing needs of the workforce secondary to COVID 19. The online Masters in Trauma Sciences is a unique addition to secondary education and offers benefits to healthcare providers and administrators who seek further knowledge and skills to care for the injured patient, but have not since had an avenue to do so. SGS's advanced online learning platform and STC's experience with asynchronous training will, for the first time, permit high quality online learning in trauma care.

The master's in Trauma Sciences is designed to meet all three of the goals as outlined by the 2022 UM State Plan for Higher Education.

GOAL 1: STUDENT ACCESS Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

The master's in Trauma Sciences is designed to be an accessible option for post-secondary students and working adults, from multiple health professions, and trauma science roles. As a state institution Maryland residents are afforded the opportunity to benefit from affordable instate tuition gaining access to nationally renowned faculty and state of the art education.

GOAL 2: STUDENT SUCCESS Promote and implement practices and policies that will ensure student success.

The master's in Trauma Sciences is designed in collaboration with learning and teaching scientists, subject matter experts and specifically uses learning theory and teaching strategies to optimize student success while adhering to universal design for learning best practices. Through a scaffolded curriculum inclusive of engaging multi-media, discussion, case based learning and recurrent retrieval exercises learners are supported throughout their learning journey to be successful in their knowledge acquisition and application in real world scenarios.

Priority 5 of the 2022 Maryland State Plan for Higher Education seeks to maintain the commitment of high quality post-secondary education in Maryland. The number one action item of this priority is to identify innovative fields of study. University of Maryland, Baltimore and the R. Cowley Shock Trauma Center are known for their innovation to foster excellence in patient care, education to train the next generation of clinical providers, administrators and researchers. By combining this wealth of experience with the expertise of the UMB School of Graduate Studies team, to provide a state-of-the-art trauma science curriculum which will be made accessible to students in Maryland and beyond we are aligned to this priority. This program and degree will be first of its kind in the nation therefore achieving the action item. In addition to Priority 5, Priority 7 seeks to enhance the ways post-secondary education is a platform for lifelong learning.

GOAL 3: INNOVATION Foster innovation in all aspects of Maryland higher education to improve access and student success.

The distance learning model allows greater access to the course material for Maryland residents as well as a larger global trauma care community. Ongoing professional education on the clinical aspects of trauma care traditionally required in person attendance at courses and conferences. Online asynchronous access to this material at the convenience of the learner provides flexibility for working professionals who do not have the time or geographic freedom to attend in-person coursework. Traditionally, formal education in trauma care has been accessible only to students training in high-volume trauma centers like STC. *This course of study represents an innovative reimagining of trauma care education and trauma systems science, breaking down those barriers and broadening access.*

The subject of trauma systems is expansive, covering all aspects of trauma prevention, care, and rehabilitation. The proposed program will be the first academic program in the

U.S. that formally explores the breadth of trauma systems of care. The proposed M.S. in Trauma Sciences uses the existing educational content and expertise in place at UMB to build an innovative distance learning program targeting professionals with the desire to improve their knowledge of the science of trauma care and trauma systems. The interprofessional coursework will cover cutting edge medical innovation as well as create an environment fostering innovation and collaboration with a potentially global reach.

The M.S. in Trauma Sciences program is developed in collaboration with teaching and learning scientists and subject matter experts, utilizing evidence-based learning theories and teaching strategies to optimize student success while adhering to universal design for learning best practicesThrough a scaffolded curriculum inclusive of engaging multimedia, discussion boards, case-based learning and recurrent retrieval exercises, learners are supported throughout their learning journey to be successful in their knowledge acquisition and application in real world scenarios.

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

Trauma's Global Impact

Traumatic injury is a significant but often underappreciated cause of death and disease in the United States. According to data from the Centers for Disease Control and Prevention (CDC) from 2016 to 2018, unintentional injury ranks as the third leading cause of death in the U.S. By age group, unintentional injury is the leading cause of death for individuals aged 1 to 44. Additionally, suicide and homicide are among the top ten causes of mortality for this age group. These statistics, however, fail to capture the extensive morbidity associated with traumatic injuries.

The American College of Surgeons' National Trauma Data Bank (NTDB) collects data on injured patients from 747 hospitals nationwide, including 499 Level I or II trauma centers. The 2016 report recorded over 861,000 traumatic incidents, resulting in nearly 38,000 deaths. This data underscores the significant burden that trauma places on health systems across the United States. While research indicates that a systems-based approach to trauma care improves survival rates, there is currently no formal educational degree program in the United States that focuses on the science of trauma systems. A distance-learning, comprehensive program aimed at enhancing the understanding of trauma care could serve a large and unmet need among potential students, and further improve the health outcomes of those in the state of Maryland, the region, and beyond.

Traumatic injury is recognized as a distinct disease process. The American College of Surgeons acknowledged this in 1922 with the establishment of the Committee on Trauma. The formalization of a systems-based approach, encompassing prevention, care, rehabilitation, and reintegration, was published in the *Guidelines for the Optimal Care of the Injured Patient* in 1976. This approach is now a cornerstone of surgical training and certification for general surgeons. In 1966, the Institute of Medicine's report, *Accidental Death and Disability: The Neglected Disease of a Modern Society*, highlighted trauma as a preventable illness. It emphasized the importance of interventions beyond hospital

settings to reduce traumatic deaths. Building on this foundation, a Master's in Trauma Sciences program would further educate healthcare administrators and practitioners about trauma as a preventable condition.

Trauma Education
Currently, trauma education is largely conducted in person through courses offered by the American College of Surgeons, such as *Advanced Trauma Life Support* (ATLS), *Advanced Trauma Operative Management* (ATOM), *Advanced Surgical Skills for Exposure in Trauma* (ASSET), and *Basic Endovascular Skills for Trauma* (BEST). Additionally, continuing medical education is now a required component of the maintenance of certification process for surgeons and other healthcare providers. However, this training has historically been confined to surgical training programs or ATLS courses. A formal degree program would broaden access to this critical education, filling a significant gap in trauma training and systems science.

UMB's proposed M.S. in Trauma Sciences is designed to enhance the education of healthcare professionals who care for injured patients and engage in or study trauma systems. Currently, many healthcare professionals in trauma, emergency medicine, and trauma critical care receive much of their training through on-the-job, "just-in-time" learning. This degree program addresses the need for comprehensive academic instruction beyond the scope of the 2-day *Advanced Trauma Life Support* (ATLS) course, while not replacing the intensive training provided in Trauma Surgery and Surgical Critical Care Fellowships. The program also aims to provide non-physician professionals with access to educational resources that will strengthen their ability to contribute as essential members of the multidisciplinary teams required to deliver optimal trauma care.

Admissions Criteria and Learner Profile
To be eligible to enroll in the M.S. in Trauma Sciences, individuals must have completed a Bachelors' Degree, with a strong interest in and demonstrated experience of care of the physically injured trauma patient. Graduates with a M.S. in Trauma Sciences will be qualified to pursue employment in the following settings:

- Designated trauma centers
- State and city level health administration
- Non-Governmental Organizations (NGOs) focused on injury prevention, violence interruption, trauma care systems development, or other trauma care specialties.
- Other NGOs providing clinical care for injured patients
- Research and academic institutions
- Multi-lateral agencies (such as World Health Organization
- Governmental agencies (including the Department of Defense, Health and Human Services, Centers for Disease Control, and/or their local Ministry of Health
- Disaster relief organizations

Based on enrollment from the two other M.S. in Trauma Sciences in the world, we anticipate enrollment for the proposed M.S. in Trauma Sciences will comprise of:

- Clinicians and healthcare administrators interested in increasing their knowledge of and skills in the care of trauma patients and developing improved trauma systems to furnish this care. This includes Trauma Medical Directors in community trauma centers who wish to further their trauma knowledge to advance their institution.
- Social scientists, governmental leaders, and others working in healthcare policies, systems, and practices who are interested in furthering their understanding of systems of trauma care.
- Military personnel interested in gaining further knowledge on care for the injured and trauma system development. STC has established and strong relationships with our military colleagues, particularly at Walter Reed Hospital.
- Current students from the UMB interested in further trauma related education or trauma leadership positions such as nurses, physician assistants, physicians, social workers, and pharmacists.
- International students – given that Trauma Surgery and Surgical Critical Care Fellowships are not routinely offered outside of the United States and Canada, there is a great thirst for trauma knowledge globally, as noted by a Global Trauma Community survey published in the Journal of the American College of Surgeons in 2020.

Given the increasing interest in trauma science and care, demand for trained staff in these areas is expected to remain high. The proposed M.S. in Trauma Sciences will build upon participants' clinical, administrative, and/or research skills and provide courses in clinical care, managerial skills, and healthcare delivery systems needed to integrate care across the spectrum of trauma systems.

Regional and State Market Supply and Demand
To assess the demand at the national, regional, and state level, we analyzed workforce projections, needs and finally, conducted a market analysis through the EAB.

Nationally
The Association of American Medical Colleges oversees medical education in the United States, in their most recent published Physician Supply Projections through 2036. They estimate a physician shortage of 86,000 Physicians. This shortage includes Physician shortages in all surgical specialties. Nationally it is estimated that up to 30 million US citizens do not have access to timely Trauma 1 or 2 level services by the American College of Surgeons.

Due to limitations in dedicated residency training for trauma, even the community physicians and surgeons in rural locations are not always well versed in trauma care. The surgical residency work week limits residents to work 80 hours a week. This cap on training hours limited the amount of education a training program could provide while in the hospital. Thus, educators have had to be creative in how meaningful education is

delivered to medical trainees. At the R Adams Cowley Shock Trauma Center, our faculty developed the first dedicated online trauma training curriculum in the country, *The Golden Hour*. This curriculum consists of 10 modules, available asynchronously online, that every rotating resident must complete prior to their rotation at Shock Trauma Center. For context, the trauma service at Shock Trauma Service welcomes over 100 rotation residents per year, from the fields of Emergency Medicine, anesthesia, and surgery. They come from Maryland, Michigan, Massachusetts, and New York. Often their home programs are not exposed to much trauma care, hence the need to rotate at Shock Trauma Center. The Golden Hour curriculum has been extremely well received and has increased the trainees' medical knowledge as tested by pre and post curriculum tests. This Masters in Trauma Sciences will build on this curriculum and serve as another medium for those who take care of the injured patient to feel more confident in their clinical skills.

State and Region

Despite the growing reliance on emergency departments to provide trauma care, large areas of rural America are experiencing shortages. As stated by Dr. Christopher Bennet in the Annals of Emergency Medicine in 2020,

"The number of emergency physicians is increasing but there is a clear unmet need for emergency physicians in rural areas…policy makers and health leaders should prioritize opportunities to make sure that emergency departments across the country are led by appropriately trained and certified physicians."

In our analysis of workforce need and healthcare administration data, we know from practice and the literature that the vast majority of trauma care in the United States is provided in community emergency departments, not large urban centers. 25% of Marylanders live in rural communities, according to the Maryland State Office of Rural Health, 18 of 24 jurisdictions are identified as rural and these communities face unique challenges including a lack of providers and difficulty accessing providers due to distance and technology barriers. Patients in these communities receive care at rural hospitals. Due to physician staffing challenges in rural locations, community emergency departments are often staffed with physician assistants and nurse practitioners. Given the challenges of delivering care in rural community ED's the Society of Emergency Physician Assistants recommends additional formal training and education for new graduates who wish to enter the field as does the American Academy of Emergency Medicine Nurse Practitioners.

In addition to our own assessment of workforce challenges in rural or community emergency departments, we also understand rural health challenges are an important priority of the state or Maryland with Governor Wes Moore declaring one's zip code should not be the determinant of health and emphasized a priority expand access to care beyond our metropolitan centers.

In Maryland, there are three Level III trauma centers and four Level II trauma centers, collectively caring for about 16,000 patients in 2023. About 32% of patients seen at the R Adams Cowley Shock Trauma Center are transferred from community hospitals, per the

Maryland Committee on Trauma yearly report. *A large number of these patients may be able to stay at their community hospital if the providers had more formal training to provide trauma care.* Per the Maryland Commission to Study Trauma Center Funding in Maryland Report in 2024, the standards to designate a trauma center are higher in Maryland than in other states in the country. Thus, many patients are transported to higher levels of care, like Shock Trauma Center. The Masters in Trauma Sciences specifically teaches about trauma systems and how these systems should be effective and is geared towards hospital and clinician leaders. Educating other trauma center leadership in Maryland would help patients be treated locally and thus decrease the cost of transferring a patient to higher level centers in Baltimore.

For physician's assistants, about 11% of graduates enter emergency medicine nationally – about 14,000 graduates per year. In the state of Maryland, the American Academy of Physician Associates estimate there are 3,750 PAs, approximately 40% of these PAs work in hospitals, surgical and emergency settings, and will take care of trauma patients. In the state of Maryland, the number of nurses entering the emergency room setting is projected to increase by 12%, to about 3,620 graduates per year.

In the pre-hospital setting the emergency management system relies upon emergency medical technicians and paramedics to provide immediate care and transfer of patients. The Preparedness and Education Committee of the National EMS Advisory Council believes in the need to create a career pathway to formalize paramedic education nationwide and to affirm this profession's role within the overall healthcare system which includes a conduit to advanced degrees. In Maryland currently there are no graduate degrees dedicated to advancing clinical skills of paramedical personnel. This Master in Trauma Sciences would also help fulfill this educational gap.

The market analysis performed by EAB Market Insights evaluated demand for master's-level professionals in trauma care, trauma systems development, science, leadership, and administration in the United States and Canada. This report revealed a steady increase in employer demand. From January 2018 to December 2020, demand grew at an average monthly rate of 2.12%. Between December 2021 and November 2024, employer demand remained relatively stable, with a modest growth rate of 0.11% per month. The EAB serves as a reliable source of data, although given the innovative nature of this program being the first of its kind, we strove to integrate these projections into other assessments in our analysis of workforce needs and healthcare data.

International Demand

Beyond the state and the region, on an international level, there is great interest in trauma system development and establishing trauma care as a specialized field. An international survey published by Dr. Ari Leppaniermi stated that despite great variation country by country in how trauma care is delivered, there is a great need for trauma education and trauma system development to help decrease mortality from major life-threatening injuries.

There are currently two Masters in Trauma Sciences in English in the world, the Blizard Institute, University of London and at University of Newcastle in Australia. Both programs started with an initial cohort of about 20 students, and after a few years, now enroll about 200 students per year to their online programs. Dr. Susan Brundage, faculty at Shock Trauma Center and for the proposed Masters in Trauma Sciences, helped develop the program in London. Anecdotally per Dr. Brundage, the students for the London program were from all around the world and sought high level training in trauma sciences. Many went on to be leaders of trauma care in their home countries, starting trauma education programs like ATLS and leading trauma groups within their hospitals. There truly is an increasing demand for trauma specialized health care professional and both of these programs have seen a steady rise in their enrollment.

We have an internationally recognized Shock Trauma Center, and we have an opportunity to increase health outcomes, locally as well as globally, along with support Maryland's reputation as being cutting edge in healthcare and education.

Like with the Blizard Institute at University of London and the University of Newcastle in Australia, graduates of this program can expect to enter a job market with steady employment opportunities and/or support their professional development in providing top notch care using systems modeled from our internationally renowned Shock Trauma. As the benefits of trauma systems are increasingly recognized across the United States and globally, the focus on systems-based care positions this course of study as highly applicable for professionals involved in the administration, development, and leadership of healthcare systems worldwide.

D. Reasonableness of Program Duplication

There are currently no master's degree programs in Trauma Sciences in the United States, making this the first of its kind. Globally, the only other two related master's degrees taught in English are located in the United Kingdom (Blizard Institute/Barts Centre for Trauma Sciences/Queen Mary of London) and Australia (University of Newcastle). The proposed degree is designed to apply and advance Trauma Sciences to improve clinical care outcomes of Trauma care delivery.

This degree is different from the History of Medicine, Science and Technology degree where the emphasis is on advancing the scholarship of the history of medicine, disease and the health sciences, and their relation to society. The JHU Department seeks to bring historical perspectives to bear on multiple contemporary health issues. The Bioinformatics MS degree at JHU, is a combination of computer sciences and life sciences, harnessing big data to gain insights to drive innovation. The bioinformatics field reaches beyond individual specialties and disciplines. The MS Demography degree focuses on analysis methods designed to define denominators to calculate health outcome measures. This work is critical to allow for data collection, analysis and reporting accuracy. However, is not similar to the proposed degree. Last is the Salisbury University degree in Health and Human Performance, designed to advance knowledge and application of applied physiology to improve sports performance through strength

training, conditioning, wellness and fitness this degree is not similar to the proposed degree.

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

The proposed M.S. in Trauma Sciences does not have relevance to HBIs.

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

The proposed M.S. in Trauma Sciences does not have direct relevance to the identity of HBIs in Maryland. Any student who has attended a regionally accredited institution and completed a baccalaureate degree, including those from HBIs, and meets the admissions requirements is eligible to apply to the program.

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

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

The M.S. in Trauma Sciences was proposed by SGS and University of Maryland School of Medicine faculty and approved by the faculty shared-governance body, the Graduate Council, in recognition of the compelling need for accessible education and training in trauma sciences. STC and, by extension, UMB, are world recognized leaders in the provision of trauma surgery and surgical critical care for injured patients.

The faculty realized that the bulk of the coursework required to offer a M.S. in Trauma Sciences already exists at UMB and that there is considerable expertise to create a world-class educational experience for students. The faculty overseeing the program are listed with their credentials in Section I, subsection 1: Adequacy of Faculty Resources.

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

Summative assessment strategy related to each program outcome.

- **Evaluate Clinical Management Strategies**
  Assessment Strategy: Case-Based Assessment, Simulation
  After reviewing didactics and primary sources from trauma literature, students will use real or simulated trauma cases to make recommendations for clinical management and analyze and evaluate clinical management strategies for common injuries.

- **Synthesize Team-Based Multidisciplinary Approaches to the Trauma Patient**
  Assessment Strategy: Interprofessional Simulation Exercise
  Conduct a simulated team-based scenario where students from various specialties collaborate to manage a trauma case. Student performance will be assessed based

on their ability to integrate knowledge from their respective fields and contribute to effective teamwork in trauma care.

- **Design a Research Project and Contribute to the Trauma Literature**
  Assessment Strategy: Thesis Defense in Front of Committee
  Students will design a research project on any subject within the category of trauma. They will then defend their work and write a manuscript for a peer-reviewed journal.

- **Design a Public Health Initiative**
  Assessment Strategy: Presentation/Research paper
  Students will discuss an idea for and devise strategies to implement a public health initiative, reflecting the epidemiology of trauma and highlighting its preventability.

  The initiatives can be applicable to the students' background or practice setting in rural, urban, domestic, international or low- or high-resource settings. The project will be evaluated based on the thoroughness and feasibility of their design.

- **Design a Trauma System**
  Assessment Strategy: Research Paper/Project
  Students will develop a comprehensive proposal for a trauma system within a designated community. This will include appraising current models of care, triage protocols, and prehospital integration, focusing on public health approaches. The project will be evaluated based on the thoroughness and feasibility of their design.

- **Implement Critical Care Protocols**
  Assessment Strategy: Practical Skills Assessment
  Through structured stations or simulations, students will demonstrate their ability to implement critical care protocols as they pertain to injured trauma patients. Assessment criteria will include patient management skills such as ventilator management, monitoring techniques, and addressing infectious diseases.

- **Facilitate Rehabilitation and Recovery**
  Assessment Strategy: Comprehensive Care Plan
  Students will create a comprehensive rehabilitation plan for a fictional patient with specific injuries. The plan should address physical, psychological, and community reintegration needs, evaluated on its comprehensiveness, practicality, and evidence-based approaches.

- **Analyze Policy and Legislative Frameworks**
  Assessment Strategy: Policy Analysis Brief
  Students will write a policy analysis brief that critically examines a specific public health law affecting trauma systems. The assessment will focus on the depth of analysis, understanding of legal implications, and the use of research methods in developing advocacy recommendations.

A more detailed objective list is in Appendix B.

3. **Explain how the institution will provide for assessment of student achievement of learning outcomes in the program and document student achievement of learning outcomes in the program.**

   Faculty will assess student achievement and mastery of learning outcomes in these courses using a variety of assessments including meaningful and substantive contributions to online course discussions, satisfactory completion of assignments including but not limited to scores on multiple choice question quizzes and examinations, case-based questions, and the second-year written thesis which will be an original research project in the field of trauma.

   Students will also have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Evaluation will occur at the mid-course and end of course, anonymous responses will be collected and utilized to inform ongoing programmatic review and continuous improvement. Formal assessment planning is already in place throughout UMB Schools. Our approach to curriculum development, utilizes a backward design process. We begin with defining the discipline specific competency framework, which has informed the aforementioned program level outcomes. The program level outcomes then inform the summative assessments. From there based on the learning domain (knowledge, skill or attitude) we have defined course level outcomes, each mapped to programmatic outcomes. The course level outcomes inform our instructional objectives, formative and summative assessment methods and learning strategies as well as content. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness; regular academic program reviews consider these factors.

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

   Students must complete all the following core courses (15-credits, online). The 2nd year Masters in Trauma Sciences curriculum will be 15 credits.

   During the 1st year, all students will be required to take a Research seminar (3 credits) and prepare a thesis (6 credits taken over two courses) during the second year. A student will have 9 credits to choose from a variety of electives. A specialization is available to the student if they choose 6 credits from one area of study (clinical, research or global health). Specializing, however, is not a requirement of the Masters.

Year 1	Course	Credits
Fall A	**A Global View of Trauma (TRMA 601)**	**3**
Fall B	**The Art of Resuscitation (TRMA 602)**	**3**
Spring A	**Clinical Trauma from Head to Toe (TRMA 603)**	**3**
Spring B	**Advanced Trauma Systems (TRMA 604)**	**3**
Summer	**Research seminar (TRMA 605)**	**3**
Year 2		
Fall A	**Elective 1**	**3**
Fall B	**Intro to Thesis (TRMA 606)**	3
Spring A	**Elective 2**	**3**
Spring A	**Elective 3**	**3**
Spring B	**Thesis (TRMA 710)**	**3**
Total Credits		**30**

CORE COURSES (Students take all five courses, 15 credits)

Global View of Trauma: The Disease and Epidemiology, 3 credits (TRMA 601)
This course provides an overview of trauma care, spanning from originations of trauma care to its current global impact with introduction to the WHO Emergency Trauma and Acute Care Program. Trauma is introduced as a preventable disease and this course delves deeply into the creation of trauma systems globally. We will explore trauma systems spanning from one of the most advanced in the world at the Maryland Shock Trauma Center to trauma care in low resource settings without systematic care. Trauma care is tailored to the community in which it serves, thus trauma care can look differently across the globe. We will explore established trauma systems and trauma communities across all continents, so the learner can grasp the diversity yet similarity of trauma care globally. This course will emphasize the leadership qualities needed within the field of trauma and describe trauma care as a multidisciplinary team sport – including nurses, pharmacists, social workers, physicians and emergency medical providers.

The Art of Resuscitation, 3 credits (TRMA 602)
This course is a comprehensive, multidisciplinary examination of how to care for the critically injured patient. Taught by world experts in the field, this course will begin by evaluating an unstable patient in the prehospital setting to the trauma bay, including discussions surrounding resuscitative thoracotomies and REBOA (resuscitative endovascular balloon occlusion of the aorta). We will discuss the history of blood resuscitation and the current best evidence-based practices, including the use of thromboelastography. The evolving field of damage control resuscitation and resuscitation endpoints will be explored. This course will have faculty from the field of trauma anesthesia who will discuss airway management in the unstable patient,

medications for induction and sedation and hemodynamic monitoring. Point of Care Ultrasound (POCUS) will be taught by experts in the field, the learner will gain an appreciation for the utilization of ultrasound techniques in the unstable patient. The role of imaging and interventional radiology will be taught by trauma radiologists. This course will also explore advanced resuscitation efforts such as extracorporeal membrane oxygenation (ECMO) and therapeutic hypothermia in trauma.

Clinical Trauma from Head to Toe, 3 credits (TRMA 603)
This course provides in-depth knowledge on principles and strategies of clinical trauma care, organized anatomically. This course will be taught by clinical experts discussing the initial management of specific injury patterns, operative techniques and most recent clinical evidence of both penetrating and blunt trauma. This course will also discuss the clinical management of special trauma populations such as pediatrics, geriatrics and the pregnant woman. Though this course will mostly be taught by Shock Trauma Center surgery faculty, this course also places special emphasis on the multi-disciplinary collaboration of trauma care, with some modules being taught by orthopedic surgeons, vascular surgeons, cardiothoracic surgeons, oral maxillofacial surgeons, neurosurgeons and anesthesiologists.

Advanced Trauma Systems, 3 credits (TRMA 604)
Seeing trauma as a preventable illness, this course will delve deeply into injury prevention with special focus on violence prevention programs and road traffic injuries. The details of how to maintain an efficient and effective trauma system will be discussed in this course, including verification systems, trauma registries, education and performance improvement. This course will introduce military trauma systems and delve into disaster response systems and mass casualty events, then leading to discussions on humanitarian assistance globally. This course will discuss end of life care within trauma victims, including palliative care, trauma survivorship and organ donation.

Research Seminar, 3 credits (TRMA 605)
This is a required course for all Masters in Trauma Sciences students. Participants in this course will be introduced to scholarly writing and research methodologies. The aim of this course is to provide a strong foundation for all students prior to developing their master's Thesis.

THESIS (6 credits over two courses)

Intro to Thesis, 3 credits (TRMA 606)
A thesis is a requirement of each student to graduate from the program. This course will introduce the student to the requirements of the thesis, help develop a thesis based on the interest of the student and pair each student with a thesis mentor.

Thesis, 3 credits (TRMA 710)
This course will be dedicated for the student to complete their thesis prior to graduation.

ELECTIVES (Students select three courses, 9 credits)

Clinical Courses

Advanced Surgical Management in Trauma, 3 credits (TRMA 701)
This course provides in-depth knowledge on the operative principles of trauma care. Modules will be taught by Shock Trauma faculty with operative expertise in trauma care. The course will go over advanced surgical exposure of the abdomen, retroperitoneum, chest, and vascular exposures. In addition to didactics to go over anatomy and surgical exposure, this course will include operative videos during live cases. This course will also include videos from cadaver lab, where operative exposure will be thoroughly explained while a student can watch the dissection and operative management.

Critical Care in Trauma, 3 credits (TRMA 702)
Trauma care has improved over the past 20 years, largely from improvements in trauma systems, assessments, triage, resuscitation and emergency care. Key to this improvement is the growth of critical care for the injured patient. Care of the polytrauma patient does not end in the operating room or the resuscitation bay. The patient presenting to the intensive care unit following initial resuscitation and damage control surgery may be far from stable with ongoing hemorrhage, resuscitation needs and injuries still requiring definitive repair. A trauma care provider should understand the totality of care in the intensive care unit, including respiratory, cardiovascular, metabolic and immunologic consequences of the injured patient. This course will provide the foundation of critical care management for the injured patient.

Clinical Clerkship, 3 credits (TRMA 703)
To augment lessons learned throughout the Masters in Trauma curriculum, a two-week clinical rotation can be created based on the student's interests. This clinical elective can be based in trauma care, surgical critical care, trauma anesthesia, emergency medical services, extracorporeal membrane oxygenation (ECMO), critical care resuscitation unit (CCRU) or emergency general surgery. Given the vast backgrounds of the students, this clerkship can be tailored to a student's level of training and expertise.

Research Courses

Science Communication Principles, 3 credits (MHS 603)
This course provides an overview of the key principles of inclusive science communication and explores common approaches to communicate science to various audiences, with a particular focus on writing. Students will review principles of effective science communication, both through analyzing existing forms of science communication and through applying these principles in their own writing. Students will be composing several writing and communication assignments throughout the course on a topic of their choice. The goal is to practice science communication principles in their own writing, culminating in a small portfolio of their revised work produced in this class. Frequent instructor feedback will give students numerous opportunities to practice communication skills.

Introduction to Research Ethics, 3 credits (ETHC 637)

This course will acquaint students with basic concepts in research ethics, will examine the ethical and philosophical issues raised by involving human subjects in research, review concepts of risks and benefits, vulnerability, privacy and confidentiality, undue inducement, exploitation, equipoise, and therapeutic misconception. By the end of the course, students will be able to analyze research protocols and assess the ethical appropriateness of such protocols.

Biostatistics for the Health Professional, 3 credits (PREV 621, MHS 615)
This course is designed to introduce the students to a broad range of methods commonly used in biomedical and public health research, and to provide some hands-on data analysis experience. Topics to be covered include the role of statistics in science, properties of distributions, exploratory data analysis, inference about means, proportions and survival distributions, and introduction to multivariable methods.

Global Health Courses

Perspectives on Global Health, 3 credits (MHS 605)
The course provides an overview of the field of global health. It introduces students to the history, challenges, theories, and diverse perspectives that make up global health. The course overviews emerging global health priorities, policies, interventions, ethics and understanding the future of the field. In addition, particular attention is given to developing analytical tools to analyze global and local health phenomena, complementing them with a social justice-oriented lens. Learners will develop skills in analysis, leadership, teamwork and communication in a global context.

Global Surgery and Humanitarian Emergencies, 3 credits (TRMA 704)
Global surgery refers to the provision of surgical care on a worldwide scale, encompassing a broad range of surgical services such as emergency surgery, trauma care, obstetrical care, and essential surgical procedures. Global surgery addresses the disparities in access to safe and timely surgical care that exist between high-income countries and low- and middle-income countries. It aims to improve surgical infrastructure, increase the availability of surgical services, and enhance the overall quality of surgical care in resource-limited settings. Surgery is an essential component of healthcare, and addressing surgical disparities is crucial for achieving global health equity.

Global surgery is essential for addressing public health emergencies and providing timely responses to disasters. In times of crisis, the availability of surgical services becomes critical for saving lives, preventing disabilities, and restoring the health of affected populations. By strengthening surgical systems globally, countries can better prepare for and respond to emergencies, ultimately saving more lives and reducing the impact of disasters. In this course, we will delve deeply into the field of global surgery, as well as begin to understand the complexity and intricacies of providing surgical care in low resource settings. We will explore this complex field by understanding that one's access to healthcare and surgery may rely heavily on one's political context and social situation. We will utilize case studies to explore current complex humanitarian emergencies and different countries' access to surgical care.

Global Health Management and Leadership, 3 credits (GLBH 652)
This course explores key strategy, management, and leadership practices in global health programs and examines the essential components of best practice global health improvement programs. It is designed to train leaders in the application, testing, and refinement of current frameworks in health care delivery. This course will provide an in-depth review of leadership functions to equip students with the knowledge and skills to understand, organize, and manage complex global health delivery organizations. Students will study the theory and practice of health care delivery, various roles within the health system, and how global health delivery organization's function. Students will apply their learning in case-based situations and deploy procedures and processes to effectively improve health outcomes.

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

   Not Applicable.

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

   There are no specialized accreditation or graduate certification requirements for the proposed M.S. in Trauma Sciences.

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

   There are no plans for contracting with another institution or non-collegiate organization at this time.

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 School of Graduate Studies maintains up-to-date information of its degree programs on the program explorer website (Programs). The website will have information on the curriculum, course descriptions, degree requirements, and cost of education. The website has links to information about programs, learning management system, support services, and financial aid.

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

The School of Graduate Studies at UMB affirms that all advertising, recruiting and admissions materials will accurately represent the M.S. in Trauma Sciences, as do all materials produced by UMB's School of Graduate Studies for programs it offers.

H. Adequacy of Articulation

Not applicable

I. Adequacy of Faculty Resources

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

The following table summarizes information about the faculty who will be responsible for designing and instructing coursework in the M.S. in Trauma Sciences program:

Name	Terminal Degree and Discipline	Rank and FT/PT Status	Course
Thomas Scalea	MD, Medicine	FT, Professor	TRMA 601, TRMA 602, TRMA 603, TRMA 701
Shailvi Gupta	MD MPH, Medicine	FT, Associate Professor	TRMA 601, TRMA 602, TRMA 603, TRMA 605, TRMA 606, TRMA 701, TRMA 704, TRMA 710
Susan Brundage	MD MPH, Medicine	FT, Professor	TRMA 601, TRMA 604, TRMA 606, TRMA 710
Marcelo Ribeiro	MD, Medicine	FT, Professor	TRMA 601, TRMA 603, TRMA 606, TRMA 701, TRMA 704, TRMA 710
Jaclyn Clark	MD, Medicine	FT, Assistant Professor	TRMA 602, TRMA 603, TRMA 606, TRMA 701, TRMA 703, TRMA 710
David Efron	MD, Medicine	FT, Professor	TRMA 604, TRMA 701
John Maddox	MD, Medicine	PT, Assistant Professor	TRMA 604
Deborah Stein	MD MPH, Medicine	FT, Professor	TRMA 602, TRMA 603, TRMA 605, TRMA 606, TRMA 710
Sharon Henry	MD, Medicine	FT, Professor	TRMA 603

Elizabeth Powell	MD, Medicine	FT, Associate Professor	TRMA 602, TRMA 702
Eric Ley	MD, Medicine	FT, Professor	TRMA 702
Samuel Tisherman	MD, Medicine	FT, Professor	TRMA 602, TRMA 702
Rishi Kundi	MD, Medicine	FT, Associate Professor	TRMA 603, TRMA 701
Rosemary Kozar	MD, Medicine	FT, Professor	TRMA 605, TRMA 606, TRMA 702, TRMA 710
Sarah Murthi	MD, Medicine	FT, Professor	TRMA 602
Daniel Haase	MD, Medicine	FT, Associate Professor	TRMA 601, TRMA 602, TRMA 702
Mira Ghneim	MD, Medicine	FT, Assistant Professor	TRMA 605, TRMA 701
Carlos Guzman	MD, Global Health	FT, Associate Professor	MHS 605, GLBH 652
Isabell C. May	PhD, Science Communication	FT, Associate Professor	MHS 603
Henry Silverman	MD, Medicine	FT, Professor	ETHC 637
Laurence Magder	PhD, Epidemiology and Public Health	FT, Professor	PREV 621/MHS 615

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

   UMB has a robust process for training faculty and ensuring effective instruction. Based on Quality Matters standards, UMB developed a rubric which details the best practices for distance education; this rubric helps faculty and instructional designers create the courses; assesses the readiness of the course and ensures that the online courses are instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques, and organizational items that have been successful in higher education. The specific domains of this checklist are as follows:

   - Course overview and introduction to the students
   - Course organization and design
   - Learning Objectives (competencies)
   - Instructional Materials
   - Learner Communication, Interaction and Collaboration
   - Assessment and Evaluation (measurement)
   - Course Technology

- Learner Support

The Learning Management Platform UMB utilizes and provides IT support for is the Blackboard Learning Management System for online course delivery. Within Blackboard, online conferencing platforms such as Zoom will be available for our synchronous live activities. Additionally, the Faculty Center for Teaching and Learning (FCTL) which houses expert Instructional and Educational Media Specialists, who can provide guidance on uses of video cameras to record lectures, integrate webcams, and an interactive smart board. We also use the Camtasia software for screen lecture capture.

J. Adequacy of Library Resources

The University of Maryland Health Sciences and Human Services Library (HSHSL) serves as a hub for collaboration and learning on the UMB campus and is one of the largest health sciences libraries in the United States both physically and by collection size. Opened in 1998, the HSHSL building is fully equipped with Wi-Fi and has seating for over 900 users including 41 group study rooms, three computer classrooms, an Innovation Space that includes 3D printers, a presentation and production studio, art gallery, and technology-enhanced meeting and collaboration spaces. The HSHSL website (www.hshsl.umaryland.edu) provides access to a range of resources and services.

The library provides access to 108 databases, 4,737 e-journals, 17,669 e-books, and maintains a collection of 144,416 print books and 7,586 archival print journals. Through the library's interlibrary loan and document delivery services, faculty, staff, and students may acquire articles and other resources not available through the library's collections. The HSHSL also provides access to the UMB Digital Archive, an open access university repository hosting university created research including white papers, research posters, and more.

The HSHSL has a history of innovative and user-centered services. With a team of 26 faculty librarians and 28 library staff, the HSHSL serves UMB's 6,900 students and over 8,000 faculty and staff members in the schools of dentistry, medicine, nursing, pharmacy, social work, and graduate studies. The library also provides access and services to the University of Maryland Medical Center (UMMC) and other affiliated institutions. The library's suite of research services is available for all programs on campus, and includes research and publication strategy consultations, systematic review and expert literature searching services, research impact assessment, public access policy compliance review, and other research services as requested. The library's Center for Data and Bioinformation Services offers consultations and workshops on data access, management, and sharing, as well as support for bioinformatics research, including information on high throughput sequence analysis, DNA, RNA, protein data resources, and research computing.
The HSHSL is home to the National Network of Libraries of Medicine (NNLM) Region 1, an outreach program of the National Library of Medicine, whose mission is to advance the progress of medicine and improve public health and access to health information. The HSHSL has held this competitive and prestigious grant funded designation for over 35

years. In 2021, the HSHSL was also selected to host the NNLM Network Web Services Office (NWSO), which develops and maintains web services for all seven NNLM Regions and other NNLM centers. Through its outreach programming the NNLM Region 1 and the HSHSL regularly reach over 3,000 community members and unaffiliated groups through free workshops, exhibits, and presentations on topics including health literacy, data management, and citizen science.

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

UMB's 65-acre research and technology complex encompasses 57 buildings in west Baltimore near the Inner Harbor. Faculty have offices provided within their respective departments. UMB has adequate facilities, infrastructure, and equipment to support any learning needs of the master's program. Students will have full access to the computing facilities and student services at UMB. Students will be provided with UMB e-mail and library accounts and will have complete journal searching ability via PubMed. UMB possesses computing facilities that includes a networked computing environment for support of a broad range of information technology functions, including basic research, clinical research, patient information and general office management. A cloud-based secure research environment has also recently been deployed to ensure compliance with requirements such as HIPAA.

L. Adequacy of Financial Resources with Documentation

No new general funds will be required for implementation of the proposed MS which will be coordinated and administered fully through the School of Graduate Studies. A budget is included in Appendix A.

M. Adequacy of Provisions for Evaluation of Program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Formal assessment planning is already in place throughout UMB. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with curriculum, flowing down to course outcomes and assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness; regular academic program reviews consider these factors.

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

UMB is strongly committed to cultural diversity and the recruitment and retention of underrepresented minority students. Recruitment efforts for the M.S. in Trauma will include specific outreach to Historically Black Institutions.

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed master's program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Adequacy of Distance Education Programs

As the State's public health, law, and human services university, the mission of UMB is to excel at professional and graduate education, research, patient care, and public service, and to educate leaders in health care delivery, biomedical science, global health, social work, and the law. Also, UMB emphasizes interdisciplinary education in an atmosphere that explicitly values civility, diversity, collaboration, and accountability. UMB expects to achieve its mission in education excellence and to be competitive; the School of Graduate Studies has designed and offered online degree programs that respond to the following changes occurring in higher education (Allen, 2010).

1. Education Pipeline. The education pipeline includes a highly diverse prospective applicant pool. Prospective students are typically working adults who pursue part-time and non-residential educational opportunities, but who wish to remain in their regional geographic area, while pursuing advanced education. According to the National Center for Education Statistics, National Postsecondary Graduate Student Aid Study (NCES, NPSAS: GR; 2017), between the period of 2008 and 2017, there was a slight increase (3%) in the number of graduate students reporting full-time (FT) enrollment at a single institution. We suspect this may be partially influenced by availability of new online educational programs, where one can work, be considered enrolled FT, yet negotiate academic studies as one's lifestyle permits.

2. Changing Demographics. Data indicate a shift from the traditional student (the 18-22-year-old, full-time resident) to older students studying part-time. In 2015-2016, the National Center for education Statistics (NCES, 2017) reported that 37.58% of graduate students were married and the average graduate student was 32 years old (*SD*= 9.66). Nearly 9% of single/unmarried/divorced graduate students reported dependents, and nearly 60% of graduate students were female.

3. Technology Shift. Educational research suggests that online education achieves the same as, or better student learning outcomes, than traditional face-to-face delivery models (Tallent-Runnels, et al., 2006; Means et al., 2009. Online delivery is far outpacing traditional forms of educational delivery. Between 2002 to 2008, online enrollments grew at an annual rate of 19% vs. 1.5% versus all of Higher Education. By the fall of 2008, 25% (4.6 million) of all students took at least one online course. In 2019, the top five highest reported college enrollments nationally four were online universities, offering at least some graduate programs (NCES).

4. Growth of Mobile Technologies. Mobile technologies and miniaturization are changing the computing environment and the educational delivery paradigm. Technologies like netbooks, e-Readers, iPhones, and iPads have revolutionized the delivery space and to provide anywhere, anytime learning.

5. Web 2.0 Revolution. Other technologies that are already figuring widely into the future of education are part of the Web 2.0 revolution. The use of a variety of technologies is disaggregating the educational experience into 'the cloud'. Many of the technologies for the future, like blogs, wikis, podcasts, video, social networking and social media, virtual worlds, mobile learning, and Personal Learning environments, will have profound effects on the future learning landscape.

Online education represents a strategy that can address the restrictions of traditional onsite college courses, opening up accessibility for variety of learners, for a variety of reasons and expanding access to global education opportunities and expertise, beyond the walls of the campus. Major determinants of successful online programs include 1) course design that incorporates best practices (e.g., course alignment, integration of technology and content), 2) quality faculty who can engage students in the material (e.g., provide feedback and relevant expertise), and 3) provide responsible academic oversight. All three of these determinants are present in this proposal.

Instructional Design Team

The Faculty Center for Teaching and Learning's (FCTL) mission is to advance evidence-based teaching, learning and evaluation practice throughout the University community. As a central resource for all UMB schools, the center provides support and resources for faculty to enhance their teaching and improve student learning outcomes. The center offers consultations, instructional design, professional development, pedagogical training, coaching and media production services. The following individuals from the FCTL will support the distance education strategy for the proposed program. Additional staff from the FCTL will support these programs as needed.

Sol Roberts-Lieb, EdD | Director, Faculty Center for Teaching and Learning
Dr. Robert-Lieb's educational background includes a doctorate in educational policy and organizational leadership from the University of Illinois at Urbana-Champaign with a specialization in differentiated instruction and organized change, a Master's in technology impact and assessment from the University of Illinois at Springfield with a concentration in liberal and integrative studies, and a Bachelor's in chemistry from Illinois College. He presents his work internationally and is active in the International Association of Medical Science Education (IAMSE) and the Professional and Organizational Development Network (POD), a national association of directors of Centers for Teaching and Learning.

Becky Mendez, MA, MEd | Manager, Academic Innovation
Ms. Menendez is the manager for the instructional design team with a master's degree in elementary education, teaching English as a Second Language, and educational technology. She brings a deep understanding of educational practice and design in higher and postsecondary education, particularly with English language learners, and has supported online course design for the International Baccalaureate, the Community College of Baltimore County, and Penn State University. Becky is a trained Quality Matters peer reviewer, providing feedback and guidance to institutions on improving the quality of their online courses.

Chardai Stokes, MS | Academic Innovation Analyst
Ms. Stokes is an academic innovation analyst who joined the Faculty Center for Teaching and Learning in 2022. She has worked in higher education since earning her undergraduate degree in 2014. She holds a bachelor's degree in women's studies from the University of Maryland, College Park, and a master's degree in learning design and technology from University of Maryland Global Campus.

She worked at Baltimore City Community College for eight years in roles within the student affairs and the academic affairs divisions. Chardai also brings educational technology and student success experience from her position at 2U, which partnered with Simmons University.

Sharon Gillooly | Senior Media Production Specialist
Ms. Gillooly leads media production for the FCTL team. Her main focus is to produce videos that support academic instruction. After a long career in documentary television, she completed a Master's Certificate in Online Instructional Development from Florida State University where her work focused on instructional design and emerging technologies. Ms. Gillooly is especially interested in the use of media to enhance learning.

Collectively, the instructional design team will provide the following services to ensure that best pedagogical practices are used to train and support the most effective presentation of their course content.

- Guided tutorials on the online course development process, with open questions and answer sessions.
- Written instructions accompanied by training videos to guide faculty on how to use the learning management system.
- A manual for the faculty regarding principles of good practice and the pedagogy of distance education.
- Provide timely support to the faculty in the use of the technology and troubleshoot any problems that might arise during the course of instruction.
- Work with faculty to design and develop courses, monitor the delivery of the course, and assess and revise the course for future offerings.

Supporting Students in Distance Education

Most of the courses for the M.S. in Trauma Sciences will be online, and one elective course will be offered in-person. We realize that the key to the success of the online courses is dependent on 1) students knowing upfront the assumptions, requirements and responsibilities of taking an online course, 2) the ability of students to have the background, knowledge, and technical skills to undertake an online program; and 3) their having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. All of our advertising,

recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library Services to students so that they can have access to research databases, online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses

We will adhere to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our "course evaluation' rubric"
3. Obtainment of feedback from the faculty and students and instructional designers.
4. Institute course revisions based on comments by the Distance Learning Committee.

Finally, to ensure the sustainability of the distance learning program, the Academic Affairs Office at UMB affirms the following:

- UMB Policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.

- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete their credential.

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Appendix A

MS in Trauma Sciences Budget Tables

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$ 0	$ 0	$0	$0	$0
2. Tuition/Fee Revenue (c + g below)	$ 92,280	$ 254,139	$ 364,831	$ 528,813	$ 759,140
a. Number of F/T Students	0	8	12	16	24
b. Annual Tuition/Fee Rate	$ 13,842	$ 14,119	$ 14,401	$ 14,689	$ 14,983
c. Total F/T Revenue (a x b)	$0	$ 112,951	$ 172,815	$ 235,028	$ 359,593
d. Number of P/T Students	10	15	20	30	40
e. Credit Hour Rate	$ 769	$ 784	$ 800	$ 816	$ 832
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$ 92,280	$ 141,188	$ 192,016	$ 293,785	$ 399.547
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	$ 262,728	$ 62,435	$ 21,058	$ 0	$ 0
TOTAL (Add 1 – 4)	$355,008	$ 316,574	$ 385,889	$ 528,813	$ 759,140

MS Trauma Sciences Budget Narrative
Reallocated Funds:

The SGS does not have plans to reallocate funds for this proposal.

Tuition and Fee Revenue:

This program is the first of its kind in Maryland and in the United States. Due to its novelty and leveraging the reputation of the R. Cowley Shock Trauma Center and the planned marketing campaign we have projected modest enrollments of a mix of full and part-time students. Two other programs are offered internationally, one in the UK the other in Australia. Their enrollments exceed 200 per year. Tuition and fees are calculated based on our current tuition and fee projections assuming a 2 % increase year over year.

Grants and Contracts
No grants or contracts have been included in this proposal. Although the potential for grant and contract funding may exist given the expertise and specialty, we are not relying on this funding to support the program.

Other Resources
Year one through three includes other resources with a sharp drop off in year two once enrollments and tuition and fees are generating support for the program. The source of other resources includes dedicated funds from Shock Trauma to establish the program.

Total Year
The Master of Trauma Sciences Program is designed to be a self-supporting program based on revenue generation from tuition and fees. The SGS intends to invest in the development and support of the program to be established and then reinvest tuition funds into this program to sustain the growth and ongoing maintenance of this program.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories					
1. Faculty (b+c below)	$154,560	$159,197	$218,630	$225,189	$231,945
a. Number of FTE	0.3	0.3	0.4	0.4	0.4
b. Total Salary	$120,000	$123,600	$169,744	$174,836	$180,081
c. Total Benefits	$34,560	$35,597	$48,886	$50,353	$51,863
2. Admin Staff (b+c below)	$65,688	$90,212	$116,147	$119,632	$123,221
a. Number of FTE	0.3	0.4	0.5	0.5	0.5
b. Total Salary	$51,000	$70,040	$90,177	$92,882	$95,668
c. Total Benefits	$14,688	$20,172	$25,971	$26,750	$27,552
3. Support Staff (b + c below)	$25,760	$33,166	$34,161	$35,186	$36,241
a. Number of FTE	0.4	0.5	0.5	0.5	0.5
b. Total Salary	$20,000	$25,750	$26,523	$27,318	$28,138
c. Total Benefits	$5,760	$7,416	$7,638	$7,868	$8,104
4. Technical Support and Equipment	$84,000	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$25,000	$34,000	$16,950	$17,423	$17,919
TOTAL (Add 1-7)	$355,008	$316,574	$385,889	$397,429	$409,326

Table 2 Budget Narrative

Faculty:
The program will utilize existing School of Medicine clinical and research faculty from the R Cowley Shock Trauma Center to create and deliver educational content and appoint a lead faculty member as program director to provide administrative oversight of the program. Clinical teaching is a recognized responsibility of School of Medicine faculty. The financial compensation listed in the table represents faculty FTE effort and benefits anticipated to support the students and provide program leadership. Effort increases steadily over the course of the five years.

Administrative Staff:
Due to the nature of clinical faculty schedules, and complexity of advising for this program, administrative support will be critical for the success of this program, as students are recruited into the program and continue in their matriculation. In the table effort steadily increases to a .5 FTE. The financial compensation integrates salary, benefits, and anticipated COLA along with increasing efforts into the calculation.

Technical Support and Equipment:
This budget line item represents the significant support anticipated for development of innovative curricular content and the support needed from the Faculty Center for Teaching and Learning (FCTL). The support includes instructional design, instructional technology, and multi-media production. It is listed as a one-time front-loaded expense, and then will be maintained through existing operational budget support for the FCTL.

Library Resource:
The SGS intends to leverage current resources available from the Health Science and Human Service Library on campus and already funds a library liaison for the school. No additional funding is anticipated to support this program.

New Renovated Space:
The MS of Trauma Sciences does not require new renovated space as it is an online program, with a single potential in-person clinical elective. Current infrastructure will support the new program, and additional space is not required.

Other expenses:
The funding amounts included in this category include advertising and marketing as well as travel of faculty to promote the program and local, and regional conference. This line item steadily decreases as we anticipate that the initial investment costs for creating content will be higher than what is needed to maintain marketing.

Appendix B

Detailed Objectives

By the completion of the proposed M.S. in Trauma Sciences and consistent with the topics outlined by the American College of Surgeons, World Health Organization, and Royal College of Surgeons of England, students will be able to:

Trauma Clinical Care

Understand clinical aspects of the acutely injures patient, and

- Describe the approach to the initial assessment and stabilization of the injured patient
    1. Assessment and triage
    2. Airway Management
    3. Breathing Management
    4. Circulation
    5. Principles of hemostasis
    6. Blood product transfusion
- Describe the pathophysiology of coagulopathy of trauma and the approaches to correction and patient stabilization
- Understand diagnostic imaging modalities and their appropriate utilization
    1. Bedside ultrasound imaging
    2. Flat plate X-ray imaging
    3. CT imaging
- Describe the pathophysiology of injury to the major body systems.
    1. Head Injuries
    2. Neck Injuries
    3. Chest Injuries
    4. Abdominal Injuries
    5. Pelvic Injuries
    6. Burns and Wounds
    7. Orthopedic injuries
    8. Neurosurgical Injuries
        a. TBI
        b. Spinal cord injury
    9. Diagnosis and monitoring
    10. Analgesia, sedation, and anesthesia
- Describe the pathophysiology and approach to treatment for special trauma populations
    1. Pediatric issues
    2. Obstetric issues
    3. Geriatric issues
- Critically assess and compare different team approaches to care with regard to specialties and their roles
    1. Emergency Medicine
    2. Surgery
    3. Critically appraise and understand the approach to trauma care in resource limited environments
- Describe treatment alternate approaches to stabilization and treatment in resource poor environments
- Understand the role of Critical care in the treatment of the injured patient
- Understand Critical care of the injured patient with regard to:

a) TBI
b) Spinal Cord Injury
c) Basics of ventilator management
d) Advanced ventilator management
e) Infectious Disease Considerations in Critical Care

- Understand the role of Rehabilitation services in the acute care and recovery of injured patients
    a) Speech Pathology
    b) Occupational Therapy
    c) Physical Therapy
    d) Physiatry
    e) Capabilities
    f) Facilities
    g) Durable Medical Equipment
    h) Prosthetics
- Understand the concept of Survivorship and the challenges of Reintegration into normal life
    a) Psychiatric illness
    b) Community Support
    c) Disability issues
        1. Mobility
        2. Access issues
        3. Long term care
    d) Survivorship issues from violence, disaster, and armed conflict
    e) Models from resource poor environment

Trauma Systems

- Understand trauma systems of care, and
    a) Critically appraise different system models to trauma care
    b) Understand the role of triage and trauma protocols
    c) Analyze different prehospital models and how they fit into the trauma system
    d) Understand the role of clinical guidelines in prehospital care
    e) Critically appraise different models of prehospital care and transport modalities

- Understand a public health approach to injury prevention, and
    a) Develop a working understanding of injury epidemiology
    b) Analyze different methods of injury and violence prevention
- Understand Trauma System Composition
- Understand Trauma System Management
- Critically appraise Public Health Law
- Understand Legislative Issues affecting trauma systems
- Compare and analyze different economic models of Trauma Care
- Care in low resource settings
    a) Austere Environment Trauma Care
    b)Humanitarian Trauma Care
- Disaster response / Mass Casualty

- Education
    a) Role of system
    b) All phases of patient care
    c) Community outreach

Trauma Systems Leadership

- Develop an understanding of Systems leadership skills with attention to:
    a) Just Culture
    b) Communication
    c) Media communication
    d) Multidisciplinary Collaboration
- Understand Strategic planning and analysis techniques
- Demonstrate Executive Communication Skills
- Understand the conduct and role of translational research
- Develop an understanding of basic research statistics
- Demonstrate the conduct of Process Improvement and Quality Assurance
- Understand the role of accreditation in process improvement
- Understand Data Registry formation and data usage
- Develop and understanding of Public Health Research Methods
- Understand the process of Guideline development

Appendix C

Market Pulsecheck Overview

An evaluation of employer demand in the United States, Canada, Europe, and South America for graduates from the proposed Hybrid Master of Science in Trauma Sciences and of student demand for similar programs in the United States.

Analysis Includes (Data included for all analyzed regions unless otherwise indicated):

- Job Posting Trends
- Top US and Canadian Occupations
- Top Titles
- Top Skills
- Top Employers
- Top Industries
- US and Canadian Education and Experience Levels
- US Degree Completion Trends

This analysis considered demand in areas defined as:

- The United States (US)
- Canada
- Europe: Austria, Belgium, Croatia, Czechia, Denmark, Germany, Italy, Ireland, Luxembourg, Netherlands, Spain, Sweden, Switzerland, United Kingdom
- South America: Argentina, Brazil, Chile

Market Concentration and Growing Competition in the United States May Challenge Program Launch Despite Modest and Stable Employer Demand in the American and Canadian Labor Markers

United States and Canada Labor Market Outlook

In the United States, a moderate-to-high number of job postings suggests program graduates will enter a modest labor market. Between December 2023 and November 2024, employers advertised a moderate number of job postings (100,083). From December 2021 to November 2024, relevant employer demand remained fairly consistent (an average monthly growth of 0.11%) but due to some fluctuations in trends, ultimately declined by a net of 694 job postings. Overall, program graduates can expect to enter a job market with a modest number of employment opportunities, despite historical declines.

Relevant professionals will likely enter a limited, though growing, labor market in Canada. Over the past year, employers in Canada posted a low-to-moderate number of job postings (965). However, between December 2021 and November 2024, relevant employer demand grew by 4.35% on average monthly, outpacing demand for all master's-level professionals (0.56% on average monthly). Note, relevant employer demand growth translates to an actual average growth of one job posting per month, suggesting a low rate of job growth for relevant professionals. A low number of job postings paired with slight growth indicates program graduates will enter a limited job market.

United States Competitive Landscape Outlook

In the United States, growing competition and market concentration may challenge program launch, despite growing student demand. Between the 2018-2019 and 2022-2023 academic years, growth in the number of institutions reporting completions outpaced student demand growth (an average annual 7.08% vs. 6.70%, respectively). In the 2022-2023 academic year, the top 20% of institutions held 69.00% of the market, indicating market concentration. Growing competition and market concentration may pose obstacles to program launch, despite some growth in student demand.

Market Pulsecheck Options for Next Steps

Following this analysis, the requesting partner can:

- Contact your Strategic Leader to schedule a call with the EAB research team to review the report.
- Choose to discontinue the research, if the leadership is able to make a decision based on this analysis and other institutional research.
- Continue the analysis. A final report of the continued research will address credential design and curricular recommendations as well as the prospective student experience.

Historical Labor Market Trends Indicate Limited Employer Demand for Trauma Sciences Professionals in Europe and South America

Global Labor Market Outlook

Low and declining employer demand suggests limited need for trauma sciences professionals in Europe and South America. Between December 2023 and November 2024, employers advertised a low number of relevant job postings in the analyzed European and South American countries (170,908 and 7,481 job postings, respectively). Over the same period, European and South American employer demand declined (3.13% and 1.87% on average monthly, respectively). Taken together, these trends indicate relevant professionals likely will enter competitive job markets.

Research Limitations

Global labor market data specific to education levels is not available. Growth in demand is specific to professionals with a particular skillset at any education level.

Due to the absence of competitive landscape data for Europe and South America and a lack of sufficient data in the Canadian market, this report only analyzes United States student demand trends for programs related to trauma sciences.

Due to the self-reported nature of the NCES, some comparable and competitor programs may report completions for trauma sciences programs under different CIP codes not included in this analysis. Institutions may also report completions for programs unrelated to trauma sciences under any of the CIP codes analyzed in this report. Further, additional online programs may exist that are not captured in NCES data, as not all institutions offering a distance-delivery program report it as such. Additionally, if an institution offers multiple modalities, completions data will not distinguish between the number of online completions and face-to-face completions.

United States and Canada Labor Market Analysis

1

Labor Market Intelligence

Analysis of Job Postings for Master's-Level Trauma Sciences Professionals in the United States

Employer demand trends suggest a moderate-to-high need for master's-level trauma sciences professionals. Between December 2023 and November 2024, employers advertised a moderate number of relevant job postings (100,083). From December 2021 to November 2024, relevant employer demand remained relatively consistent but ultimately experienced a net decline of 694 job postings. Note, relevant employer demand growth (0.11% on average monthly), translated to an actual average monthly decline of 19 job postings. Despite a small decline overall, a moderate and relatively stable number of job postings suggests a decent job market for program graduates.

0.11%

Average Monthly Demand Growth

December 2021 - November 2024, United States Data

- Average monthly decline of 19 job postings.
- During the same period, demand for all master's-level professionals declined 0.58%.

20,998 postings

Average Monthly Demand

December 2021 - November 2024, United States Data

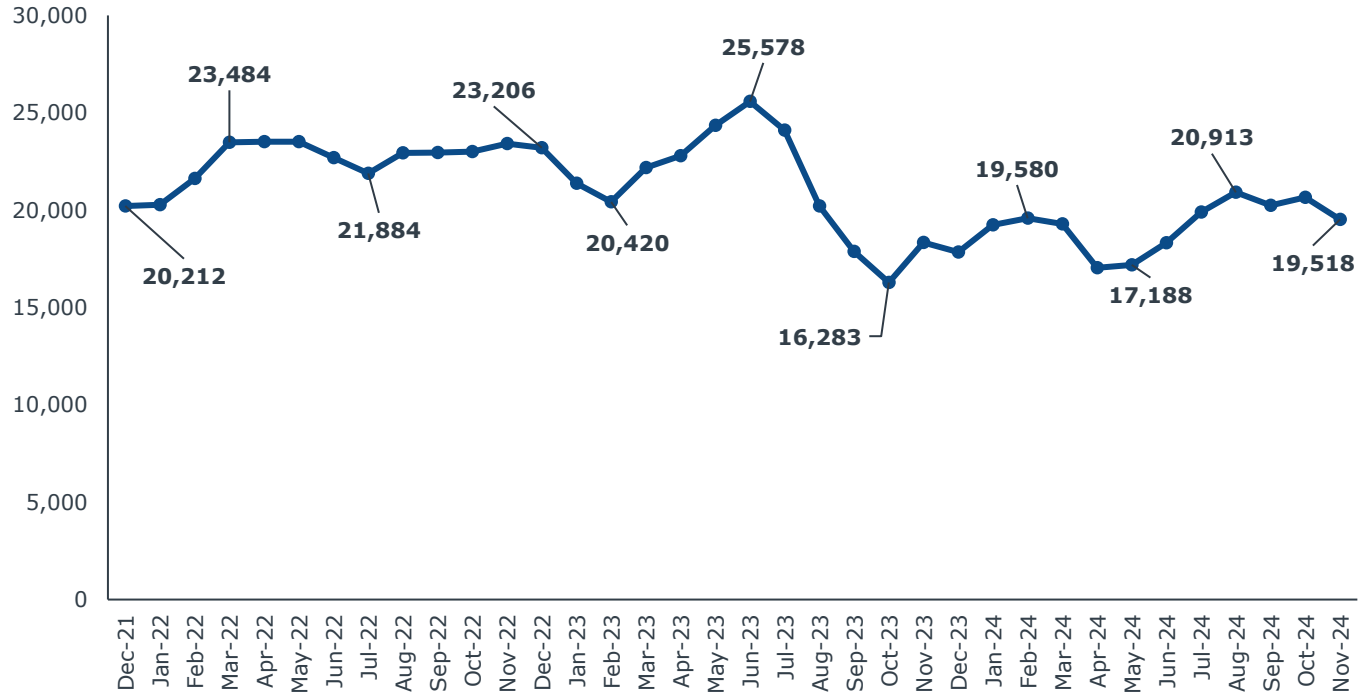
100,083 postings

Relevant Jobs Posted in the Past Year

December 2023 - November 2024, United States Data

Job Postings for Master's-Level Trauma Sciences Professionals

December 2021 - November 2024, United States Data



Source: EAB analysis. Lightcast.

Analysis of Job Postings for Master's-Level Trauma Sciences Professionals in Canada

Employer demand trends suggest a limited labor market for master's-level trauma sciences professionals in Canada. Between December 2023 and November 2024, employers advertised a low-to-moderate number of relevant job postings (965). From December 2021 to November 2023, relevant employer demand grew by 4.53% on average monthly, outpacing employer demand for all master's-level professionals (0.56%). Note, relevant employer demand spiked in July 2022 and subsequently fell until January 2023, after which demand experienced comparatively small fluctuations. Ultimately, the total number of postings experienced a net increase overall between December 2021 and November 2024 (i.e., from 93 to 144 postings). Program graduates should expect to enter a limited, albeit overall growing, labor market.

4.53%

Average Monthly Demand Growth

December 2021 - November 2024, Canada Data

- Average monthly growth of one job posting.
- During the same period, demand for all master's-level professionals grew 0.56%.

187 postings

Average Monthly Demand

December 2021 - November 2024, Canada Data

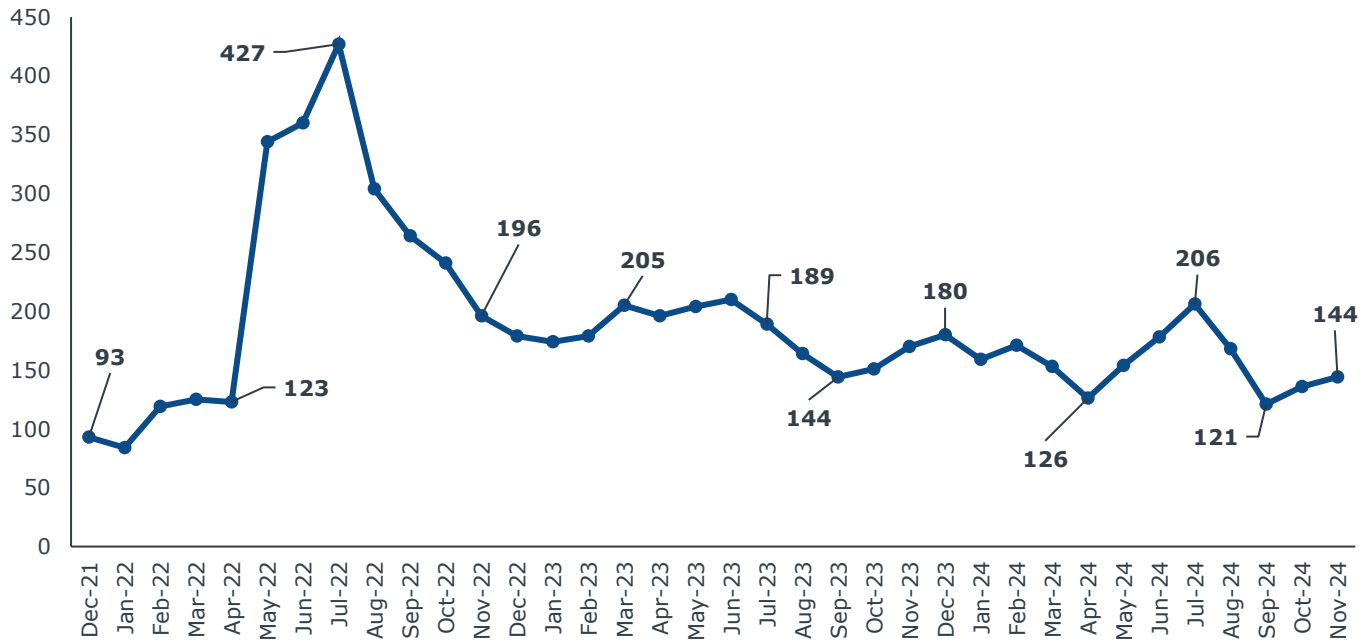
965 postings

Relevant Jobs Posted in the Past Year

December 2023 - November 2024, Canada Data

Job Postings for Master's-Level Trauma Sciences Professionals

December 2021 - November 2024, Canada Data



Source: EAB analysis. Lightcast.

Analysis of Job Postings and Future Employment for Trauma Sciences Professionals in the United States

Employment in all five top relevant occupations is projected to grow faster than average across the next decade, indicating growing opportunities for relevant professionals in the coming years. Note, employment for Nurse Practitioners is expected to grow more than six times faster than all occupational growth. Examples of relevant titles within the Registered Nurses occupation include Emergency Department Registered Nurses, Emergency Room Registered Nurses, and ICU Registered Nurses.

These occupations represent the most common occupations appearing in job postings for postings for professionals with skills related to trauma sciences. Administrators should note, the projections for occupational categories such as 'registered nurses' are not necessarily for jobs specifically seeking trauma science professionals. Instead, projections provide insight into expected growth for occupational categories where graduates with trauma science skills may find employment. Further, projected employment data considers all jobs within an occupation at all degree levels.

Top Occupations Across Job Postings for Master's-Level Trauma Sciences Professionals

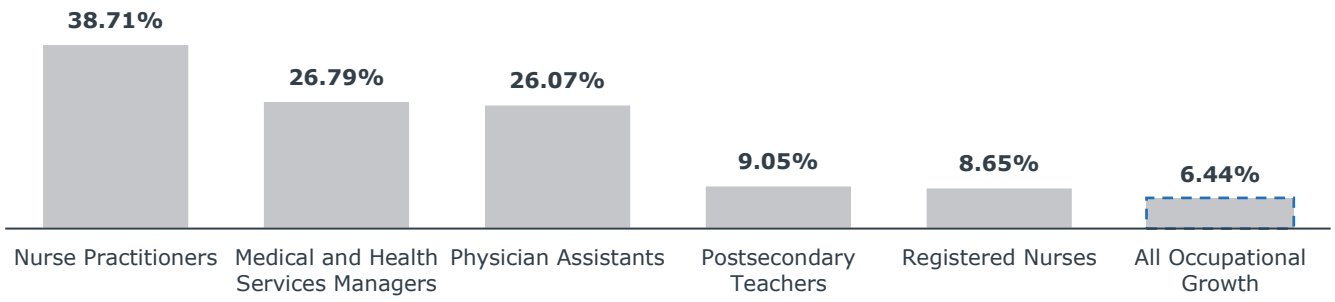
December 2023 - November 2024, United States Data

n = 100,083 job postings

Occupation	Percent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Registered Nurses	41.81%	41,848
Nurse Practitioners	28.69%	28,717
Physician Assistants	6.78%	6,789
Medical and Health Services Managers	6.02%	6,025
Postsecondary Teachers	1.41%	1,411
Health Technologists and Technicians, All Other	0.91%	906
Medical Assistants	0.77%	775
Managers, All Other	0.75%	752
Respiratory Therapists	0.70%	705
Emergency Management Directors	0.61%	613

Projected Employment in Top Occupations[1]

2024 - 2034, United States Data



1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis. Lightcast.

Analysis of Job Postings and Future Employment for Trauma Sciences Professionals in Canada

Over the next 10 years, employment in all top five relevant occupations is projected to grow faster than all occupational growth, signaling increasing opportunities for relevant professionals in Canada. Employment for Managers in Health Care is expected to grow more than twice as fast as average. Relevant titles within this occupation include Emergency Managers and Directors of Critical Care. Within the University Professors and Lecturers occupation, relevant titles include Medical Outreach Specialists, Paramedic Instructors, and Directors of Respiratory Therapy.

While these occupations represent the most common occupations appearing in job postings for master's-level trauma sciences professionals, the projected employment data considers all jobs within an occupation at all degree levels.

Top Occupations Across Job Postings for Master's-Level Trauma Sciences Professionals

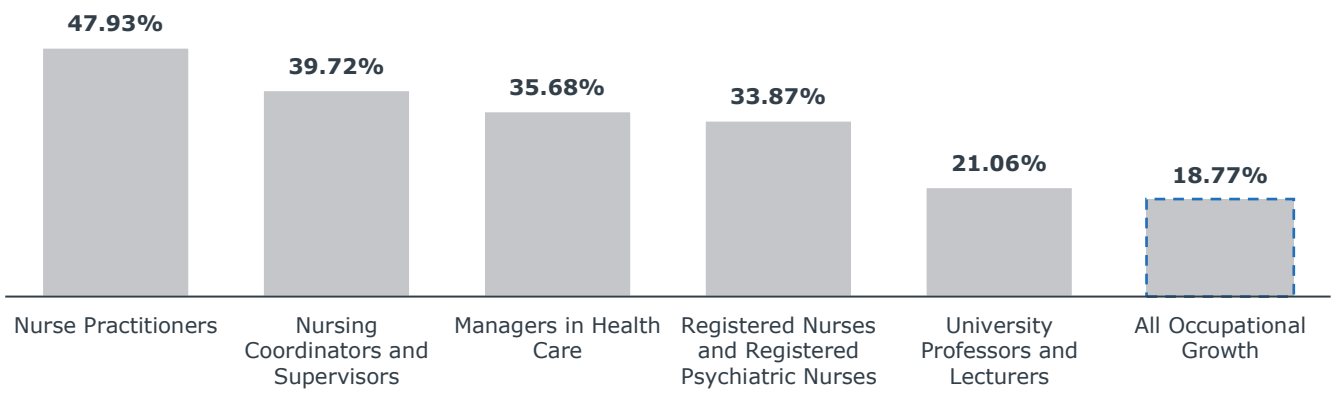
December 2023 - November 2024, Canada Data

n = 965 job postings

Occupation	Percent of Relevant Job Postings within Occupation	Number of Relevant Job Postings within Occupation
Registered Nurses and Registered Psychiatric Nurses	32.44%	313
Managers in Health Care	19.90%	192
Nurse Practitioners	14.09%	136
Nursing Coordinators and Supervisors	3.52%	34
University Professors and Lecturers	3.21%	31
Administrative Officers	2.90%	28
Specialists in Clinical and Laboratory Medicine	2.18%	21
General Office Support Workers	1.87%	18
Other Managers in Public Administration	1.87%	18
College and Other Vocational Instructors	1.87%	18

Projected Employment in Top Occupations[1]

2021 - 2031, Canada Data



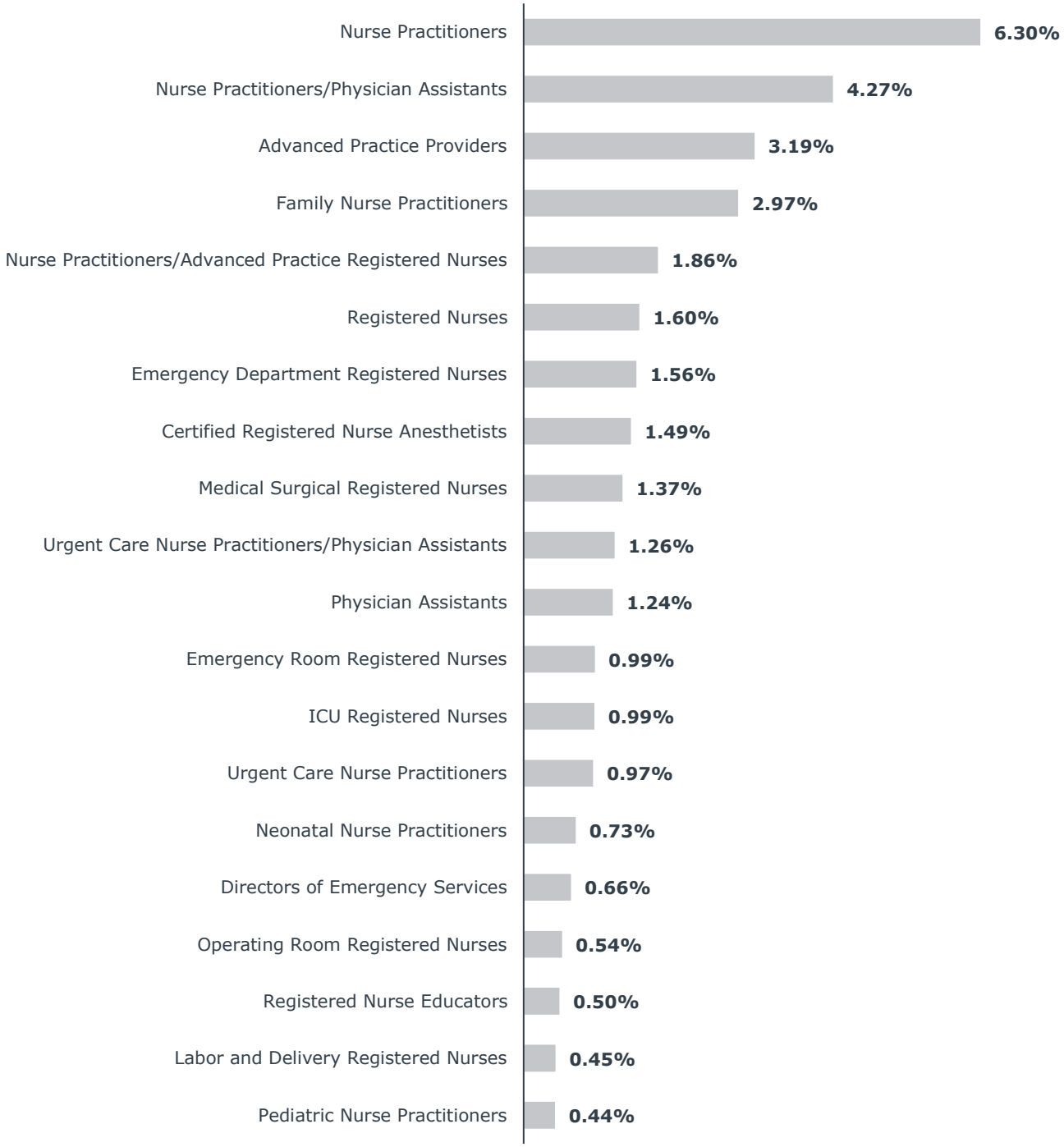
1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Source: EAB analysis. Lightcast.

Top Titles in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, United States Data

n = 100,083 job postings

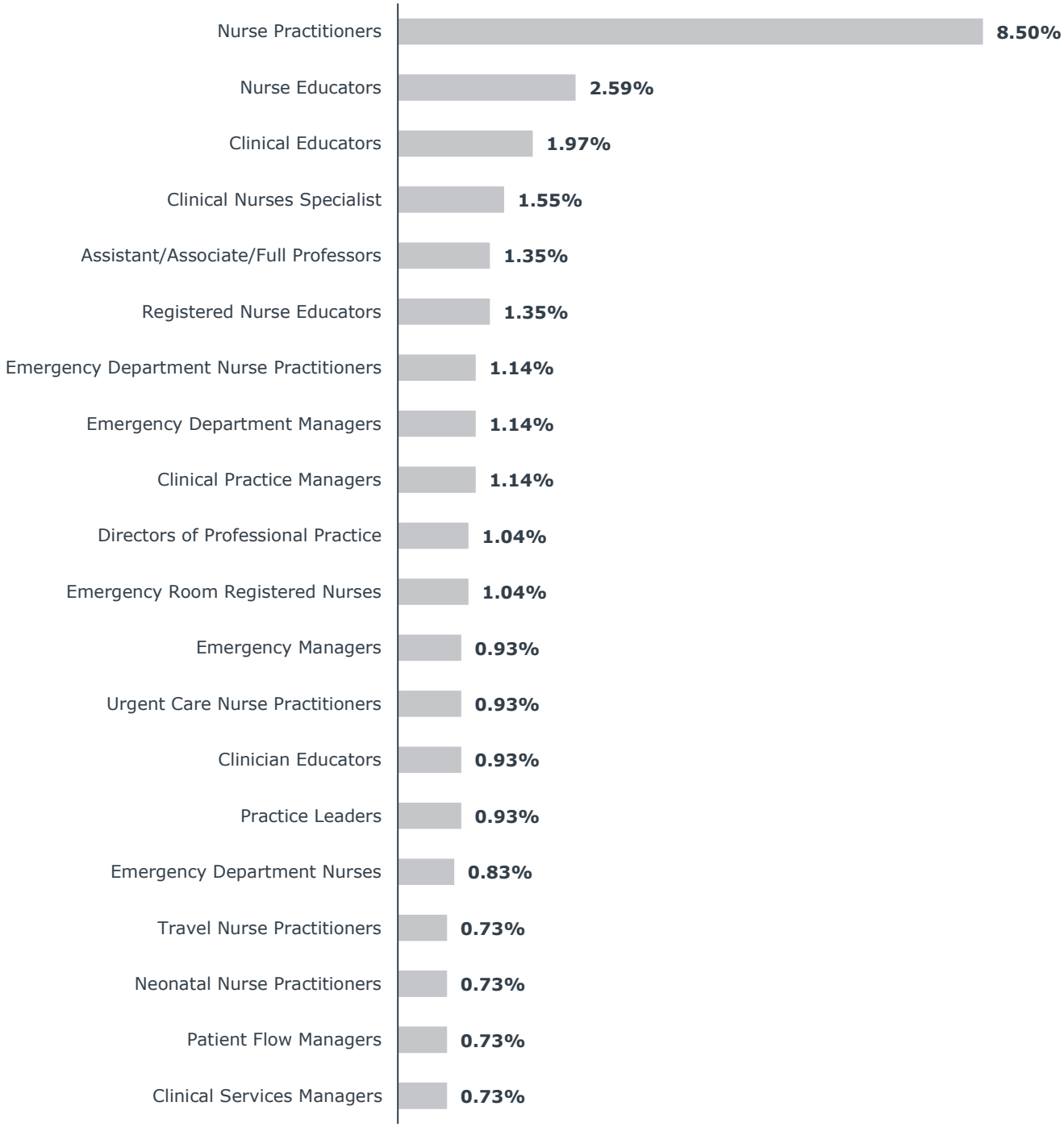


Source: EAB analysis. Lightcast.

Top Titles in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, Canada Data

n = 965 job postings

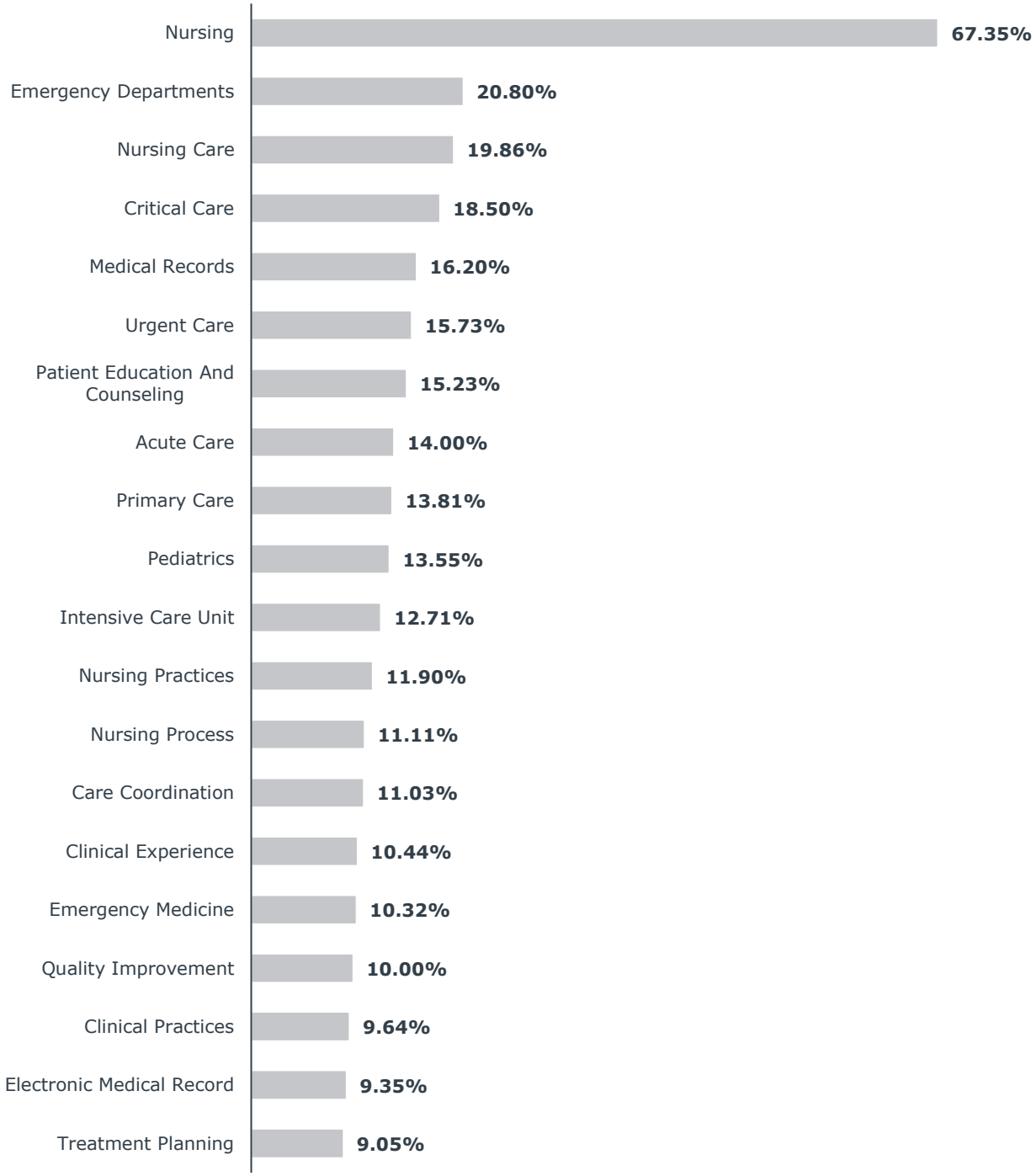


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, United States Data

n = 100,083 job postings

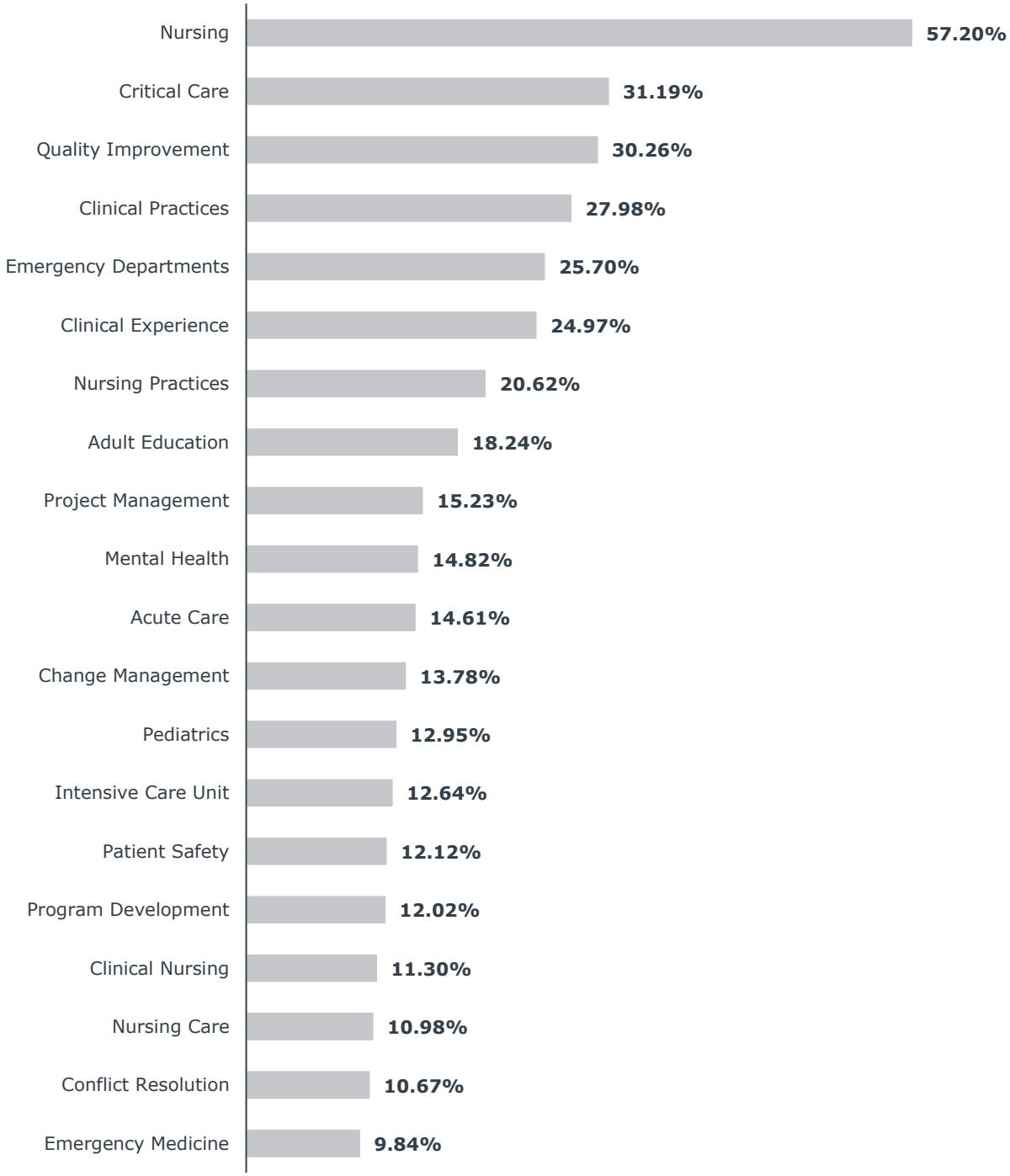


Source: EAB analysis. Lightcast.

Top Skills in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, Canada Data

n = 965 job postings

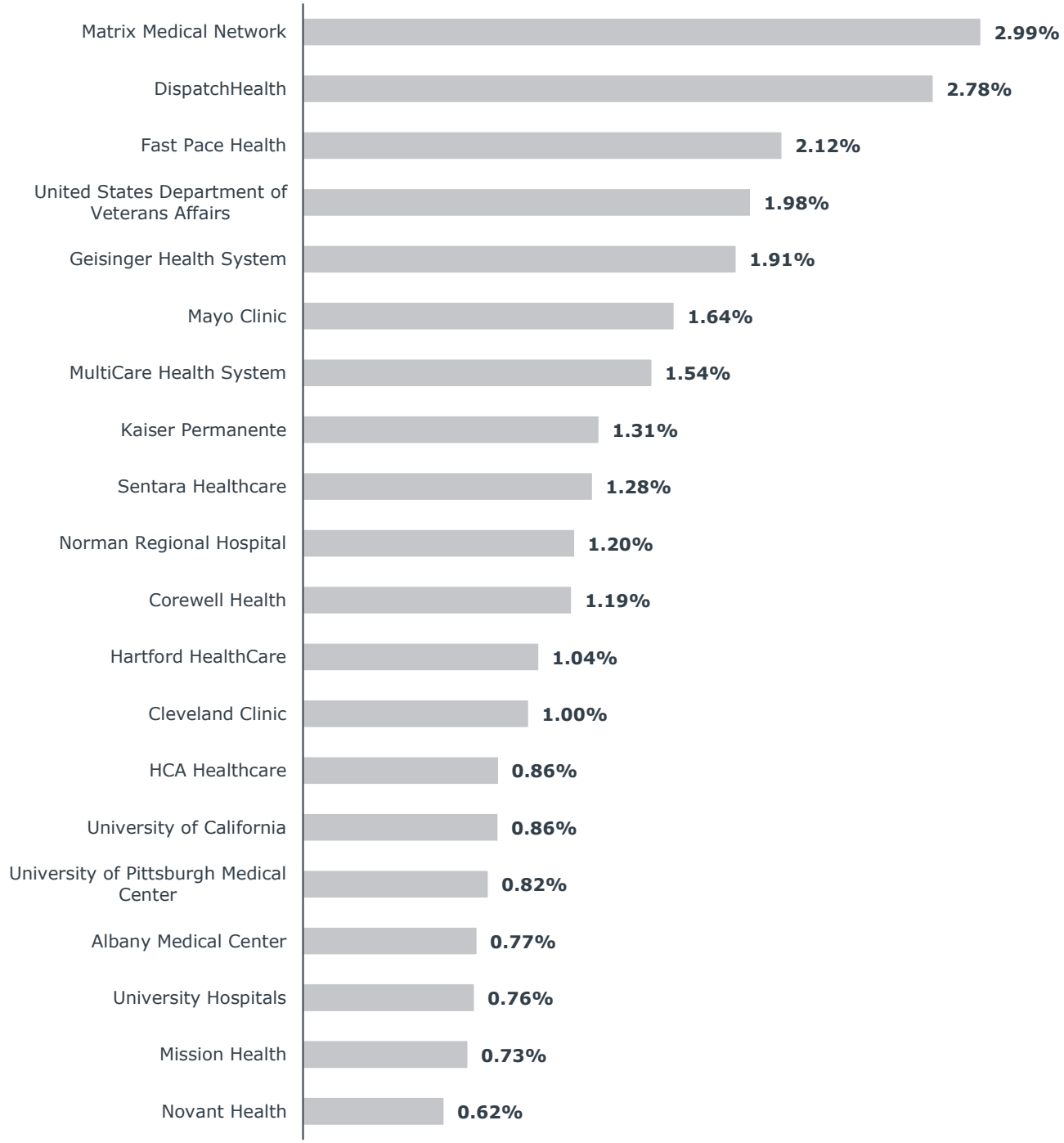


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, United States Data

n = 100,083 job postings

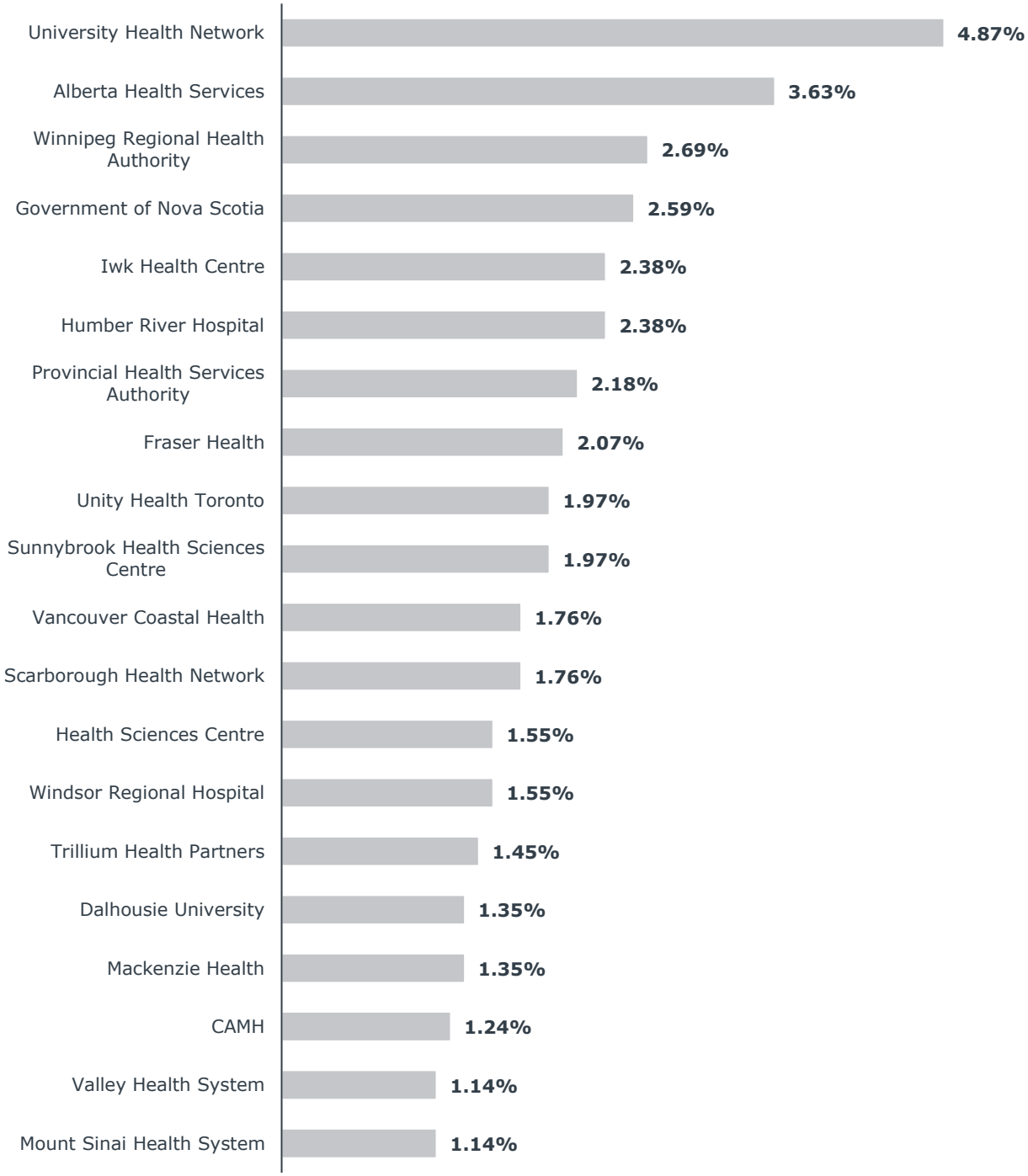


Source: EAB analysis. Lightcast.

Top Employers in Job Postings for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, Canada Data

n = 965 job postings

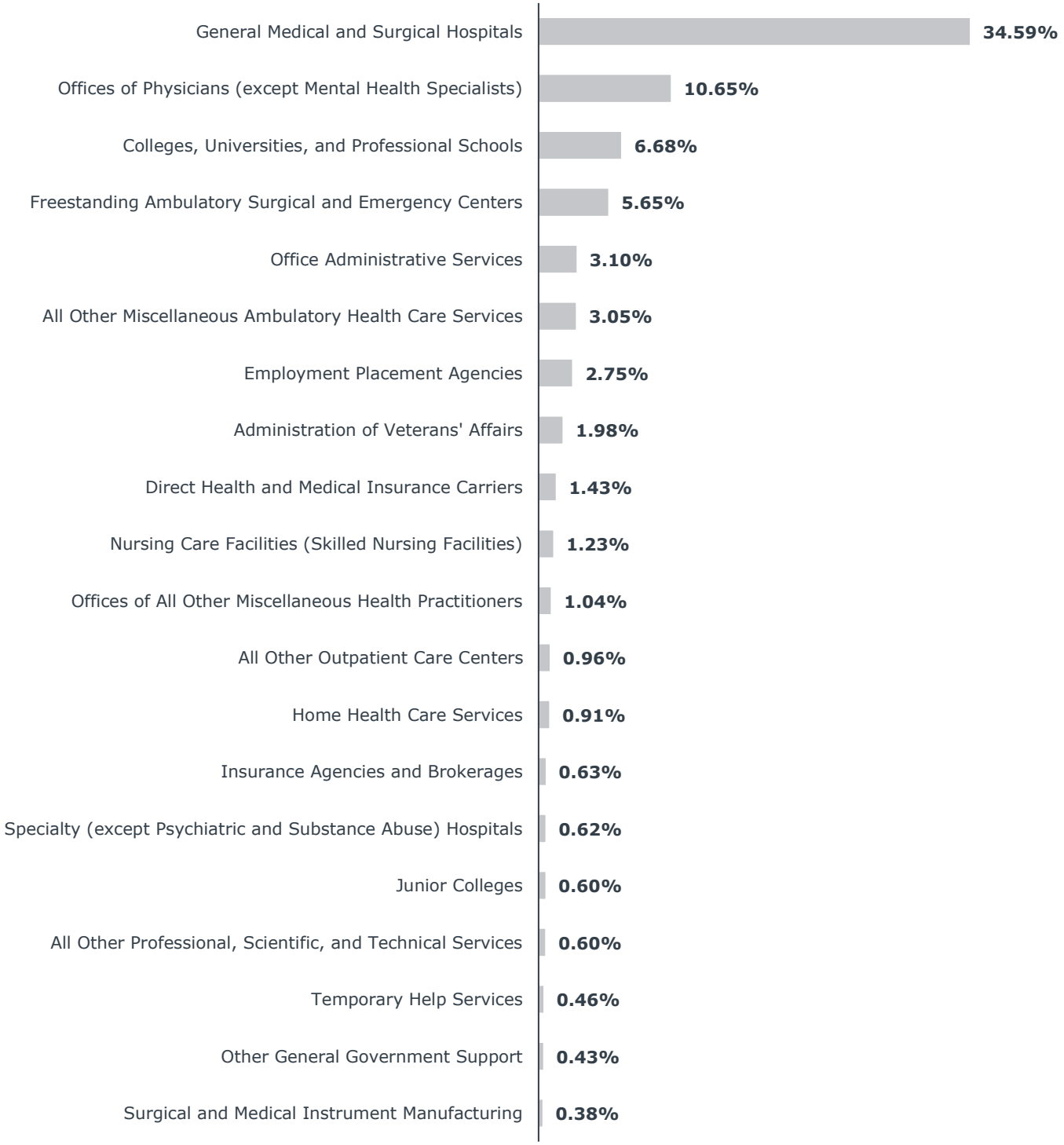


Source: EAB analysis. Lightcast.

Job Postings Across Industries for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, United States Data

n = 100,083 job postings

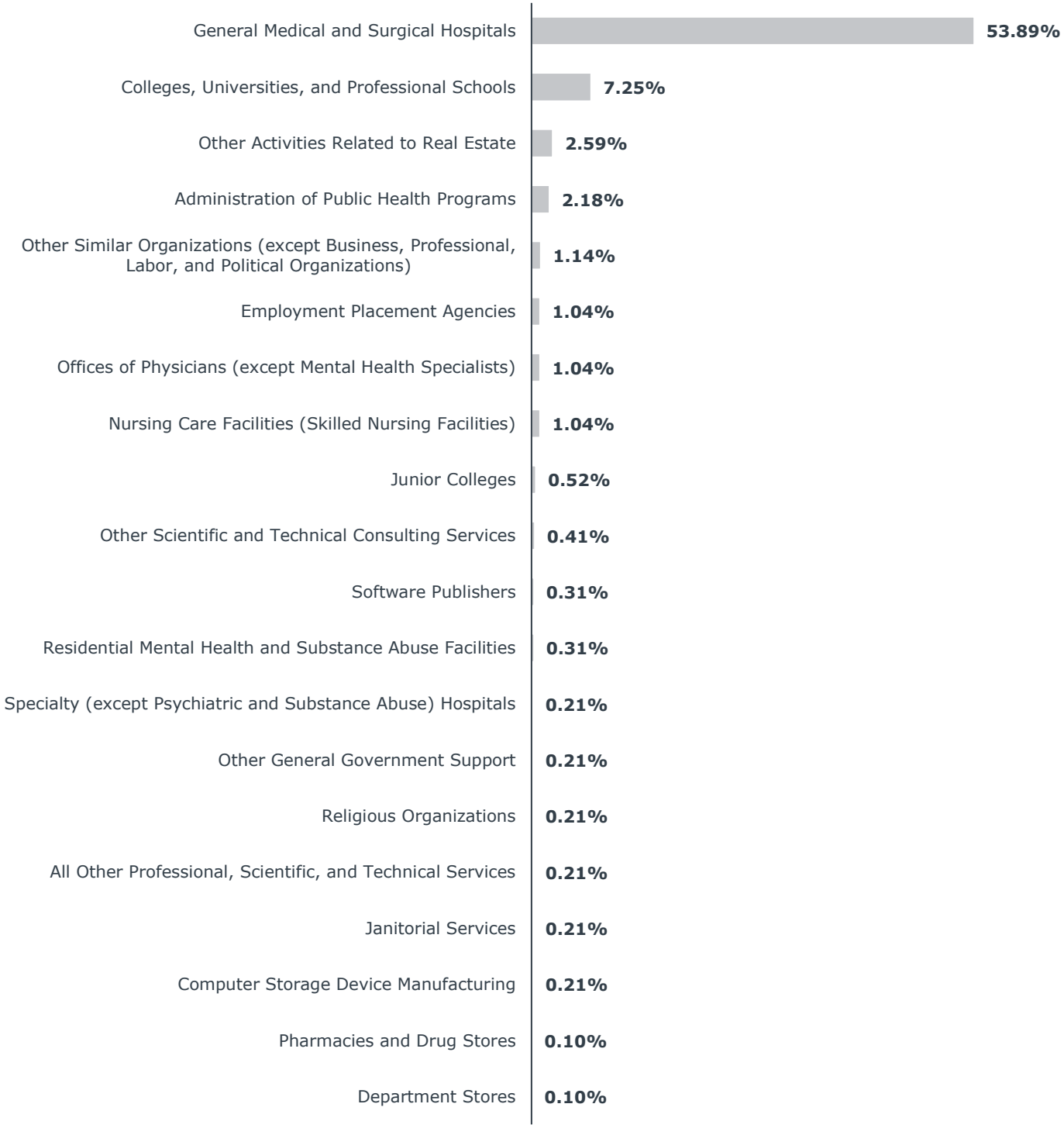


Source: EAB analysis. Lightcast.

Job Postings Across Industries for Master's-Level Trauma Sciences Professionals

December 2023 - November 2024, Canada Data

n = 965 job postings

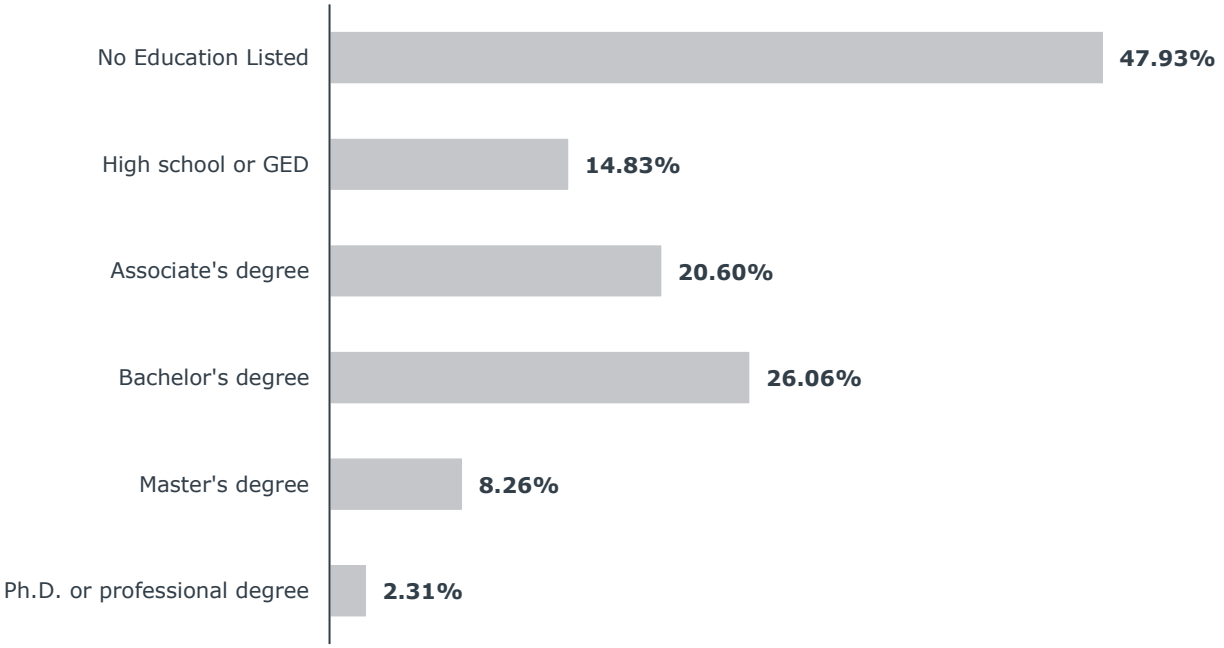


Source: EAB analysis. Lightcast.

Education Levels Requested of Trauma Sciences Applicants[1]

December 2023 - November 2024, United States Data

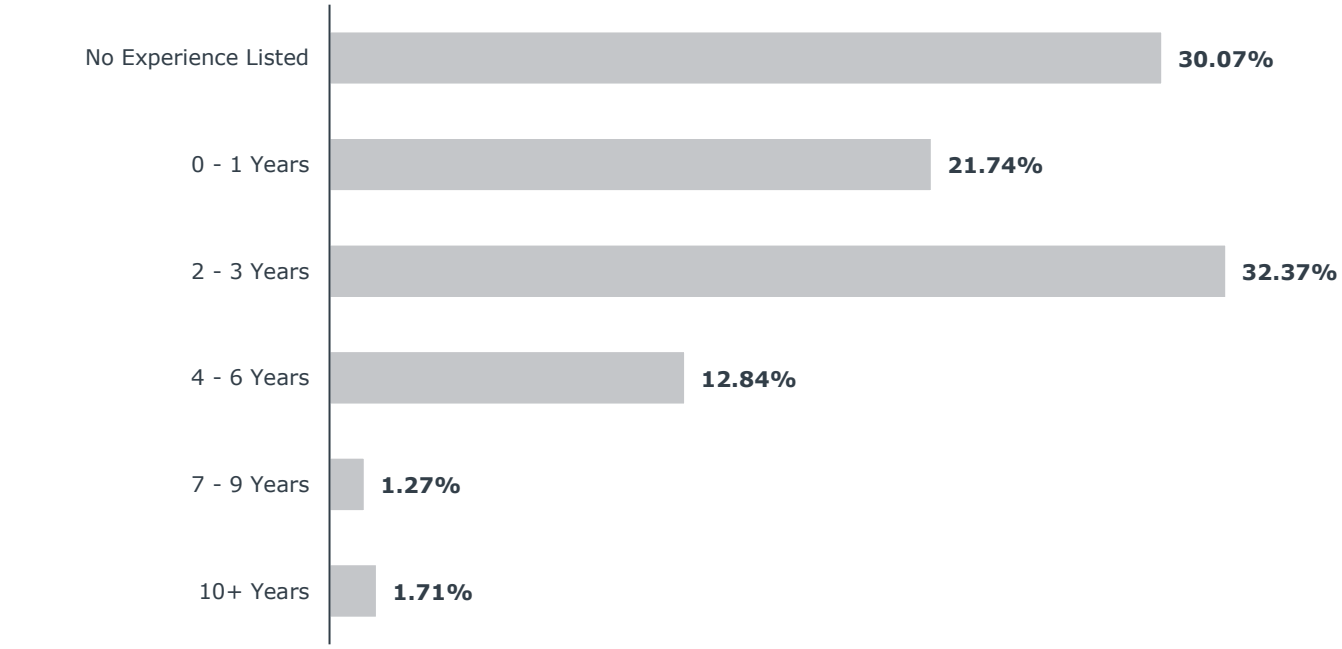
n = 1,211,228 job postings



Experience Levels Requested of Master's-Level Trauma Sciences Applicants

December 2023 - November 2024, United States Data

n = 100,083 job postings



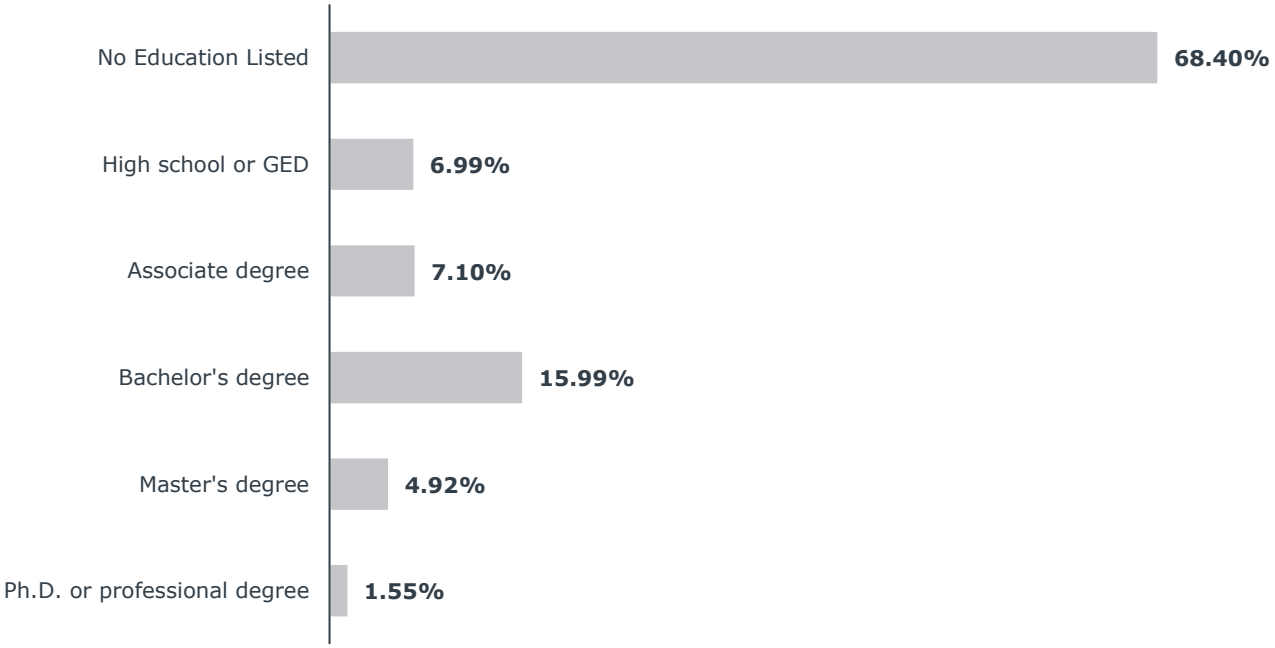
1) The n-value reflects the number of job postings requesting any degree level trauma sciences applicants rather than the number of postings requesting only those at the focus degree level.

Source: EAB analysis. Lightcast.

Education Levels Requested of Trauma Sciences Applicants[1]

December 2023 – November 2024, Canada Data

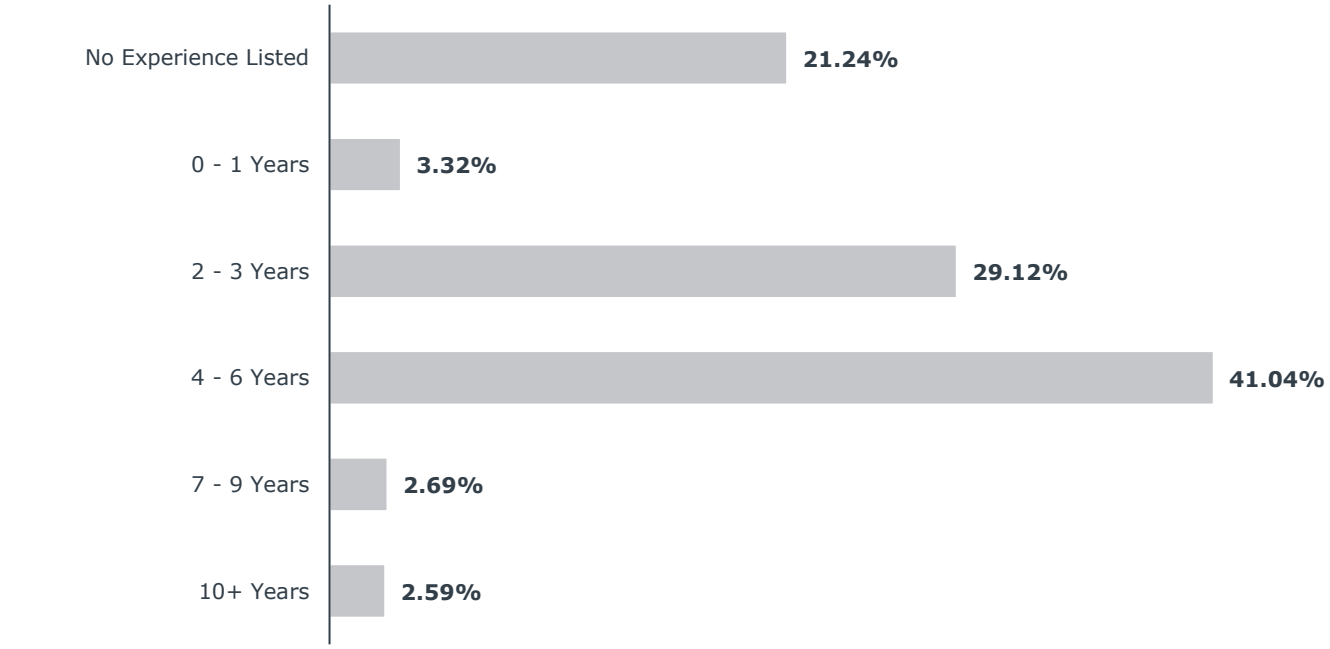
n = 19,598 job postings



Experience Levels Requested of Master's-Level Trauma Sciences Applicants

December 2023 – November 2024, Canada Data

n = 965 job postings



1) The n-value reflects the number of job postings requesting any degree level trauma sciences applicants rather than the number of postings requesting only those at the focus degree level.

Source: EAB analysis. Lightcast.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, College Park proposal to offer a Master of Science (M.S.) in Biostatistics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 30, 2025

SUMMARY: The Department of Epidemiology and Biostatistics within the university's School of Public Health proposes to establish a Master of Science in Biostatistics. Biostatistics focuses on the analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. This program addresses the growing demand for biostatisticians that has resulted from the massive increase of health data and the need for experts who can analyze this data to inform public health decisions. The department already offers a Master of Public Health (M.P.H.) in Biostatistics; however, the proposed M.S. will focus on advanced biostatistical methodologies and public health data science for specialized careers and doctoral preparation, while the existing M.P.H. in Biostatistics will continue to emphasize broader public health applications with a foundation in biostatistical training.

The M.S. program will focus on mastering advanced biostatistical methods, public health data science, conducting and evaluating research, using statistical software for data management, and effectively communicating and reporting statistical results for academic and professional audiences. This program will also provide students who are not able to finish the proposed Biostatistics Ph.D. program with an opportunity to earn a graduate degree in biostatistics. The program requires a total of 43 credits, including 25 credits of core courses, 12 credits of electives, and 6 credits for the master's thesis.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the University of Maryland, College Park proposal to offer an MS in Biostatistics.

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

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

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

November 14, 2024

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

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Biostatistics. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

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

Sincerely,

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

DJP/mdc

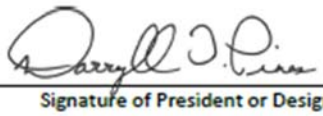
cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Boris Lushniak, Dean, School of Public Health

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Biostatistics
Title of Proposed Program

Master of Science	**Fall 2025**
Award to be Offered	Projected Implementation Date
041902	**26.1102**
Proposed HEGIS Code	Proposed CIP Code
Epidemiology and Biostatistics	Amir Sapkota
Department in which program will be located	Department Contact
301-405-8716	amirsap@umd.edu
Contact Phone Number	Contact E-Mail Address
	11-14-2024
Signature of President or Designee	Date

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

Description. The University of Maryland, College Park (UMD) proposes a Master of Science (MS) in Biostatistics. Biostatistics, one of the core disciplines in public health, teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. This new master's program will address critical needs in public health, biomedical research, and policy analysis through advanced statistical training. This program will be offered by the Department of Epidemiology and Biostatistics (EPIB) in the School of Public Health and will prepare students for leadership roles as biostatisticians, researchers, and educators. The department already offers a Master of Public Health (MPH) in Biostatistics; however, the proposed MS will focus on advanced biostatistical methodologies and public health data science for specialized careers and doctoral preparation, while the existing MPH in Biostatistics will continue to emphasize broader public health applications with a foundation in biostatistical training. The proposed MS program addresses the growing demand for biostatisticians resulting from the massive increase of health data and the need for experts who can analyze this data to inform public health decisions, and will also provide students who are unable to finish its counterpart Biostatistics Ph.D. program (proposed separately but concurrently with this proposal) with an opportunity to earn a graduate degree in biostatistics.

Relation to Strategic Goals. The MS in Biostatistics strongly aligns with UMD's mission, which seeks to achieve "excellence in teaching, research, and public service within a supportive, respectful and inclusive environment" and to address "the most pressing global challenges" through scholarship and research. The biostatistics program aims to produce experts capable of innovative research that will enhance public health and scientific discovery, advancing UMD's mission to foster impactful research and cultivate a workforce equipped to support Maryland's diverse communities.

Funding. Graduate level coursework in Biostatistics is already offered at the university. As mentioned above, the Department of Epidemiology and Biostatistics offers an MPH concentration in Biostatistics and offers biostatistics courses to graduate students in other programs. The size of the program will be small at approximately five to eight students. Consequently, the department currently has the resources to offer the program.

Institutional Commitment. The instructional and administrative infrastructure already exists for this program as the department offers the MPH concentration in Biostatistics and a PhD in Epidemiology. As mentioned above, this proposal will accompany a proposal for a doctoral program in Biostatistics. Most top tier Schools of Public Health have a doctoral program in biostatistics, and the lack of a doctoral program in this area negatively impacts the department's ability to attract top-tier faculty, secure large federal training grants, and improve its national ranking. This was reflected in the final report from the external reviewers that was part of the 2023 departmental self-study. If the PhD program is approved, it will be important for the doctoral students who are not able to finish their PhD to have an opportunity to still

earn a master's degree if they have completed the required number of credits. Because of the availability capacity of the department to offer the program, and the need to have a master's program available for the PhD students, UMD strongly supports this proposal.

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

Need. Nationally, the growing volume of complex health-related data generated by advances in technology has created a demand for highly trained biostatisticians. Biostatisticians often serve a critical role for other scientists in providing data analyses of medical and public health data. The state of Maryland in particular has a need for highly skilled biostatisticians that is increasing due to its status as a national hub for health research, with agencies like NIH, FDA, and CDC branches based locally.

State Plan. The proposed program aligns broadly with the 2022 *Maryland State Plan for Postsecondary Education*, specifically Priority 5, "Maintain the commitment to high-quality postsecondary education in Maryland," in particular, the Action Item to "Identify innovative fields of study." The program will foster a culture of innovation by integrating emerging methodologies in statistical analysis and applying them to real-world public health issues. Students will gain skills in innovative fields such as machine learning, big data analytics, and computational biology, which are increasingly essential in biostatistics.

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

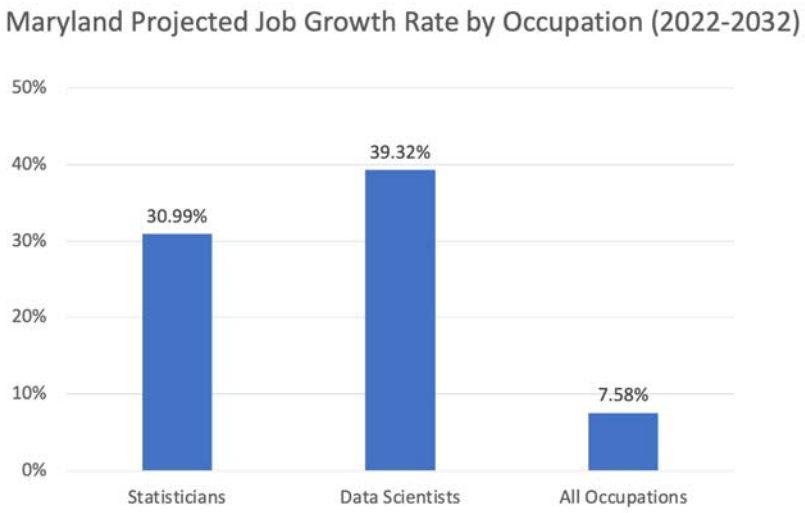
According to the US Bureau of Labor Statistics (BLS), as of May 2023, Maryland ranks number one in terms of total number of statistician jobs (3,020), ahead of much larger states such as Washington (2,820 jobs, ranked second), and California (2,800 jobs, ranked third)[1]. BLS uses a metric called "location quotient" to measure the ratio of the area concentration of occupational employment to the national average concentration, with a value of 1 representing same share of employment as the national average. BLS data show that Maryland's location quotient for statistical jobs is 5, meaning the state has a considerably higher share of this job category compared to other areas in the country.

Interestingly, the most recent data from the Occupational Information Network (O*NET)[2] suggest that biostatistician jobs in Maryland are projected to grow by 26% from 2020 to 2030, a figure that is considerably higher than the projected 12% growth for the country[2]. Likewise, the U.S. Department of Labor's My Next Move project provides state-by-state job outlook for biostatisticians. Maryland is among the elite group of 11 states where job prospects for

[1] Bureau of Labor Statistics. https://www.bls.gov/oes/current/oes152041.htm
[2] O*NET: a free online database developed under the sponsorship of US Department of Labor/Employment and Training Administration (USDOL/ETA) https://www.onetonline.org/link/summary/15-2041.01

biostatisticians are higher than the national average[3], again highlighting Maryland as a strong job hub for biostatisticians.

Individuals with a degree in biostatistics can also be employed as statisticians and data scientists. According to the Maryland Department of Labor, statisticians and data science jobs will grow by 31% and 39% respectively by 2032[4]. These growth rates far surpass the projected 7.58% growth projected for all other job categories in Maryland during the same time period.[4]



As of January 2025, the average annual salary for a biostatistician in Maryland is approximately $126,811, equating to an hourly rate of about $60.97[5]. Salaries can vary based on experience, education, and specific roles, with top earners making up to $186,343 annually[5].

In summary, the state's strong emphasis on healthcare and research continues to drive a very robust demand for skilled biostatisticians. This is reflected in the overall location quotient of 5 for Maryland. More importantly, projection data suggest that Maryland will continue to have a strong demand for biostatisticians. This is primarily driven by federal institutions such as the National Institute of Health, Food and Drug Administration, National Cancer Institute as well as medical institutions such as University of Maryland, and Johns Hopkins. These very strong local trends highlight the urgency needed to train biostatisticians to work at state and local governmental public health agencies as well as many federal agencies and the private sector.

[3] https://www.mynextmove.org/profile/state/15-2041.01
[4] Maryland Department of Labor Statistics. Maryland Long Term (2022-2032) Occupational Projections. https://www.labor.maryland.gov/lmi/iandoproj/
[5] ZipRecruiter: ziprecruiter.com

D. Reasonableness of Program Duplication

Johns Hopkins University is the only institution in the state offering an MS program in Biostatistics. As mentioned above, there is an increasing need for biostatisticians and the proposed program can help alleviate this workforce shortage. The proposed biostatistics programs will maintain close relationships with nearby federal institutions (NIH, FDA, USDA, CDC's National Center for Health Statistics) as well as UMD's newly established Institute for Health Computing. Senior investigators from these organizations will be invited to share their real-world experience with the students as a guest lecturer. In return, the guest lecturer will have an opportunity to recruit highly talented students to work with them as a part of the student's internship requirement or their MS thesis project. We anticipate enrolling five to eight students in this program at steady state, and therefore do not think this modest enrollment size will have an adverse impact on the Hopkins program.

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

As indicated above, only Johns Hopkins has a master's program in Biostatistics. Consequently, we do not believe that this will have an impact on a Historically Black Institution.

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

We do not anticipate any negative impacts on the special identities of the HBIs in the state of Maryland. As mentioned above, there are no similar programs at Historically Black Institutions. UMD's School of Public Health has an established department in Epidemiology and Biostatistics and Master of Public Health concentration in Biostatistics. Consequently, we do not believe this program will negatively impact the identity of a Historically Black Institution.

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

Curricular Development. The proposed program aims to fill a critical gap identified through an external review of the Epidemiology and Biostatistics department, which noted the need for advanced training in this core public health discipline. The curriculum emphasizes applied statistics in public health and medicine, including courses in data science and health data analytics, and offers interdisciplinary electives, ensuring graduates are well-prepared to tackle complex public health challenges.

Faculty Oversight. The MS in Biostatistics program will be led by the Department of Epidemiology and Biostatistics within the School of Public Health. Appendix A includes a list of faculty who will be teaching in the program.

Educational Objectives and Learning Outcomes. The primary educational objective of the program is to train the next generation of scholars in biostatistics and health data science with enhanced public health data analysis skills necessary for future careers in academia, industry,

government and other health related professional organizations, and to prepare students for future enrollment in top ranked Biostatistics PhD programs. The learning outcomes for the program are as follows:

1. Understand the foundations of biostatistical methods.
2. Critically review scientific literature and evaluate appropriateness of the statistical methods and applications.
3. Conduct advanced statistical inferences that are appropriate to specific study designs and data structures.
4. Gain methodology research experience or collaborative experience in applied biostatistics.
5. Use statistical analytical software to perform advanced statistical procedures and demonstrate skills in public health data management.
6. Effectively communicate results of statistical analyses to lay and professional audiences.
7. Prepare written reports of statistical analyses for journal publication, grant applications, and review by regulatory agencies.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. The 43-credit curriculum includes 25 credits of core coursework, 12 credits of electives, and a 6-credit thesis.

Core Courses (25 credits)		
Course Number	Course Title	Credits
EPIB650	Biostatistics I	3
EPIB651	Applied Regression Analysis	3
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB667	Applied Machine Learning with Python	3
EPIB697	Public Health Data Management	3
EPIB610	Foundations of Epidemiology	3
SPHL601	Core Concepts in Public Health	1
Elective Courses (12 credits from the choices below)		
EPIB611	Intermediate Epidemiology	3
EPIB612	Epidemiologic Study Design	3
EPIB633	Health Survey Design and Analysis	3
EPIB635	Applied Multilevel Modeling in Health Research	3
EPIB654	Clinical Trials: Design and Analysis	3
EPIB656	Applied Bayesian Data Analysis	3
EPIB657	Spatial Statistics for Public Health Data	3
EPIB660	Analysis of National Health Survey Data	3

EPIB661	Applied Multivariate Data Analysis	3
EPIB664	Missing Data Analysis	3
EPIB680	Linear Model	3
EPIB681	Causal Inference	3
EPIB682	Statistical Learning for Health Data Analysis	3
EPIB683	High-throughput Data Analysis	3
EPIB684	Electronic Health Record Data Analysis	3
EPIB695	Introduction to R for Health Data Analysis	3
Dissertation Credits (6 credits)		
EPIB799	Master's Thesis Research	

A list of courses and descriptions is included in Appendix C

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The department already has the administrative infrastructure to provide student support as it already supports a doctoral program in epidemiology and an MPH with a concentration in Biostatistics. [we could use another sentence here about student support for master's studetnts.]

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on both the School of Public Health website and find additional information on the Graduate School website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. The Department of Epidemiology and Biostatistics has experienced faculty with extensive expertise in statistical methodology, public health, and epidemiology. These faculty members will support both instructional and dissertation advising needs.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional

development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

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

All physical facilities, infrastructure, and instructional equipment are already in place. The program will benefit from UMD's existing advanced research labs, data analysis centers, and public health facilities. These resources will enable students to gain hands-on experience with data analysis, computation, and research projects within the state-of-the-art facilities of the School of Public Health.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:
The program will be supported through the reallocation of resources. The coursework, instruction, facilities and administrative support are already in place in the department as much of the coursework is already offered for existing programs and there is capacity to include the additional MS students.

1. Line 1 shows the reallocated resources, essentially the existing capacity afforded by the department's current activities.
2. Graduate students will be paying tuition by the credit. Tuition revenue for this program is projected based on modest student enrollments and assumes a steady increase in the per-credit rate projected over five years.
3. No external sources of funding are assumed.
4. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 33% benefits rate.
2. Administrative responsibilities (.1 FTE) will be provided by current departmental administrative staff.
3. Other expenditures include annual library support and operational expenses.

M. Adequacy of Program Evaluation

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

N. Consistency with Minority Student Achievement goals

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward fields in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. This is evidenced by School of Public Health's rich tradition of retaining and graduating a diverse undergraduate student body. Currently, 27% of School of Public Health students are Black and 17% are Hispanic, both significantly exceeding the University averages and directly contributing to the diversity goals defined within the University of Maryland and School of Public Health strategic plans.

The MS in Biostatistics will prioritize inclusive recruitment and support for minority students, in line with Maryland's goals of equity and access in higher education. Additionally, UMD will leverage its existing undergraduate Public Health Science (PHSC) program, which has one of the most diverse student populations on campus, to encourage current undergraduates from diverse backgrounds to consider the MS in Biostatistics program as a pathway to advanced careers in public health data science.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

While primarily on-campus, the program will offer select online courses, providing flexibility for students balancing professional commitments. The online components will adhere to quality standards, ensuring an engaging and rigorous learning experience for all participants.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	104756	106906	109119	109415	109721
2. Tuition/Fee Revenue (c+g below)	55100	72871	75057	77309	79628
a. #FT Students	3	4	4	4	4
b. Annual Tuition/Fee Rate	15649	16119	16602	17100	17613
c. Annual FT Revenue (a x b)	46948	64475	66409	68401	70453
d. # PT Students	1	1	1	1	1
e. Credit Hour Rate	510	525	541	557	573
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	8152	8397	8648	8908	9175
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	159856	179777	184177	186725	189349

Table 2: Expenditure Table

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	39900	54796	56440	58133	59877
a. #FTE	0.3	0.4	0.4	0.4	0.4
b. Total Salary	30000	41200	42436	43709	45020
c. Total Benefits	9900	13596	14004	14424	14857
2. Admin. Staff (b+c below)	9310	9589	9877	10173	10478
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	7000	7210	7426	7649	7879
c. Total Benefits	2310	2379	2451	2524	2600
3. Total Support Staff (b+c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Graduate Assistants (b+c)	95446	97316	99242	99242	99242
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Stipend	46862	48268	49716	49716	49716
c. Tuition Remission	33120	33120	33120	33120	33120
d. Benefits	15464	15928	16406	16406	16406
5. Equipment	0	0	0	0	0
6. Library	5000	5000	5000	5000	5000
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	5000	5000	5000	5000	5000
TOTAL (Add 1 - 8)	154656	171702	175559	177549	179598

Appendix A: Faculty Information- MS in Biostatistics

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	University of Maryland, College Park Title (indicate if part-time)	Courses
Xin He	PhD, Statistics, University of Missouri	Associate Professor and Associate Chair	EPIB650, EPIB651, EPIB653, EPIB655
Mei-Ling Ting Lee	PhD, Mathematics/Statistics, University of Pittsburgh	Professor	EPIB651, EPIB653, EPIB654, EPIB788
Yan Li	PhD, Survey Methodology, University of Maryland	Professor	EPIB650, EPIB660
Menglu Liang	PhD, Biostatistics, Pennsylvania State University	Assistant Clinical Professor	EPIB650, EPIB651, EPIB697
Huang Lin	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB650
Tianzhou Ma	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB652, EPIB661, EPIB664
Jamie L. Trevitt	PhD, Public Health, Johns Hopkins University	Assistant Clinical Professor and Director of Graduate Studies	
Cher Dallal	PhD, Epidemiology, University of Pittsburgh	Associate Professor	EPIB611
Typhanye Vielka Dyer	PhD, Public Health, University of California Los Angeles	Associate Professor	EPIB788
Hongjie Liu	PhD, Epidemiology, University of California Los Angeles	Professor	EPIB612, EPIB740, EPIB788
Quynh Nguyen	PhD, Epidemiology, University of North Carolina	Associate Professor	EPIB633
Thu Nguyen	ScD, Social Epidemiology, Harvard University	Associate Professor	EPIB637, EPIB622
Amir Sapkota	PhD, Environmental Health Sciences, Johns Hopkins University	Professor and Chair	EPIB788

Edmond Shenassa	ScD, Epidemiology and Maternal and Child Health, Harvard University	Professor	EPIB610, EPIB612
Shuo Chen	PhD, Biostatistics, Emory University	Professor (UMB Affiliated)	
Chixiang Chen	PhD, Biostatistics, Pennsylvania State University	Assistant Professor (UMB Affiliated)	
Yulei He	PhD, Biostatistics, University of Michigan	Adjunct faculty (NCHS/CDC Branch Chief)	EPIB56, EPIB664

Appendix B: Plan for Assessing Learning Outcomes: MS in Biostatistics

Assessment 1: Satisfactory Completion of Coursework

Students must meet minimum requirements for "satisfactory progress" each year in the master's program to be allowed to continue. Students must maintain a 3.0 GPA throughout their program (See Graduate School policy on Academic Standing). All graduate students must register for at least 1 credit hour each semester until graduation. Students should register for the number of credits that will, in the judgment of the graduate program faculty, accurately reflect their involvement in graduate study (Graduate School Requirements). Students must receive at least a "B-" in individual MPH program cognate courses for satisfactory progress. If a student receives a "C+" or lower in a Biostatistics MS program course, the student must repeat the course and receive a satisfactory grade (at least a B-). If the student does not receive a satisfactory grade the second time, they will not be allowed to continue in the program.

All MS in Biostatistics students are required to complete a thesis and enroll in EPIB799 for 6 credit hours. All required coursework must be completed before enrolling in EPIB799. Electives may be taken concurrently with completion of the Thesis. If the thesis is not completed during the registered time period, students must be registered for at least 1-credit of the thesis (EPIB799) each semester until the work is completed and defended.

Assessment 2: Thesis Proposal

The student must select a thesis topic in consultation with his/her faculty advisor and prepare a written proposal that details what is to be accomplished and how it will be done. Students should begin to develop their thesis proposal the semester before they plan on defending their final thesis.

A Thesis Examining Committee of three Graduate Faculty members (at least two committee members must be EPIB Biostatistics faculty) must approve the thesis proposal. One of these three must be the student's faculty advisor, who chairs the committee. When the proposal is ready for review, the student will schedule a meeting with the Thesis Examining Committee. The student must submit a copy of their proposal to the examining committee at least 10 working days in advance of the meeting. He/she must also post an abstract of the study and information about the meeting time, place and date 10 working days before the meeting on the departmental listserv. At the proposal meeting, the document may be approved as is, approved with certain changes, or rejected. In the latter two cases, the student will revise the proposal and submit the proposal to the chair of the committee. If needed, a second formal in-person meeting may be required. NOTE: Students are limited to two formal proposal meetings.

Once the proposal is approved, committee members will provide written approval in the form of signatures on the SPH Proposal Approval Form. The thesis advisor forwards this form to the EPIB Director of Graduate Studies, who will sign the form and place it in the student's file. If the research thesis involves human subjects, university human subjects approval must be obtained

only after the proposal has been approved by the Thesis Examining Committee and before data collection can begin.

After the project proposal has been approved (and Human Subjects approval obtained if required), the student may begin work on the project and enroll in EPIB799. It is expected the project will be conducted according to what was approved by the Thesis Examining Committee.

Before making any substantive changes to that proposal, approval from the examining committee is required. The student must consult with their faculty advisor to determine which changes are substantive and require committee approval.

Assessment 3: Oral Thesis Defense

The final step in completing a Master's thesis is to successfully pass an oral defense conducted by the Thesis Examining Committee, ideally the same committee that approved the thesis proposal. This committee must first be approved by the Graduate School, using the form NOMINATION OF THESIS OR DISSERTATION COMMITTEE. Once they have approved the Thesis Examining Committee, the Graduate School will issue and send to the Department the "Report of Examining Committee" form. The oral defense meeting must be scheduled at least 10 working days in advance of the meeting with examining committee members. Again, 10 working days prior to the meeting, the student must give each member of the examining committee and the Director of Graduate Studies a finished copy of the thesis manuscript to review.

There are three possible outcomes at the oral defense: the thesis can be accepted as is, can be rejected, or can be accepted on the condition that certain changes are made within a specified time frame. Students must obtain final approval of their Thesis to complete the degree. When final approval is granted, the Thesis Examining Committee will sign and submit the "Report of Examining Committee" form to the Graduate School. After passing the oral defense, the student must submit an electronic copy of his/her thesis to the Graduate School (submit online at www.gradschool.umd.edu/etd/) and one hard copy to the EPIB Director of Graduate Studies.

Appendix C: Course Descriptions

Core Courses

EPIB610 Foundations of Epidemiology (3 Credits)
Introduction to the discipline of epidemiology and its applications to health issues and practices. Basic epidemiologic concepts and methods will be covered.

EPIB650 Biostatistics I (3 Credits)
Basic statistical concepts and procedures for Public Health. Focuses on applications, hands-on-experience, and interpretations of statistical findings.

EPIB651 Applied Regression Analysis (3 Credits)
An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis.

EPIB652 Categorical Data Analysis (3 Credits)
Methods for analysis of categorical data as applied to public health research, including contingency tables, logistic regression, multicategory logic models, loglinear models, and models for matched-pairs.

EPIB653 Applied Survival Data Analysis (3 Credits)
Overview of statistical methods for analyzing censored survival data, including the Kaplan-Meier estimator, the log-rank test, Cox PH model.

EPIB655 Longitudinal Data Analysis (3 Credits)
Statistical models for drawing scientific inferences from longitudinal data, longitudinal study design, repeated measures and random effects to account for experimental designs that involve correlated responses, handling of missing data.

EPIB667 Applied Machine Learning with Python
This graduate-level course in machine learning focuses on modern techniques for analyzing complex and massive public health data sets. Emphasis is placed on applications, computational methods, and the theoretical foundations of machine learning. Topics covered include unsupervised learning, supervised learning, and deep neural networks, among others.

EPIB697 Public Health Data Management (3 Credits)
This course is designed to provide students with the expertise needed to effectively manage research data using SAS as the statistical programming language.

SPHL601 Core Concepts in Public Health (1 Credit)
Introduces students to the history, functions, systems, policies, and models of public health practice in the United States and globally. The course offers seminars, interactive activities, and

assessments aimed at establishing a baseline understanding of public health necessary for higher level and integrative learning in subsequent public health courses.

Elective Courses

EPIB611 Intermediate Epidemiology
Analysis of epidemiologic methods as applied to epidemiologic research, analysis of bias, confounding, effect modification issues, overview of design, implementation, and analysis of epidemiologic studies.

EPIB612 Epidemiologic Study Design
Application of epidemiologic study designs, analytic methods used for analysis of cohort, case-control, cross-sectional, and clinical trials research.

EPIB633 Health Survey Design and Analysis
An overview of types of survey research designs, questionnaire design, measurement issues, and techniques for recruiting and interacting with participants. Students will discuss and implement a variety of health survey analysis techniques, including how to utilize SAS statistical software to estimate descriptive statistics and implement regression models, while accounting for complex survey designs.

EPIB635 Applied Multilevel Modeling in Health Research
Multilevel modeling is a popular analytic technique in health research that collects data from participants at hierarchic levels, e.g., residents nested in neighborhoods, and patients in hospitals. The course covers topics in multilevel modeling including two- and three-level multilevel linear modeling, logistic regression model, modeling with ordered and nominal outcomes, as well as strategies for model building. This course focuses on the application of multilevel modeling, rather than mathematics.

EPIB654 Clinical Trials: Design and Analysis
This course provides an introduction to the clinical trials design and data analysis. Topics covered include: history/background and process for clinical trial, key concepts for good statistics practice (GSP)/good clinical practice (GCP), regulatory requirement for pharmaceutical/clinical development, basic considerations for clinical trials, designs for clinical trials, classification of clinical trials, power analysis for sample size calculation for different designs, statistical analysis for efficacy evaluation, statistical analysis for safety assessment, implementation of a clinical protocol, statistical analysis plan, data safety monitoring, adaptive design methods in clinical trials (general concepts, group sequential design, dose finding design, and phase I/II or phase II/III design) and controversial issues in clinical trials.

EPIB656 Applied Bayesian Data Analysis
The theory and practical application of Bayesian statistical methods in the field of public health and related areas. A variety of models will be discussed including linear regression, multilevel model, generalized linear model, generalized linear mixed model.

EPIB657 Spatial Statistics for Public Health Data
Overview three main areas of spatial statistics: point patterns, geostatistical data, and lattice (areal) data. Application of spatial statistical models including CSR, k-function, krigging, semivariogram, CAR, SAR, GWR, spatial GLM, and multilevel model to public health and environmental data analysis.

EPIB660 Analysis of National Health Survey Data
Provides background on how features such as stratification, clustering, and unequal sample selection probabilities can invalidate the assumptions underlying traditional statistical techniques, those implicitly assuming a simple random sampling with replacement design. Application using the SURVEY family of SAS/STAT procedures (Version 9.4 or later).

EPIB661 Applied Multivariate Data Analysis
Multivariate analysis targets data with simultaneous measurements on many variables and studies the relationship between these variables. This course introduces important multivariate analysis methods used in public health research. Topics include multivariate regression analysis, multivariate analysis of variance (MANOVA), principal component analysis (PCA), factor analysis, discriminant analysis (classification), clustering analysis, canonical correlation analysis (CCA) and correspondence analysis (CA).

EPIB664 Missing Data Analysis
Missing data is a common problem in almost all scientific fields. Students will learn the different patterns and mechanisms of missing data, common procedures to handle missingness including weighting procedure, imputation-based procedure and model-based procedure. Useful and popular imputation methods and tools will be introduced. Numerous real data examples will be included to help students understand and solve the real world problem with missing data for different study designs.

EPIB680 Linear Model (3 Credits)
This course covers the theory of linear models, including multivariate normal distribution, least squares estimation, Gauss-Markov theorem, generalized least squares, distribution theory, and model selection. More advanced topics in this course include generalized linear models, linear mixed effects models, and generalized linear mixed effects models.

EPIB681 Causal Inference
This course provides a rigorous statistical overview of causal inference at the graduate level. Students will learn to define causal effects, understand the assumptions necessary for data and model analysis, and implement popular statistical methods such as matching, instrumental variables, and inverse probability of treatment weighting. There will also be opportunities to apply these methods to example data in R.

EPIB682 Statistical Learning for Health Data Analysis
This course will introduce students to important statistical learning methods used in health data analysis. Topics covered will include regularization, dimension reduction, classification,

clustering and neural network based methods. For each topic, emphasis will be placed on its application, the computational algorithm and the theory behind. Students will learn how to perform analyses using statistical learning methods and understand the results. Real healthcare data examples and programming codes will be provided for their applications

EPIB683 High-throughput Data Analysis
High-throughput data refer to large-scale datasets generated using advanced technologies that allow the simultaneous measurement of thousands to millions of features, which are common in public health and biomedical research nowadays. Examples of high-throughput data include genetic, transcriptomic, microbiome and imaging data. These data are usually featured by their high-dimensionality and complexity. This course introduces important statistical and machine learning methods used to analyze high-throughput data. The first half of the course focuses on the methods, topics covered include dimension reduction, variable selection, classification, clustering, Bayesian hierarchical modeling, graphical modeling, meta-analysis and data integration methods. The second half of the course focuses on the application of these methods in real high-throughput data examples.

EPIB684 Electronic Health Record Data Analysis
This course will teach students how to use health data (e.g., electronic health records [EHR], discharge and service records, administrative claims) for epidemiologic and health services research. Students will learn about how each type of health data is generated, strengths and limitations of various health data sources, and coding nomenclature (e.g., ICD-10 CM diagnosis and procedure codes). Students will be given access to deidentified health data and asked to perform statistical analysis to answer research questions. Students will also learn about current hot topics in health data, including common data models, risk prediction and AI, and data linkage.

EPIB695 Introduction to R for Health Data Analysis
A hands-on introduction to the statistical package R for health data management and analysis. The first part of the course focuses on basic and essential data manipulation and visualization using R. The second part emphasizes the use of R in statistical analyses, including summarization, correlation, chi-squared test, t-tests, ANOVA, simple and multiple regression.

Thesis Course

EPIB799 Master's Thesis Research
Research for MS thesis under the guidance of faculty advisor.

UNIVERSITY SYSTEM of MARYLAND

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

TOPIC: University of Maryland, College Park, proposal for a Ph.D. in Biostatistics

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: January 30, 2025

SUMMARY: The Department of Epidemiology and Biostatistics within the university's School of Public Health proposes to establish a Ph.D. in Biostatistics. Biostatistics focuses on the analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. Knowledge of biostatistics is foundational for students in public health disciplines, and all top-tier Schools of Public Health have a doctoral program in biostatistics. A Ph.D. program in biostatistics will increase the department's ability to attract high-caliber faculty, secure large federal training grants, and maintain national rankings.

This program emphasizes biostatistical methodologies and their application in public health, equipping students with skills to analyze big health data, apply machine learning, and develop applied biostatistical methods for medical and epidemiological studies. The Ph.D. in Biostatistics is designed for students with a strong quantitative background and an interest in public health and biomedical research. The program aims to produce future scholars and leaders in public health and biomedical data science, addressing a workforce shortage in these fields.

The program offers two pathways depending on the student's prior qualifications. For students entering the program with a relevant master's degree, the program requires 48 total credits: 36 course credits and 12 dissertation credits. For students without a relevant master's degree, the program requires 60 total credits: 48 course credits and 12 dissertation credits.

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 for the University of Maryland, College Park to offer a Ph.D. in Biostatistics.

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

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

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

November 14, 2024

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

Dear Chancellor Perman:

I am writing to request approval for a new Ph.D. program in Biostatistics. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

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

Sincerely,

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

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Boris Lushniak, Dean, School of Public Health

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Biostatistics
Title of Proposed Program

Ph.D.	**Fall 2025**
Award to be Offered	Projected Implementation Date
041901	**26.1102**
Proposed HEGIS Code	Proposed CIP Code
Epidemiology and Biostatistics	Amir Sapkota
Department in which program will be located	Department Contact
301-405-8716	amirsap@umd.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	11-14-2024
	Date

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

Description. The University of Maryland, College Park (UMD) proposes a Doctor of Philosophy (PhD) in Biostatistics. Biostatistics, one of the core disciplines in public health, teaches students analytical methods for collecting, analyzing, and interpreting scientific data collected in public health and medical research. This new doctoral program will address critical needs in public health, biomedical research, and policy analysis through advanced statistical training. This program will be offered by the Department of Epidemiology and Biostatistics in the School of Public Health and will prepare students for leadership roles as biostatisticians, researchers, and educators. The program will emphasize research excellence, innovation in statistical methodologies, and interdisciplinary collaboration, equipping graduates to address complex health challenges locally and globally.

Relation to Strategic Goals. The PhD in Biostatistics strongly aligns with UMD's mission, which seeks to achieve "excellence in teaching, research, and public service within a supportive, respectful and inclusive environment" and to address "the most pressing global challenges" through scholarship and research. The biostatistics program aims to produce experts capable of innovative research that will enhance public health and scientific discovery, advancing UMD's mission to foster impactful research and cultivate a workforce equipped to support Maryland's diverse communities. Biostatistics is also a foundational area of public health training. As such, there is a growing need for academics to train the next generation of public health professionals and scholars.

Funding. Graduate level coursework in Biostatistics is already offered at the university. The Department of Epidemiology and Biostatistics offers a Master of Public Health (MPH) concentration in Biostatistics and offers biostatistics courses to graduate students in other programs. The size of the program will be small at approximately 5 students. Consequently, the department currently has the resources to offer the program.

Institutional Commitment. The instructional and administrative infrastructure already exists for this program as the department offers the MPH concentration in Biostatistics and a PhD in Epidemiology. Most top tier Schools of Public Health have a doctoral program in biostatistics, and the lack of a doctoral program in this area negatively impacts the department's ability to attract top-tier faculty, secure large federal training grants, and improve its national ranking. External reviewers invited for the 2023 departmental self-study strongly recommended that the department establish a doctoral program in biostatistics to remain competitive with peer schools of public health. Because of the available capacity of the department and the need to strengthen the department, UMD strongly supports this proposal.

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

Need. Nationally, the growing volume of complex health-related data generated by advances in technology has created a demand for highly trained biostatisticians. Biostatisticians often serve

a critical role for other scientists in providing data analyses of medical and public health data. The state of Maryland in particular has a need for highly skilled biostatisticians that is increasing due to its status as a national hub for health research, with agencies like NIH, FDA, and CDC branches based locally.

State Plan. The proposed program aligns broadly with the 2022 *Maryland State Plan for Postsecondary Education*, specifically Priority 5, "Maintain the commitment to high-quality postsecondary education in Maryland," in particular, the Action Item to "Identify innovative fields of study." The program will foster a culture of innovation by integrating emerging methodologies in statistical analysis and applying them to real-world public health issues. Students will gain skills in innovative fields such as machine learning, big data analytics, and computational biology, which are increasingly essential in biostatistics.

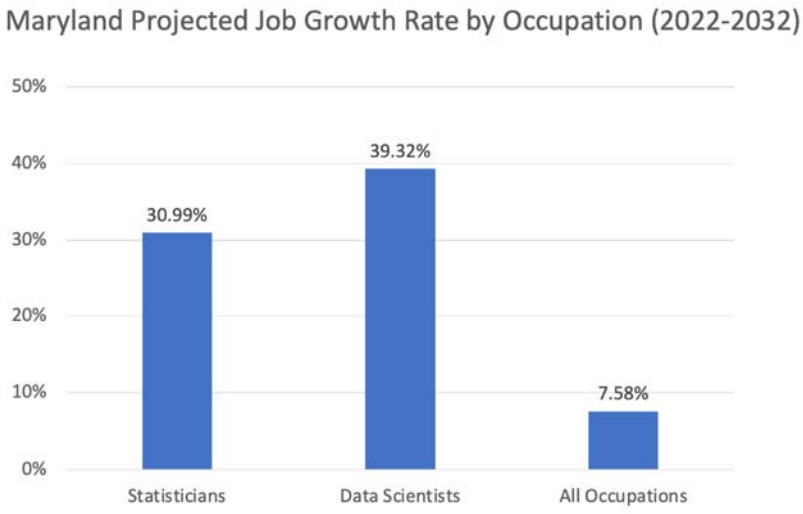
C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

According to the US Bureau of Labor Statistics (BLS), as of May 2023, Maryland ranks number one in terms of total number of statistician jobs (3,020), ahead of much larger states such as Washington (2,820 jobs, ranked second), and California (2,800 jobs, ranked third)[1]. BLS uses a metric called "location quotient" to measure the ratio of the area concentration of occupational employment to the national average concentration, with a value of 1 representing same share of employment as the national average. BLS data show that Maryland's location quotient for statistical jobs is 5, meaning the state has a considerably higher share of this job category compared to other areas in the country.

Interestingly, the most recent data from the Occupational Information Network (O*NET)[2] suggest that biostatistician jobs in Maryland are projected to grow by 26% from 2020 to 2030, a figure that is considerably higher than the projected 12% growth for the country[2]. Likewise, the U.S. Department of Labor's My Next Move project provides state-by-state job outlook for biostatisticians. Maryland is among the elite group of 11 states where job prospects for biostatisticians are higher than the national average[3], again highlighting Maryland as a strong job hub for biostatisticians.

Individuals with a degree in biostatistics can also be employed as statisticians and data scientists. According to the Maryland Department of Labor, statisticians and data science jobs will grow by 31% and 39% respectively by 2032[4]. These growth rates far surpass the projected 7.58% growth projected for all other job categories in Maryland during the same time period.[4]

[1] Bureau of Labor Statistics. https://www.bls.gov/oes/current/oes152041.htm
[2] O*NET: a free online database developed under the sponsorship of US Department of Labor/Employment and Training Administration (USDOL/ETA) https://www.onetonline.org/link/summary/15-2041.01
[3] https://www.mynextmove.org/profile/state/15-2041.01
[4] Maryland Department of Labor Statistics. Maryland Long Term (2022-2032) Occupational Projections. https://www.labor.maryland.gov/lmi/iandoproj/



Maryland Long Term (2022-2032) Occupational Projections
Source: https://www.labor.maryland.gov/lmi/iandoproj/

As of January 2025, the average annual salary for a biostatistician in Maryland is approximately $126,811, equating to an hourly rate of about $60.97[5]. Salaries can vary based on experience, education, and specific roles, with top earners making up to $186,343 annually[5].

In summary, the state's strong emphasis on healthcare and research continues to drive a very robust demand for skilled biostatisticians. This is reflected in the overall location quotient of 5 for Maryland. More importantly, projection data suggest that Maryland will continue to have a strong demand for biostatisticians. This is primarily driven by federal institutions such as the National Institute of Health, Food and Drug Administration, National Cancer Institute as well as medical institutions such as University of Maryland, and Johns Hopkins. These very strong local trends highlight the urgency needed to train biostatisticians to work at state and local governmental public health agencies as well as many federal agencies and the private sector.

D. Reasonableness of Program Duplication

Johns Hopkins University (JHU) is the only institution in the state offering a doctoral program in Biostatistics. Due to the unique nature of PhD programs, each program often differs significantly, largely influenced by the specific research expertise and interests of its faculty. Much of the doctoral work is conducted in close collaboration with a faculty mentor, allowing students to engage deeply in their chosen research area. As such, the proposed PhD in Biostatistics will differ from JHU's significantly larger biostatistics program by focusing on topics such as electronic health records, national surveys, social media, imaging genetic, multi-omics and microbiome research in addition to the classical Biostatistics research in survival and longitudinal data. Our program will maintain close relationships with nearby federal institutions

[5] ZipRecruiter: ziprecruiter.com

(NIH, FDA, USDA, CDC's National Center for Health Statistics) as well as UMD's newly established Institute for Health Computing. We anticipate enrolling five students in this program at steady state, and therefore do not think this will have adverse impact on the Hopkins program given the need for experts in biostatistics.

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

As indicated above, only Johns Hopkins has a doctoral program in Biostatistics. Consequently, we do not believe that this will have an impact on a Historically Black Institution.

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

We do not anticipate any negative impacts on the special identities of the HBIs in the state of Maryland. As mentioned above, there are no similar programs at Historically Black Institutions. UMD's School of Public Health has an establish department in Epidemiology and Biostatistics and Master of Public Health concentration in Biostatistics. Consequently, we do not believe this program will negatively impact the identity of a Historically Black Institution.

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

Curricular Development. The proposed program aims to fill a critical gap identified through an external review of the Epidemiology and Biostatistics department, which noted the need for advanced training in this core public health discipline. The curriculum emphasizes applied statistics in public health and medicine, including courses in data science and health data analytics, and offers interdisciplinary electives, ensuring graduates are well-prepared to tackle complex public health challenges.

Faculty Oversight. The PhD in Biostatistics program will be led by the Department of Epidemiology and Biostatistics within the School of Public Health. Appendix A includes a list of faculty that will be teaching in the program.

Educational Objectives and Learning Outcomes. The primary educational objective of the program is to train the next generation of scholars in biostatistics and health data science with enhanced public health data analysis skills necessary for future careers in academia, industry, government and other health related professional organizations. The learning outcomes for the program are as follows:

1. Understand theoretical foundations of biostatistical methods.
2. Critically review scientific literature and evaluate appropriateness of the statistical methods and applications.
3. Conduct advanced statistical inferences that are appropriate to specific study designs and data structures.

4. Develop novel statistical methodology applicable to public health and biomedical research.
5. Demonstrate skills in public health data management.
6. Effectively communicate results of statistical analyses to lay and professional audiences.
7. Develop methodological manuscripts for publication in peer-reviewed statistical or biostatistical journals.
8. Prepare written reports of statistical analyses for journal publication, grant applications, and review by regulatory agencies.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. Some students will be entering the program already having earned a relevant master's degree, such as an MPH with biostatistics concentration or an MS in Biostatistics. Some students, however, will enter the program not having that advanced training. Consequently, the program offers two pathways depending on the student's prior qualifications:

- For students with a relevant master's degree (such as an MS or MPH in Biostatistics), the program requires 48 total credits, including 12 dissertation credits.
- For students without a relevant master's degree, the program requires 60 total credits, including 12 dissertation credits.

Below are the curricular requirements for both pathways:

For those entering with a relevant master's degree:

Core Courses (24 credits)		
Course Number	Course Title	Credits
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB680	Linear Model	3
EPIB610	Foundations of Epidemiology	3
SPHL600	Foundations of Public Health	3
STAT700	Mathematical Statistics I	3
STAT701	Mathematical Statistics II	3
Elective Courses (12 credits from the choices below)		
EPIB611	Intermediate Epidemiology	3
EPIB612	Epidemiologic Study Design	3
EPIB633	Health Survey Design and Analysis	3
EPIB635	Applied Multilevel Modeling in Health Research	3

EPIB654	Clinical Trials: Design and Analysis	3
EPIB656	Applied Bayesian Data Analysis	3
EPIB657	Spatial Statistics for Public Health Data	3
EPIB660	Analysis of National Health Survey Data	3
EPIB661	Applied Multivariate Data Analysis	3
EPIB664	Missing Data Analysis	3
EPIB667	Applied Machine Learning with Python	3
EPIB681	Causal Inference	3
EPIB682	Statistical Learning for Health Data Analysis	3
EPIB683	High-throughput Data Analysis	3
EPIB684	Electronic Health Record Data Analysis	3
EPIB695	Introduction to R for Health Data Analysis	3
Dissertation Credits (12 credits)		
EPIB899	Doctoral Dissertation Research	

For those entering without a relevant master's degree:

Core Courses (33 credits)		
Course Number	Course Title	Credits
EPIB650	Biostatistics I	3
EPIB651	Applied Regression Analysis	3
EPIB652	Categorical Data Analysis	3
EPIB653	Applied Survival Data Analysis	3
EPIB655	Longitudinal Data Analysis	3
EPIB680	Linear Model	3
EPIB697	Public Health Data Management	3
EPIB610	Foundations of Epidemiology	3
SPHL600	Foundations of Public Health	3
STAT700	Mathematical Statistics I	3
STAT701	Mathematical Statistics II	3
Elective Courses (15 credits from the choices below)		
EPIB611	Intermediate Epidemiology	3
EPIB612	Epidemiologic Study Design	3
EPIB633	Health Survey Design and Analysis	3
EPIB635	Applied Multilevel Modeling in Health Research	3
EPIB654	Clinical Trials: Design and Analysis	3
EPIB656	Applied Bayesian Data Analysis	3
EPIB657	Spatial Statistics for Public Health Data	3
EPIB660	Analysis of National Health Survey Data	3
EPIB661	Applied Multivariate Data Analysis	3
EPIB664	Missing Data Analysis	3
EPIB667	Applied Machine Learning with Python	3

EPIB681	Causal Inference	3
EPIB682	Statistical Learning for Health Data Analysis	3
EPIB683	High-throughput Data Analysis	3
EPIB684	Electronic Health Record Data Analysis	3
EPIB695	Introduction to R for Health Data Analysis	3
Dissertation Credits (12 credits)		
EPIB899	Doctoral Dissertation Research	

A list of courses and descriptions is included in Appendix C

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The department already has the administrative infrastructure to provide student support as it already supports a doctoral program in epidemiology. Doctoral students within the department are officially assigned faculty advisors by the Director of Graduate Studies, based on matching research interest, and faculty's willingness to admit, mentor, and support a student for the duration of their doctoral studies. As such, advisors play a critical role in advising and supporting students in supplementing the curriculum through mentored research experiences.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on both the School of Public Health website and find additional information on the Graduate School website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. The Department of Epidemiology and Biostatistics has experienced faculty with extensive expertise in statistical methodology, public health, and epidemiology. These faculty members will support both instructional and dissertation advising needs.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional

development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

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

All physical facilities, infrastructure, and instructional equipment are already in place. The program will benefit from UMD's existing advanced research labs, data analysis centers, and public health facilities. These resources will enable students to gain hands-on experience with data analysis, computation, and research projects within the state-of-the-art facilities of the School of Public Health.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:
The program will be supported through the reallocation of resources. The coursework, instruction, facilities and administrative support are already in place in the department as much of the coursework is already offered for existing programs and there is capacity to include the additional PhD students.

1. Line 1 shows the reallocated resources, essentially the existing capacity afforded by the department's current activities.
2. Graduate students will be paying tuition by the credit. Tuition revenue for this program is projected based on modest student enrollments and assumes a steady increase in the per-credit rate projected over five years.
3. No external sources of funding are assumed.
4. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 33% benefits rate.
2. Administrative responsibilities (.1 FTE) will be provided by current departmental administrative staff.
3. Graduate assistant support for 2 FTE includes stipends, tuition remission and benefits with annual increase projected over five years.

4. Other expenditures include annual library support and operational expenses.

M. Adequacy of Program Evaluation

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

N. Consistency with Minority Student Achievement goals

Because Schools of Public Health traditionally focus upon the application of research, many first generation and/or diverse students gravitate toward this field, in which there exists a strong expectation that their careers will broadly impact population health both locally and abroad. This is evidenced by School of Public Health's rich tradition of retaining and graduating a diverse undergraduate student body. Currently, 27% of SPH students are Black and 17% are Hispanic, both significantly exceeding the University averages and directly contributing to the diversity goals defined within the University of Maryland and School of Public Health strategic plans.

The PhD in Biostatistics will prioritize inclusive recruitment and support for minority students, in line with Maryland's goals of equity and access in higher education.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

While primarily on-campus, the program will offer select online courses, providing flexibility for students balancing professional commitments. The online components will adhere to quality standards, ensuring an engaging and rigorous learning experience for all participants.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	104756	106906	109119	109415	109721
2. Tuition/Fee Revenue (c+g below)	55100	72871	75057	77309	79628
a. #FT Students	3	4	4	4	4
b. Annual Tuition/Fee Rate	15649	16119	16602	17100	17613
c. Annual FT Revenue (a x b)	46948	64475	66409	68401	70453
d. # PT Students	1	1	1	1	1
e. Credit Hour Rate	510	525	541	557	573
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	8152	8397	8648	8908	9175
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	159856	179777	184177	186725	189349

Table 2: Expenditure Table

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	39900	54796	56440	58133	59877
a. #FTE	0.3	0.4	0.4	0.4	0.4
b. Total Salary	30000	41200	42436	43709	45020
c. Total Benefits	9900	13596	14004	14424	14857
2. Admin. Staff (b+c below)	9310	9589	9877	10173	10478
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	7000	7210	7426	7649	7879
c. Total Benefits	2310	2379	2451	2524	2600
3. Total Support Staff (b+c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Graduate Assistants (b+c)	95446	97316	99242	99242	99242
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Stipend	46862	48268	49716	49716	49716
c. Tuition Remission	33120	33120	33120	33120	33120
d. Benefits	15464	15928	16406	16406	16406
5. Equipment	0	0	0	0	0
6. Library	5000	5000	5000	5000	5000
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses: Operational Expenses	5000	5000	5000	5000	5000
TOTAL (Add 1 - 8)	154656	171702	175559	177549	179598

Appendix A: Faculty Information- PhD in Biostatistics

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	University of Maryland, College Park Title (indicate if part-time)	Courses
Xin He	PhD, Statistics, University of Missouri	Associate Professor and Associate Chair	EPIB650, EPIB651, EPIB653, EPIB655
Mei-Ling Ting Lee	PhD, Mathematics/Statistics, University of Pittsburgh	Professor	EPIB651, EPIB653, EPIB654, EPIB788
Yan Li	PhD, Survey Methodology, University of Maryland	Professor	EPIB650, EPIB660
Menglu Liang	PhD, Biostatistics, Pennsylvania State University	Assistant Clinical Professor	EPIB650, EPIB651, EPIB697
Huang Lin	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB650
Tianzhou Ma	PhD, Biostatistics, University of Pittsburgh	Assistant Professor	EPIB652, EPIB661, EPIB664
Jamie L. Trevitt	PhD, Public Health, Johns Hopkins University	Assistant Clinical Professor and Director of Graduate Studies	
Cher Dallal	PhD, Epidemiology, University of Pittsburgh	Associate Professor	EPIB611
Typhanye Vielka Dyer	PhD, Public Health, University of California Los Angeles	Associate Professor	EPIB788
Hongjie Liu	PhD, Epidemiology, University of California Los Angeles	Professor	EPIB612, EPIB740, EPIB788
Quynh Nguyen	PhD, Epidemiology, University of North Carolina	Associate Professor	EPIB633
Thu Nguyen	ScD, Social Epidemiology, Harvard University	Associate Professor	EPIB637, EPIB622
Amir Sapkota	PhD, Environmental Health Sciences,	Professor and Chair	EPIB788

	Johns Hopkins University		
Edmond Shenassa	ScD, Epidemiology and Maternal and Child Health, Harvard University	Professor	EPIB610, EPIB612
Shuo Chen	PhD, Biostatistics, Emory University	Professor (UMB Affiliated)	
Chixiang Chen	PhD, Biostatistics, Pennsylvania State University	Assistant Professor (UMB Affiliated)	
Yulei He	PhD, Biostatistics, University of Michigan	Adjunct faculty (NCHS/CDC Branch Chief)	EPIB56, EPIB664

Appendix B: Plan for Assessing Learning Outcomes: PhD in Biostatistics

Annual Progress Review Meeting

Annually and prior to May 1st, each student will be required to meet with their advisor and, if desired, the Biostatistics faculty, to report on their progress over the past year and to receive guidance for the upcoming academic year. Students must provide:

1. A completed Student Degree Progress Report, detailing their mastery of learning outcomes.
2. An unofficial transcript, submitted to faculty members at least five working days before the annual progress meeting.

During the meeting, the student presents a brief oral summary of the written assessment. Faculty and student will discuss strengths and weaknesses and collaboratively develop a plan to address any identified weaknesses. At the conclusion, faculty will evaluate the student's accomplishments to determine if they are making satisfactory progress towards the degree. If progress is unsatisfactory, the advisor will issue specific improvement guidelines, asking the student to prepare a timeline to return to satisfactory progress. Consecutive years of unsatisfactory progress may lead to termination. The Director of Graduate Studies must review the Progress to Degree Report, with copies provided to the student and kept on file by the department.

Program Milestones

Program of Study (Milestone 1)

The Program of Study is a formal plan that integrates courses, research, and experiences essential to scholarship. Approval of the Program of Study constitutes Milestone 1 in the Ph.D. program, listing the courses and research experiences required for the Ph.D. degree. Coursework and research plans are approved in a single committee meeting.

Comprehensive Exam (Milestone 2)

Completion of the Comprehensive Exam is a significant milestone, assessing the student's readiness for creative, independent research in biostatistics. Rather than retesting course content, the exam evaluates the ability to integrate learning outcomes and research skills. Students may take the Comprehensive Exam after completing all core courses and at least 70% of electives in their Program of Study, with advisor approval. Students entering with a Master's in Biostatistics may request to take the exam earlier, pending advisor approval. Success in the Comprehensive Exam qualifies the student to begin dissertation work.

Dissertation Proposal Defense/Advance to Candidacy (Milestone 3)

Following the Comprehensive Exam, the student prepares and defends their dissertation proposal. The dissertation must represent original research that extends knowledge in the field and align with the Program of Study. Upon faculty approval of the proposal, the student will formally defend it before their committee, advancing to candidacy upon success.

Dissertation Defense (Milestone 4)

Ph.D. candidates collaborate closely with their advisor to finalize their dissertation. The dissertation defense, an open meeting, primarily involves the oral examination of the dissertation by the committee, who may question the candidate on any aspect of their degree.

The oral defense meeting must be scheduled at least 10 working days in advance of the meeting with examining committee members. Again, 10 working days prior to the meeting, the student must give each member of the examining committee and the Director of Graduate Studies a finished copy of the thesis manuscript to review.

There are three possible outcomes at the oral defense: the thesis can be accepted as is, can be rejected, or can be accepted on the condition that certain changes are made within a specified time frame. Students must obtain final approval of their Thesis to complete the degree. When final approval is granted, the Thesis Examining Committee will sign and submit the "Report of Examining Committee" form to the Graduate School. After passing the oral defense, the student must submit an electronic copy of his/her thesis to the Graduate School (submit online at www.gradschool.umd.edu/etd/) and one hard copy to the EPIB Director of Graduate Studies.

Appendix C: Course Descriptions

Core Courses
(* Notes courses waived if student enters with relevant master's degree.)

EPIB610 Foundations of Epidemiology (3 Credits)
Introduction to the discipline of epidemiology and its applications to health issues and practices. Basic epidemiologic concepts and methods will be covered.

***EPIB650 Biostatistics I (3 Credits)**
Basic statistical concepts and procedures for Public Health. Focuses on applications, hands-on-experience, and interpretations of statistical findings.

***EPIB651 Applied Regression Analysis (3 Credits)**
An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis.

EPIB652 Categorical Data Analysis (3 Credits)
Methods for analysis of categorical data as applied to public health research, including contingency tables, logistic regression, multicategory logic models, loglinear models, and models for matched-pairs.

EPIB653 Applied Survival Data Analysis (3 Credits)
Overview of statistical methods for analyzing censored survival data, including the Kaplan-Meier estimator, the log-rank test, Cox PH model.

EPIB655 Longitudinal Data Analysis (3 Credits)
Statistical models for drawing scientific inferences from longitudinal data, longitudinal study design, repeated measures and random effects to account for experimental designs that involve correlated responses, handling of missing data.

EPIB680 Linear Model (3 Credits)
This course covers the theory of linear models, including multivariate normal distribution, least squares estimation, Gauss-Markov theorem, generalized least squares, distribution theory, and model selection. More advanced topics in this course include generalized linear models, linear mixed effects models, and generalized linear mixed effects models.

***EPIB697 Public Health Data Management (3 Credits)**
This course is designed to provide students with the expertise needed to effectively manage research data using SAS as the statistical programming language.

SPHL600 Foundations of Public Health (3 Credits)
An overview of the goals, functions, and methods of public health. After an introduction to the

core concepts and tools used in public health research and practice, applications of these methodologies are considered in the context of current controversies/problems in public health. Students work together to develop strategies for prevention and control that taken into consideration different points of view, outside research, and impacts on individuals and communities.

STAT700 Mathematical Statistics I (3 Credits)
Sampling distributions including noncentral chi-squared, t, F. Exponential families, completeness. Sufficiency, factorization, likelihood ratio. Decision theory, Bayesian methods, minimax principle. Point estimation. Lehmann-Scheffe and Cramer-Rao theorems. Set estimation.

STAT701 Mathematical Statistics II (3 Credits)
Testing hypotheses: parametric methods. Neyman-Pearson lemma. Uniformly most powerful tests. Unbiased tests. Locally optimal tests. Large sample theory, asymptotically best procedures. Nonparametric methods, Wilcoxon, Fisher-Yates, median tests. Linear models, analysis of variance, regression and correlation. Sequential analysis.

Elective Courses

EPIB611 Intermediate Epidemiology
Analysis of epidemiologic methods as applied to epidemiologic research, analysis of bias, confounding, effect modification issues, overview of design, implementation, and analysis of epidemiologic studies.

EPIB612 Epidemiologic Study Design
Application of epidemiologic study designs, analytic methods used for analysis of cohort, case-control, cross-sectional, and clinical trials research.

EPIB633 Health Survey Design and Analysis
An overview of types of survey research designs, questionnaire design, measurement issues, and techniques for recruiting and interacting with participants. Students will discuss and implement a variety of health survey analysis techniques, including how to utilize SAS statistical software to estimate descriptive statistics and implement regression models, while accounting for complex survey designs.

EPIB635 Applied Multilevel Modeling in Health Research
Multilevel modeling is a popular analytic technique in health research that collects data from participants at hierarchic levels, e.g., residents nested in neighborhoods, and patients in hospitals. The course covers topics in multilevel modeling including two- and three-level multilevel linear modeling, logistic regression model, modeling with ordered and nominal outcomes, as well as strategies for model building. This course focuses on the application of multilevel modeling, rather than mathematics.

EPIB654 Clinical Trials: Design and Analysis
This course provides an introduction to the clinical trials design and data analysis. Topics covered include: history/background and process for clinical trial, key concepts for good statistics practice (GSP)/good clinical practice (GCP), regulatory requirement for pharmaceutical/clinical development, basic considerations for clinical trials, designs for clinical trials, classification of clinical trials, power analysis for sample size calculation for different designs, statistical analysis for efficacy evaluation, statistical analysis for safety assessment, implementation of a clinical protocol, statistical analysis plan, data safety monitoring, adaptive design methods in clinical trials (general concepts, group sequential design, dose finding design, and phase I/II or phase II/III design) and controversial issues in clinical trials.

EPIB656 Applied Bayesian Data Analysis
The theory and practical application of Bayesian statistical methods in the field of public health and related areas. A variety of models will be discussed including linear regression, multilevel model, generalized linear model, generalized linear mixed model.

EPIB657 Spatial Statistics for Public Health Data
Overview three main areas of spatial statistics: point patterns, geostatistical data, and lattice (areal) data. Application of spatial statistical models including CSR, k-function, krigging, semivariogram, CAR, SAR, GWR, spatial GLM, and multilevel model to public health and environmental data analysis.

EPIB660 Analysis of National Health Survey Data
Provides background on how features such as stratification, clustering, and unequal sample selection probabilities can invalidate the assumptions underlying traditional statistical techniques, those implicitly assuming a simple random sampling with replacement design. Application using the SURVEY family of SAS/STAT procedures (Version 9.4 or later).

EPIB661 Applied Multivariate Data Analysis
Multivariate analysis targets data with simultaneous measurements on many variables and studies the relationship between these variables. This course introduces important multivariate analysis methods used in public health research. Topics include multivariate regression analysis, multivariate analysis of variance (MANOVA), principal component analysis (PCA), factor analysis, discriminant analysis (classification), clustering analysis, canonical correlation analysis (CCA) and correspondence analysis (CA).

EPIB664 Missing Data Analysis
Missing data is a common problem in almost all scientific fields. Students will learn the different patterns and mechanisms of missing data, common procedures to handle missingness including weighting procedure, imputation-based procedure and model-based procedure. Useful and popular imputation methods and tools will be introduced. Numerous real data examples will be included to help students understand and solve the real world problem with missing data for different study designs.

EPIB667 Applied Machine Learning with Python
This graduate-level course in machine learning focuses on modern techniques for analyzing complex and massive public health data sets. Emphasis is placed on applications, computational methods, and the theoretical foundations of machine learning. Topics covered include unsupervised learning, supervised learning, and deep neural networks, among others.

EPIB681 Causal Inference
This course provides a rigorous statistical overview of causal inference at the graduate level. Students will learn to define causal effects, understand the assumptions necessary for data and model analysis, and implement popular statistical methods such as matching, instrumental variables, and inverse probability of treatment weighting. There will also be opportunities to apply these methods to example data in R.

EPIB682 Statistical Learning for Health Data Analysis
This course will introduce students to important statistical learning methods used in health data analysis. Topics covered will include regularization, dimension reduction, classification, clustering and neural network based methods. For each topic, emphasis will be placed on its application, the computational algorithm and the theory behind. Students will learn how to perform analyses using statistical learning methods and understand the results. Real healthcare data examples and programming codes will be provided for their applications.

EPIB683 High-throughput Data Analysis
High-throughput data refer to large-scale datasets generated using advanced technologies that allow the simultaneous measurement of thousands to millions of features, which are common in public health and biomedical research nowadays. Examples of high-throughput data include genetic, transcriptomic, microbiome and imaging data. These data are usually featured by their high-dimensionality and complexity. This course introduces important statistical and machine learning methods used to analyze high-throughput data. The first half of the course focuses on the methods, topics covered include dimension reduction, variable selection, classification, clustering, Bayesian hierarchical modeling, graphical modeling, meta-analysis and data integration methods. The second half of the course focuses on the application of these methods in real high-throughput data examples.

EPIB684 Electronic Health Record Data Analysis
This course will teach students how to use health data (e.g., electronic health records [EHR], discharge and service records, administrative claims) for epidemiologic and health services research. Students will learn about how each type of health data is generated, strengths and limitations of various health data sources, and coding nomenclature (e.g., ICD-10 CM diagnosis and procedure codes). Students will be given access to deidentified health data and asked to perform statistical analysis to answer research questions. Students will also learn about current hot topics in health data, including common data models, risk prediction and AI, and data linkage.

EPIB695 Introduction to R for Health Data Analysis
A hands-on introduction to the statistical package R for health data management and analysis. The first part of the course focuses on basic and essential data manipulation and visualization using R. The second part emphasizes the use of R in statistical analyses, including summarization, correlation, chi-squared test, t-tests, ANOVA, simple and multiple regression.

Dissertation Course

EPIB899 Doctoral Dissertation Research
Research for doctoral dissertation in epidemiology or biostatistics under the guidance of a faculty advisor.

TOPIC: Report on the Instructional Workload of the USM Faculty - (AY 2023-2024)

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Thursday, January 30, 2025

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty.

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

- The total credit hours produced in 2023-2024 mirrored total student headcount enrollment.
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 70.44% of all credit hours produced (up slightly from five years ago).
- Further, over the five years since 2019-20, credit hours produced by part-time faculty dropped slightly from 29.82% to 28.28%.
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types.
- Average student credit hour production for core instructional faculty shows a slight downward trend over the past 5 years.
- The number of bachelor's degrees awarded increased slightly. Across the institutions reported here, 26,586 degrees were awarded – up from last year's total of 26,552.
- Four-year and six-year undergraduate graduation rates decreased slightly (down 1% for each) in 2023-24.
- Faculty publication and scholarship continued at high levels and at appropriate levels according to faculty type.
- Faculty secured over $1.6 billion in research funding in the 2022-2023 academic year, representing a 14.2% increase over the previous year.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: January 30, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Alison Wrynn 301-445-1992	awrynn@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

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OFFICE OF THE CHANCELLOR

December 10, 2024

The Honorable Guy Guzzone
Chair, Senate Budget & Taxation Committee
3 West Miller Senate Office Building
Annapolis, MD 21401

The Honorable Ben Barnes
Chair, House Appropriations Committee
121 House Office Building
Annapolis, MD 21401

RE: Fiscal 2024 Joint Chairmen's Report – Report on Faculty Workload (R75T0001), Page 212

Dear Chair Guzzone and Chair Barnes:

Language in R75T0001on page 212 of the Fiscal 2024 Joint Chairmen's Report requires that the University System of Maryland Office to report on instructional faculty workload:

> The committees request that the University System of Maryland (USM), Morgan State University (MSU), and St. Mary's College of Maryland (SMCM) continue to provide annual instructional workload reports for tenured/tenure-track faculty. By focusing on these faculty, the committees gain a sense of the teaching activities for the regular core faculty. However, there are other types of instructional faculty at institutions such as full- and part-time nontenured/nontenure-track faculty, including adjunct faculty, instructors, and lecturers. Focusing on only tenured/tenure-track faculty provides an incomplete picture of how students are taught. Therefore, the report should also include the instructional workload when all types of faculty are considered. Additional information may be included at the institution's discretion. Furthermore, the USM report should include the percent of faculty meeting or exceeding teaching standards for tenured/tenure-track faculty for the University of Maryland, Baltimore Campus.

Attached is the AY 2023-2024 Report of the Workload of the USM Faculty, the 6th year of our transition to the University System of Maryland's new workload reporting format under the Board of Regents' June 2019 policy amendment aimed at improving reporting accuracy and coverage, better aligning with current practice, and incentivizing policy goals around student success.

I am happy to address any questions you may have regarding this response.

Sincerely,

Jay A. Perman
Chancellor

Enclosure

cc: Sarah Albert, DLS; Sara J. Baker, DLS; Ryan Wilkens, DBM; Alison Wrynn, USM; Ellen Herbst, USM; Susan Lawrence, USM; Sophia Kasdan, USM; Kelsey Beckett, USM

REPORT ON THE INSTRUCTIONAL WORKLOAD OF THE USM FACULTY

ACADEMIC YEAR 2023-2024

University System of Maryland

As requested on Page 212 of the FY25 Joint Chairmen's Report

Submitted by: Office of the Senior Vice Chancellor for Academic and Student Affairs
Data Support from: Office of Institutional Research, Data, and Analytics

KEY FINDINGS

- The total credit hours produced in 2023-2024 mirrored total student headcount enrollment (see Table 3).
- When disaggregated by level of the courses taught (lower- and upper-division, undergraduate and graduate), total credit hours produced appropriately aligned with the unique mission of the USM institutions (see Table 4).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty accounted for 70.44% of all credit hours produced (up slightly from five years ago) (see Table 5).
- Further, over the five years since 2019-20, credit hours produced by part-time faculty dropped slightly from 29.82% to 28.28% (see Table 5).
- Full-time tenured/tenure-track faculty carried the appropriate instructional load at the upper-division undergraduate and graduate levels as compared to all other faculty types (see Table 6).
- Average student credit hour production for core instructional faculty shows a slight downward trend over the past 5 years (See Table 7).
- The number of bachelor's degrees awarded increased slightly. Across the institutions reported here, 26,586 degrees were awarded – up from last year's total of 26,552 (see Table 8).
- Four-year and six-year undergraduate graduation rates decreased slightly (down 1% for each) in 2023-24 (see Tables 9 and 10).
- Faculty publication and scholarship continued at high levels (see Table 11) and at appropriate levels according to faculty type (Table 12).
- Faculty secured over $1.6 billion in research funding in the 2022-2023 academic year, representing a 14.2% increase over the previous year (Table 13).

INTRODUCTION

Since 1994 the University System of Maryland (USM) Board of Regents has provided an annual report to the General Assembly that synthesizes faculty workload, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2023-2024.

Background

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

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

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

policy, therefore, was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report continues the transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. UMCES and UMB, to the extent possible, have been added back this year, having previously been exempted from the reports.

As described, below, we have also made some definitional shifts in this report over the last 4 years:

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

USM FACULTY PROFILE

In 2023-2024, the USM had a total instructional complement of 18,146 faculty by headcount across all institutions. Table 1 provides a detailed breakdown of these faculty by tenure status and full- or part-time employment status for the institutions represented in this year's report.

Table 1. USM Faculty Profile (Academic Year 2023-2024)

	FT Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	FT Non-TT Research	Teaching/ Graduate Assistants	Other PT Instructional Staff	All Faculty
BSU	219	36	0	0	424	679
CSU	80	37	10	0	140	267
FSU	187	28	0	7	146	368
SU	325	82	0	22	244	673
TU	604	323	0	23	920	1870
UBalt	128.00	26.00	0.00	4.00	229.00	387.00
UMB	405	1153	357	44.5	1880	3839.5
UMBC	374	177	15	34	674	1274
UMCP	1,409	616	123	376	1,521	4,045
UMCES	45	0	11	0	0	56
UMES	173	43	7	54	92	369
UMGC	0	159	0	0	4159	4318
Overall	**3,949**	**2,680**	**523**	**565**	**10,429**	**18,146**

Source: USM Report on Faculty Teaching Workload

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

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

Student Credit Hour Measures

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

Total SCH Production by Institution

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

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

						1-yr change (2023-24 vs. 2022-23)		5-yr change (2023-24 vs. 2019-20)	
	2019-20	2020-21	2021-22	2022-23	2023-24	#	%	#	%
BSU	131,900	131,945	129,263	153,674	148,275	-5,399	-3.51%	16,375	12.41%
CSU	65,674	65,192	46,168	56,451	51,385	-5,066	11.30%	-14,289	-21.76%
FSU	117,702	107,662	97,271	87,453	87,760	-9,511	-9.78%	-29,942	-25.44%
SU	227,458	212,474	194,907	187,811	181,590	-13,317	-6.83%	-45,868	-20.17%
TU	551,865	526,026	495,785	476,421	472,736	-23,050	-4.65%	-79,130	-14.34%
UBalt	78,698	73,396	64,500	59,853	57,891	-6,609	-10.25%	-20,808	-26.44%
UMBC	320,027	314,074	313,637	324,572	324,974	11,337	3.61%	4,947	1.55%
UMCP	962,924	969,969	964,737	956,580	971,210	6,473	0.67%	8,286	0.86%
UMCES					1,195	NA		NA	
UMES	75,792	67,229	61,739	65,402	73,311	11,573	18.74%	-2,481	-3.27%
UMGC	771,941	802,652	764,406	779,238	846,691	82,285	10.76%	74,750	9.68%
Total	**3,303,980**	**3,270,619**	**3,165,367**	**3,147,455**	**3,217,017**	**69,562**	**2.21%**	**-86,963**	**-2.63%**

Note: does not include UMB

Source: USM Report on Faculty Teaching Workload

Table 3, below, illustrates whether the total SCH produced by the institution is keeping pace with total enrollment. Over the last year, there was an increase in USM fall headcount enrollment (1.18%) and an increase in overall USM SCH production (2.21%). Over 5 years, enrollments are down overall (-4.79%) and total SCH generated has also decreased (-2.63%), though these are smaller decreases than reflected in last year's report.

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

	1-yr change (2023-24 vs. 2022-23)		5-yr change (2023-24 vs. 2019-20)	
	Enrollment	Total SCH	Enrollment	Total SCH
BSU	1.59%	-3.51%	4.23%	12.41%
CSU	0.00%	11.30%	-27.38%	-21.76%
FSU	-8.41%	-9.78%	-24.48%	-25.44%
SU	-7.12%	-6.83%	-19.34%	-20.17%
TU	-6.37%	-4.65%	-14.00%	-14.34%
UBalt	-16.39%	-10.25%	-44.28%	-26.44%
UMBC	3.74%	3.61%	3.56%	1.55%
UMCP	-1.11%	0.67%	0.72%	0.86%
UMES	19.13%	18.74%	-18.62%	-3.27%
UMGC	8.61%	10.76%	1.19%	9.68%
Total	**1.18%**	**2.21%**	**-4.79%**	**-2.63%**

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

Beginning in 2019-20, USM institutions began also providing a breakdown of SCH disaggregated by the program and degree level of the courses taught. Table 4 provides the 2023-24 SCH data by course level. Variations illustrate the unique missions of each of the USM institutions.

Table 4. 2023-2024 SCH Production by Course Level

	BSU	CSU	FSU	SU	TU	UBalt	UMBC	UMCES	UMCP	UMES	UMGC	USM
Lower-Division	86,765	28,498	39,074	101,019	241,012	9,258	153,215	-	422,744	46,640	404,564	1,532,789
Upper-Division	45,793	19,043	38,310	72,165	193,324	17,136	122,102	-	407,859	13,967	340,465	1,270,163
Graduate I	7,775	3,844	9,521	7,825	34,352	30,643	38,501	-	89,258	10,250	100,303	332,272
Graduate II	7,244	-	548	581	3,004	543	4,134	790	30,867	1,850	1,086	50,647
Graduate III	698	-	307	-	1,044	311	7,022	405	20,482	604	273	31,146
Total	**148,275**	**51,385**	**87,760**	**181,590**	**472,736**	**57,891**	**324,974**	**1,195**	**971,210**	**73,311**	**846,691**	**3,217,017**

Source: USM Report on Faculty Teaching Workload

Note that total does not include UMB

Student Credit Hour Production by Faculty Type

Table 5, below, illustrates the degree to which different types of faculty are responsible for the production of SCH. This table includes data from UMGC, where part-time faculty account for over 94% of SCH production. It also includes UMCES for the first year. For comparison purposes with previous years' reports, totals are reported both with UMCES and UMGC data and without.

Including UMCES and UMGC, core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 53.25% of all SCH produced and the percentage of SCH produced by teaching/graduate assistants and other part-time faculty is 45.8%.

When UMCES and UMGC are removed from the totals, the percentage of SCH accounted for by core instructional faculty is 70.44% (up slightly over last year's 70.12%) and SCH produced by teaching/graduate assistants and other part-time faculty is 28.25% (down from last year's 28.69%).

Table 5. Percentage of SCH Produced by Faculty Type (2023-24 vs. 2019-20)

	FT Tenured/Tenure Track		Full-time Non-Tenure Track Instructional		FT non-TT Research		Teaching/Graduate Assistants		Other PT Instructional Staff	
	% of total 2019-20	% of total 2023-24	% of total 2019-20	% of total 2023-24	% of total 2019-20	% of total 2023-24	% of total 2019-20	% of total 2023-24	% of total 2019-20	% of total 2023-24
BSU	44.67%	44.80%	0.14%	9.93%	0.00%	0.00%	0.00%	0.00%	43.28%	45.27%
CSU	90.32%	47.90%	4.24%	23.86%	0.00%	6.15%	0.00%	0.00%	5.44%	22.09%
FSU	65.62%	71.40%	13.92%	12.44%	0.00%	0.00%	0.41%	0.10%	20.05%	16.06%
SU	60.53%	62.29%	19.49%	18.41%	0.00%	0.00%	0.55%	0.63%	19.43%	18.67%
TU	40.20%	38.00%	28.89%	32.09%	0.00%	0.00%	0.42%	0.33%	30.49%	29.58%
UBalt	55.28%	58.43%	14.27%	11.44%	0.00%	0.00%	0.00%	0.65%	30.45%	29.49%
UMBC	29.40%	23.98%	31.17%	34.06%	0.26%	0.54%	1.72%	2.31%	37.45%	39.11%
UMCES	--	71.38%	--	0.00%	--	0.29%	--	0.00%	--	0.00%
UMCP	33.43%	30.47%	36.31%	43.77%	1.54%	2.56%	6.43%	3.99%	22.29%	19.22%
UMES	48.62%	45.85%	23.52%	21.41%	0.53%	0.82%	0.41%	4.49%	26.92%	27.42%
UMGC	--	0.00%	--	5.12%	--	0.00%	--	0.00%	--	94.88%
Total	**--**	**27.62%**	**--**	**25.63%**	**--**	**0.96%**	**--**	**1.64%**	**--**	**44.16%**
Total - no UMCES or UMGC	**41.13%**	**37.47%**	**27.71%**	**32.97%**	**0.63%**	**1.28%**	**2.84%**	**2.23%**	**26.98%**	**26.05%**

Source: USM Report on Faculty Teaching Workload

Table 6, below, illustrates how faculty types are being deployed across undergraduate and graduate programs. Here again, totals are presented both with UMCES and UMGC data and without, for comparison purposes to previous reports.

Table 6. Course Levels of Total Student Credit Hours Produced by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Teaching/Graduate Assistants	Other PT Instructional Staff	Total
Faculty Headcount	3,949	2,680	523	565	10,429	**18,146**
Lower-Division	331,385	470,185	13,939	34,063	683,216	**1,532,789**
Upper-Division	398,614	296,535	13,083	17,514	544,418	**1,270,163**
Graduate I	93,899	53,612	2,819	1,092	180,850	**332,272**
Graduate II	37,340	3,654	757	57	8,840	**50,647**
Graduate III	27,308	462	150	-	3,226	**31,146**
Total w/ UMCES, UMGC	**888,951**	**825,601**	**31,104**	**52,771**	**1,422,430**	**3,218,976**
Total w/o UMCES, UMGC	**888,098**	**782,224**	**30,762**	**53,083**	**619,116**	**2,372,971**

Source: USM Report on Faculty Teaching Workload

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

Average Student Credit Hour Production for Core Instructional Faculty

Table 7 indicates that USM average SCH produced by FT core instructional faculty again decreased slightly in 2023-24 from the previous year with core instructional faculty at all institutions reported here producing fewer SCH as compared to 2022-23. UMCES is included in this year's total for the first time. That said, overall average SCH production is on par with the five-year period since 2019-20.

Table 7. Trends in Average SCH Generated by All Core Faculty

	2019-20	2020-21	2021-22	2022-23	2023-24
BSU	314	311	293	308	318
CSU	340	373	265	352	315
FSU	388	374	328	326	342
SU	407	391	368	364	360
TU	412	396	378	364	357
UBalt	294	306	288	268	263
UMBC	358	358	346	354	342
UMCES	--	--	--	--	19
UMCP	359	374	363	353	356
UMES	264	221	212	224	228
UMGC	--	275	235	251	273
USM Average	**351**	**362**	**344**	**341**	**335**

Note that total does not include UMB

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

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report. Until the recent shifts in USM policy, UMB has applied a different set of standards for judging faculty instructional workload that were more appropriate for its professional schools. We are still working to integrate UMB into the above analyses to the extent possible.

For 2023-24, UMB reports that 94% of all core faculty met or exceeded the institution's standard faculty instructional workload, consistent with the attainment for previous years. In fact, nearly half of faculty exempted from teaching the standard load taught anyway to pursue externally funded or department supported research and service.

Student Outcomes

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

Table 8. 5-year trends in undergraduate degrees awarded

	2020	2021	2022	2023	2024
BSU	870	881	850	855	757
CSU	335	332	329	333	289
FSU	967	1,023	928	728	818
SU	1,907	1,842	1,664	1,605	1,468
TU	4,701	4,628	4,529	4,064	3,986
UBalt	521	468	391	373	340
UMBC	2,632	2,643	2,674	2,419	2,263
UMCP	8,295	8,100	8,420	8,028	7,989
UMES	516	384	300	304	276
UMGC	6663	7638	7,904	7,843	8,400
Overall	**27,407**	**27,939**	**27,989**	**26,552**	**26,586**

Note that total does not include UMB or UMCES.

Source: USM Institutional Research Information System (IRIS)

As seen in Table 8, above, the number of graduating students is up slightly from last year. USM's student time-to-degree resembles that of the previous year. Table 9, below, illustrates four-year graduation rates and Table 10 documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture, they are a useful measure of student success.

Table 9. Four-Year Graduation Rate by Entering Year (first-time, full-time, degree seeking students)

	2014	2015	2016	2017	2018	2019	2020
BSU	17%	18%	18%	15%	17%	19%	14%
CSU	12%	12%	9%	9%	11%	7%	10%
FSU	27%	27%	31%	34%	31%	30%	32%
SU	49%	49%	50%	48%	49%	46%	45%
TU	47%	49%	47%	45%	46%	43%	45%
UBalt	18%	22%	20%	23%	22%	25%	21%
UMBC	42%	43%	45%	46%	45%	47%	42%
UMCP	65%	69%	70%	71%	73%	74%	72%
UMES	21%	15%	20%	19%	18%	19%	17%
UMGC	4%	5%	6%	6%	6%	8%	6%
Total	**47%**	**48%**	**49%**	**49%**	**53%**	**52%**	**51%**

Source: USM Institutional Research Information System (IRIS)

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

Table 10. Six-Year Graduation Rate by Entering Year (first-time, full-time, degree seeking students)							
	2012	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
BSU	46%	46%	46%	44%	42%	40%	38%
CSU	21%	25%	31%	25%	23%	26%	25%
FSU	57%	57%	59%	55%	55%	57%	48%
SU	71%	74%	70%	74%	70%	70%	65%
TU	75%	72%	75%	75%	74%	71%	69%
UBalt	41%	44%	40%	42%	36%	50%	36%
UMBC	68%	71%	72%	73%	72%	73%	64%
UMCP	86%	87%	87%	88%	88%	87%	86%
UMES	44%	46%	45%	37%	40%	38%	34%
UMGC	15%	17%	13%	13%	11%	23%	19%
Total*	**70%**	**72%**	**72%**	**71%**	**71%**	**71%**	**70%**
Source: USM Institutional Research Information System (IRIS)							
Note: Does not include UMB or UMCES. Percentages reflect graduation anywhere in USM for all first-time full-time freshmen							

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Scholarship and Service Activity

Table 11 is a summary of the scholarship and service activity of the USM faculty from the reporting institutions (including UMB and UMCES). During the 2023-24 academic year, USM faculty published 561 books and 15,455 peer-reviewed articles. Faculty also participated in 4,308 juried and non-juried creative activities combined. Additionally, faculty logged 43,305 days in public service to their communities, government, schools, and non-profit organizations. The numbers of books published, refereed publications, participation in juried and non-juried creative activities, professional presentations, prestigious faculty awards, and faculty in leadership positions in professional societies all show slight decreases over last year. The number of faculty who were awarded externally funded grants and contracts and the number of days spent in public service show increases over last year, even when not including UMCES, who was added in this year. Table 12 below, provides these same data disaggregated by faculty type. Totals show with UMB and without UMB. Some categories did not have information from UMB. UMCES is included this year for the first time.

Table 11. Scholarship and Service of the USM Faculty (Academic Year 2023-2024)											
	# Books Published	**# Refereed Publications**	**# Non-Refereed Publications**	**# Juried Creative Works**	**# Non-Juried Creative Works**	**# Professional Presentations**	**# Prestigious Faculty Awards**	**# Faculty Awarded Externally Funded Grants and Contracts**	**# Patents Awarded to Faculty**	**# Faculty in Leadership Positions in Professional Societies**	**# Days Spent in Public Service**
Comprehensive											
BSU	35	161	56	28	43	373	47	24	3	66	6,183
CSU	6	32	18	13	0	42	6	26	0	21	749
FSU	1	84	42	0	321	97	4	18	0	6	1,452
SU	8	136	31	50	48	252	20	27	0	73	1,019
TU	69	762	215	618	357	804	62	78	0	221	5,978
UB	10	83	61	19	18	198	15	65	0	38	823
UMES	12	88	45	84	38	248	28	77	1	91	1,237
Research											
UMB	315	5,285	725	--	2,051	3,933	697	2,490	--	--	15,975
UMBC	24	868	415	49	102	1,098	38	182	13	206	266
UMCES	8	214	41	--	--	261	2	68	--	4	546
UMCP	73	7,742	395	58	411	232	383	848	80	172	9,077
UMGC	14	54	51	28	42	67	19	4	0	28	1,398
Overall	**561**	**15,455**	**2,044**	**919**	**3,389**	**7,538**	**1,302**	**3,903**	**97**	**898**	**43,305**
Source: USM Report on Faculty Teaching Workload											

Table 12. Measures of Research and Scholarly/Creative Productivity by Faculty Type

	FT Tenured/TT	FT non-TT Instructional	FT non-TT Research	Other	Total - no UMB	Total with UMB
# Books Published	200	46	5	9	**260**	**516**
# Refereed Publications	8,103	319	1,552	250	**10,224**	**15,455**
# Non-refereed Publications	921	146	236	67	**1,329**	**2,003**
# Juried Creative Works	785	135	9	18	**947**	--
# Non-juried Creative Works	804	455	79	42	**1,380**	--
# Professional Presentations	2,980	365	243	84	**3,672**	**7,538**
# Prestigious Faculty Awards	476	82	46	20	**624**	**1,302**
# Faculty who were Awarded Externally Funded Grants and Contracts	960	84	171	202	**1,417**	--
# Patents Awarded to Faculty	83	1	10	3	**97**	--
# Faculty in Leadership Positions in Professional Societies	724	152	32	18	**926**	--
# Days spent in public service	16,951	9,052	496	2,230	**28,728**	**43,305**

Source: USM Report on Faculty Teaching Workload

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars in support of their division's programmatic mission, to expand resources available to the institution for strategic aims, and to secure needed infrastructure to support the research, education, and engagement activities of the institution. Finally, external research is a driver of reimbursements for institutional investments in faculty, facilities and administrative costs connected to research but in support of broad institutional goals as well.

Table 13 records the level of research and other sponsored program expenses by USM institutions, as reported by each institution's Office of Sponsored Programs. Previous versions of this report shared the total amount of awards received in each fiscal year. This year, USM institutions shared the total expenses for research and other sponsored programs that were submitted to the National Science Foundation's Higher Education Research and Development Survey (NSF HERD). The NSF HERD is an established external repository for information for all institutions that wish to provide data on research and development. It is often cited in rankings related to institutional characteristics. Because of this, it is a widely cited and understood metric measuring research activity that can be monitored over time to determine only year-over-year changes within an institution but also the specific areas of focus at a given institution, the institutional investments in research, and the non-federal investments in research. Its widespread use means that nearly all of our institutions complete this on an annual basis, allowing us to support the reduction of administrative burden to the institutions in their reporting requirements to the USM. The expenditure data is captured and reported with a lag, so the table shows the research expenditures from the last 5 years, ending with the 2022-2023 academic year, the most recent year for the HERD report. In the 2022-2023 academic year, the USM spent over $1.6 billion in research. This represents a 14.2% increase from the 2021-2022 academic year. Two institutions do not currently report to the NSF HERD, so the Office of the Vice Chancellor for Research and Economic Development has reached out to those institutions to provide an estimate of expenditures for the purpose of this

report. Moving forward, USM will aim to provide technical assistance to USM institutions to complete the NSF Herd and to report that same information to the USM when it is filed with NSF.

Table 13: Research &Sponsored Programs Expenditures Per Institution Over the Last Five Years

	FY2019	FY2020	FY2021	FY2022	FY2023	Pct Diff. From 2019 to 2023	Dollar Diff. From 2019 to 2023	Pct Diff From 2022 to 2023	Dollar Diff. From 2022 to 2023
Comprehensive									
BSU	1,911,000	1,967,000	1,398,000	3,351,000	2,612,000	36.7%	$ 701,000	-22.1%	$ (739,000)
CSU	243,000	202,000	299,000	398,000	357,000	46.9%	$ 114,000	-10.3%	$ (41,000)
FSU	4,380,893	4,351,025	4,449,178	4,818,999	4,882,007	11.4%	$ 501,114	1.3%	$ 63,008
SU	9,368,000	9,496,000	10,552,000	10,614,000	14,557,000	55.4%	$ 5,189,000	37.1%	$ 3,943,000
TU	3,423,000	3,612,000	3,794,000	8,788,000	17,198,000	402.4%	$ 13,775,000	95.7%	$ 8,410,000
UBalt	12,451,000	15,054,000	14,672,000	6,646,000	6,615,000	-46.9%	$ (5,836,000)	-0.5%	$ (31,000)
UMES	7,133,000	8,092,000	8,636,000	9,274,000	10,730,000	50.4%	$ 3,597,000	15.7%	$ 1,456,000
Research									
UMBC	80,632,000	83,867,000	84,418,000	110,319,000	144,262,000	78.9%	$ 63,630,000	30.8%	$ 33,943,000
UMCES	56,033,000	54,560,000	51,201,000	53,718,000	53,233,000	-5.0%	$ (2,800,000)	-0.9%	$ (485,000)
UM(UMB&UMCP)	1,096,600,000	1,103,062,000	1,142,264,000	1,228,550,000	1,385,302,000	26.3%	$ 288,702,000	12.8%	$ 156,752,000
UMGC [1,2]					2,000,000				
Total	$ 1,272,174,893	$ 1,284,263,025	$ 1,321,683,178	$ 1,436,476,999	$ 1,641,748,007	28.9%	$ 367,573,114	14.2%	$ 203,271,008

Sources: FY2023 HERD Survey Reports (tentative numbers, unpublished as of 11/20/2024), FY2022 HERD Survey Results, USMResearch &Sponsored Programs Expenditures Survey for non-HERD Institutions

Notes:

[1] FY2023 represent estimates

[2] Data collection underway but not reported as of 11/20/2024

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2023-2024 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of SCH kept pace with overall enrollment trends in 2023-24, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. This is further substantiated by the fact that the number of degrees increased slightly, and the four-year and six-year graduation rates remained steady. That said, to ensure we are keeping pace with longer-term enrollment trends, the USM continues to track SCH generated by core instructional faculty. The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is teaching. Non-instructional productivity in the form of research and sponsored programs expenditures remained at very high levels, with an increase of 14.2% in the 2022-2023 academic year (the most recent data available).

TOPIC: University of Maryland, College Park: Authorize Electric Infrastructure Project for New Electric Bus Fleet

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 13, 2025

SUMMARY: The University of Maryland College Park requests approval of a $9.3 million project to provide 13 charging stations and construct the associated infrastructure renovations to support 35 recently purchased electric buses.

In June 2023, the University received a $39.9 million grant from the Federal Transit Authority (FTA) under the FY 2023 Low-No Emission Grants Program, a program committed to moving communities to the lowest polluting and most energy efficient transit vehicles. This program offers funds up to 80-90% for projects that support these goals. In compliance with the grant, the University is using the funds to procure 35 electric buses, 13 charging stations with ports to charge up to 35 buses, infrastructure renovations, and workforce development. The Committee was informed of this project at its September 16, 2024 meeting. The electric buses are expected to arrive in fall 2025 and are anticipated to be in operation as part of the UM Shuttle fleet in 2026.

Part of the University's grant application included a preliminary cost estimate of about $5,940,000 for the charging stations and infrastructure renovations. The total project budget is now estimated to be $9,300,000, to be funded from $5,075,206 grant funds and $4,224,794 institutional cash. The University is in discussion with FTA to increase the amount of the grant since the estimated construction costs for the infrastructure scope has increased. The goal is to lower the University's portion of the cost as much as possible.

This cost increase is similar to what is occurring on many USM projects that are being driven by labor shortages and supply chain issues with electrical equipment. The lead time for major electrical equipment continues to increase by months on all projects.

This item is being requested outside the normal Board of Regents cycle due to the accelerated delivery timeline of the buses. The University must advance the design process and install the necessary electrical equipment to allow the buses to be operational. The project is planned to be completed by January 2026.

ALTERNATIVE(S): There are no viable alternatives. Without this project, the University will be unable to utilize the newly purchased electric buses or fulfill the obligations of the grant.

FISCAL IMPACT: The University anticipates utilizing $4,224,794 in institutional cash if the FTA does not increase the grant funding to align with the projected total project cost. The Board is requested to authorize a total project budget of $9,300,000, funded by a combination of FTA grant funds and institutional cash.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park's $9.3 million project request to provide and install 13 charging stations and construct the necessary infrastructure renovations to support its new electric bus fleet, as described above.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Project Cost Summary

UM College Park: Install Electric Infrastructure to Support New Electric Buses

	Original	
Date	1/9/2025	
Stage of Estimate	**Pre-Design**	**Comments**
Design	$771,000	
Construction	$6,781,000	
Project Management & Inspection/Testing Expenses	$480,000	
Construction Contingency	$600,000	About 9% of construction cost.
Design Contingency*	$668,000	About 10% of construction cost.
Project Total	**$9,300,000**	
Notes:	***As this is a pre-design cost estimate, a design contingency of about 10% was included.**	

TOPIC: FY 2024 Audited Financial Statements and USM Financial Planning

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 13, 2025

SUMMARY: This item is a brief review of the audited University System of Maryland basic financial statements for the year ended June 30, 2024, for which CliftonLarsonAllen LLP (CLA)—the USM's independent auditors—provided an unqualified opinion.

A set of key points to be taken from the System's financial statements appears on the first page of the attached materials. The statement of net position (balance sheet), along with the statement of revenues, expenses, and changes in net position (income statement) follows on pages two and three.

The "Financial Snapshot" on page four summarizes the System's key financial health ratio used by rating agencies—available resources to debt outstanding—using the figures reflected in the financial statements, to provide a comparison between June 30, 2024 and 2023. The lower part of the Financial Snapshot displays adjustments to the publicly reported balances for Board-approved claims and authorizations not yet expended or reflected in the financial statements to arrive at a "true" financial health ratio for internal management and decision-making purposes.

A discussion, aided by a set of presentation slides, about the System's approach to financial planning will be used to complement the review of the audited financial statements.

NOTE: The University System of Maryland Financial Statements and Supplemental Schedules for FY 2024 can be viewed online at http://www.usmd.edu/usm/adminfinance/finafair/fsssch.html

ALTERNATIVE(S): This item is presented for information and discussion.

FISCAL IMPACT: This item is presented for information and discussion.

CHANCELLOR'S RECOMMENDATION: This item is presented for information and discussion.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Review of Financial Statements
Year Ended June 30, 2024

Key points associated with FY 2024 financial statements and materials:

1. The USM Annual Financial Statements for the year ended June 30, 2024, report an increase in unrestricted net position of $105M compared to an increase of $268M reported as of June 30, 2023.

2. The total net position increase of $358M is comprised of an increase of $103M in unrestricted net position, $232M increase in net invested in capital assets and $21M increase in net position.

3. The audited financial statements include the basic financial statements of the University System of Maryland, but also affiliated, separately governed organizations that are recognized as affiliated entities, or component units. The unrestricted net position attributable to component units is $429M as of June 30, 2024 compared to $374M as of June 30, 2023.

4. The 'Financial Snapshot' is used to present the financial health of the System, using the key ratio used by the rating agencies. This ratio, which measures Balance Sheet strength, of 'available resources' (defined as USM unrestricted net position + unfunded pension amounts + accrued leave liability + affiliated foundation unrestricted net assets) to debt outstanding, including lease and subscription obligations, is 260% at June 30, 2024, compared to 244% at June 30, 2023.

   Adjusting for Board-approved commitments, authorizations to spend or borrow not yet reflected in the financial statements and Deferred Service Concession Arrangements (P3s) resulted in an increase in overall 'true' financial standing, from 118% in FY23 to 131% in FY24. The increase is primarily due to the increase in unrestricted net position for both the System and the affiliated foundations. This 'adjusted' financial strength ratio is the basis of evaluation as described in the current Board of Regents Policy on Debt Management (VIII-12.00), with the policy requiring that new authorizations and commitments be controlled in such a manner that the ratio of available resources to debt outstanding not fall below a 90% ratio.

UNIVERSITY SYSTEM OF MARYLAND
STATEMENTS OF NET POSITION
JUNE 30, 2024 AND 2023

	2024	2023
ASSETS		
Current assets:		
Cash and cash equivalents	$ 3,268,660,320	$ 3,270,618,496
Accounts receivable, net	452,638,160	440,016,302
Leases receivable, current portion, net	4,801,449	5,568,123
Notes receivable, current portion, net	1,912,429	2,946,582
Inventories	10,066,041	9,727,249
Prepaid expenses and other	25,586,266	23,361,322
Total current assets	3,763,664,665	3,752,238,074
Noncurrent assets:		
Restricted cash and cash equivalents	78,903,576	32,217,427
Endowment investments	520,121,280	445,202,520
Other investments	52,844,227	43,540,519
Leases receivable, net	14,854,603	8,700,878
Notes receivable, net	7,155,314	9,446,751
Capital assets, net	7,748,905,895	7,603,663,404
Total noncurrent assets	8,422,784,895	8,142,771,499
Total assets	12,186,449,560	11,895,009,573
DEFERRED OUTFLOWS OF RESOURCES		
Unamortized loss on refundings of debt	1,889,845	4,861,048
Asset retirement obligations	10,640,037	11,194,989
Deferred changes, pension expense	473,869,714	314,484,404
Total assets and deferred outflows of resources	$ 12,672,849,156	$ 12,225,550,014
LIABILITIES		
Current liabilities:		
Accounts payable and accrued liabilities	$ 498,434,566	$ 434,628,650
Accrued workers' compensation, current portion	4,196,550	4,352,250
Accrued vacation costs, current portion	147,066,625	135,247,076
Obligations under subscription arrangements, current portion	17,698,615	14,520,081
Obligations under lease arrangements, current portion	18,651,051	17,894,865
Revenue bonds and notes payable, current portion	88,168,444	94,879,968
Unearned revenues	448,897,732	552,258,883
Total current liabilities	1,223,113,583	1,253,781,773
Noncurrent liabilities:		
Accrued workers' compensation	23,780,450	24,662,750
Accrued vacation costs	187,649,883	185,654,115
Obligations under subscription arrangements	25,709,415	28,461,743
Obligations under lease arrangements	68,026,105	71,722,661
Revenue bonds and notes payable	1,133,229,639	1,145,361,845
Net pension liability	1,499,173,353	1,304,919,638
Total noncurrent liabilities	2,937,568,845	2,760,782,752
Total liabilities	4,160,682,428	4,014,564,525
DEFERRED INFLOWS OF RESOURCES		
Deferred service concession arrangement receipts	226,929,964	246,838,739
Deferred inflows related to leases	18,648,322	13,940,687
Deferred changes, pension expense	74,145,765	116,254,540
Total deferred inflows of resources	319,724,051	377,033,966
NET POSITION		
Unrestricted	1,658,606,127	1,553,647,706
Net investment in capital assets	6,248,004,173	6,015,846,849
Restricted:		
Nonexpendable:		
Scholarships and fellowships	21,495,617	21,439,572
Research	7,637,941	7,636,977
Other	16,929,356	16,928,834
Expendable		
Scholarships and fellowships	72,058,008	78,559,144
Research	113,313,016	78,683,998
Loans	16,826,883	22,664,745
Capital projects	2,972,633	4,891,748
Other	34,598,923	33,651,950
Total net position	8,192,442,677	7,833,951,523
Total liabilities, deferred inflows of resources and net position	$ 12,672,849,156	$ 12,225,550,014

UNIVERSITY OF SYSTEM OF MARYLAND
STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2024 AND 2023

	2024			2023		
OPERATING REVENUES:						
Tuition and fees	$ 1,840,281,459			$ 1,776,662,985		
Less: scholarship allowances	(451,258,174)	$ 1,389,023,285	32.6 %	(402,468,846)	$ 1,374,194,139	33.3 %
Federal grants and contracts		1,005,694,323	23.6		953,874,024	23.1
State and local grants and contracts		304,719,629	7.1		277,496,646	6.7
Nongovernmental grants and contracts		319,968,148	7.5		317,951,633	7.7
Sales and services of educational departments		420,496,529	9.8		411,628,170	10.0
Auxiliary enterprises:						
Residential facilities	231,425,357			215,887,920		
Less: scholarship allowances	(26,541,275)	204,884,082	4.8	(16,520,371)	199,367,549	4.8
Dining facilities	146,382,337			150,819,587		
Less: scholarship allowances	(12,322,220)	134,060,117	3.1	(8,663,551)	142,156,036	3.4
Intercollegiate athletics	174,020,257			154,888,205		
Less: scholarship allowances	(9,880,934)	164,139,323	3.8	(8,510,515)	146,377,690	3.5
Bookstore	14,625,835			14,874,198		
Less: scholarship allowances	(2,088,672)	12,537,163	0.3	(2,174,553)	12,699,645	0.3
Parking facilities	54,357,575			42,664,914		
Less: scholarship allowances	(108,275)	54,249,300	1.3	(157,119)	42,507,795	1.0
Other auxiliary enterprises revenues	162,685,982			166,037,955		
Less: scholarship allowances	(357,318)	162,328,664	3.8	(456,638)	165,581,317	4.0
Other operating revenues		98,297,572	2.3		90,444,137	2.2
Total operating revenues		4,270,398,135	100.0		4,134,278,781	100.0
OPERATING EXPENSES:						
Instruction		1,712,461,394	25.0		1,600,428,234	25.5
Research		1,370,516,611	20.0		1,243,956,697	19.9
Public service		620,615,062	9.0		573,243,117	9.2
Academic support		651,970,628	9.5		558,525,052	8.9
Student services		431,811,901	6.3		358,122,854	5.7
Institutional support		720,404,131	10.5		617,157,870	9.9
Operation and maintenance of plant		475,944,405	6.9		468,746,425	7.5
Scholarships and fellowships		129,967,770	1.9		137,101,779	2.2
Auxiliary enterprises:						
Residential facilities		198,768,057	2.9		191,683,735	3.1
Dining facilities		158,357,840	2.3		144,142,417	2.3
Intercollegiate athletics		182,807,057	2.7		168,220,152	2.7
Bookstore		14,134,091	0.2		14,695,038	0.2
Parking facilities		30,716,088	0.4		27,324,429	0.4
Other auxiliary enterprises expenses		162,073,796	2.4		159,279,496	2.5
Total operating expenses		6,860,548,831	100.0		6,262,627,295	100.0
Operating loss		(2,590,150,696)			(2,128,348,514)	
NONOPERATING REVENUES (EXPENSES)						
State appropriations		2,211,017,153	82.3		1,953,912,133	80.4
Pell grants		207,407,186	7.7		179,807,022	7.4
Other nonoperating grants		8,582,598	0.3		59,342,332	2.4
Gifts		84,440,884	3.1		65,435,471	2.7
Investment Income	200,276,141			139,254,630		
Less: investment expense	(1,633,356)	198,642,785	7.4	(1,771,876)	137,482,754	5.7
Interest on indebtedness		(31,741,099)	(1.2)		(35,940,588)	(1.5)
Other revenues, (expenses), gains and (losses)		9,875,792	0.4		71,486,779	2.9
Total nonoperating revenues (expenses)		2,688,225,299	100.0		2,431,525,903	100.0
Income (loss) before other revenues		98,074,603			303,177,389	
OTHER REVENUES:						
Capital appropriations		258,236,816	99.2		305,138,195	96.1
Capital gifts and grants		2,122,205	0.8		12,166,701	3.8
Additions to permanent endowments		57,530	-		173,059	0.1
Total other revenues		260,416,551	100.0 %		317,477,955	100.0 %
Increase (decrease) in net position		358,491,154			620,655,344	
Net position - beginning of year		7,833,951,523			7,213,296,179	
Net position - end of year		$ 8,192,442,677			$ 7,833,951,523	

University System of Maryland
Financial Snapshot
June 30, 2024

	June 30, 2024	June 30, 2023
From the June 30, 2024 preliminary financial statements and 2023 audited financial statements		
USM unrestricted net position	$ 1,658,606,127	$ 1,553,647,706
Net pension liability, adjusted	1,096,449,404	1,106,689,774
USM accrued leave	334,716,508	320,901,191
Affiliated foundations unrestricted net assets	428,918,254	373,772,602
Available funds	$ 3,518,690,293	$ 3,355,011,273
Debt outstanding	$ 1,351,483,269	$ 1,372,841,163
Ratio of available resources to debt outstanding per financial statements	**260%**	**244%**
Claims against the June 30 available resources not reflected in financial statements:		
Available funds per financial statements	$ 3,518,690,293	$ 3,355,011,273
Cash-funded capital projects not fully spent at June 30,	(332,264,672)	(216,854,321)
Future years cash-funded capital projects committed but not yet authorized	(126,589,000)	(194,893,849)
Noncapital cash-funded projects not yet authorized	(51,172,000)	(68,486,443)
Adjusted available funds	$ 3,008,664,621	$ 2,874,776,660
Debt outstanding per financial statements	$ 1,351,483,269	$ 1,372,841,163
Revenue bond-funded projects authorized but debt not yet issued	111,418,481	214,849,316
Deferred Service Concessions arrangements	226,929,964	246,838,739
Future obligations pending construction	525,000,000	609,000,000
Future obligations pending approval	84,000,000	
Adjusted total debt outstanding	$ 2,298,831,714	$ 2,443,529,218
Ratio of available resources to debt outstanding, adjusted	**131%**	**118%**

While rating agencies base their assessments based on financial statement balances, the System manages the ratio of available funds to debt outstanding to not fall below 1:1 ratio to ensure that financial health does not fall below medians for Aa1 rating category.

Overview of Financial Statements and Financial Planning

Senior Vice Chancellor for Administration and Finance
Ellen Herbst

Associate Vice Chancellor for Financial Affairs
Celeste Denson

Director Financial Planning and Analysis
Samantha Norris

Director Financial Reporting, Comptroller
Brian Acton

January 29, 2025

University System of Maryland

Overview of Financial Statements and Financial Planning

System financial statements

System financial health inputs and processes

BOR financial planning metrics

Bond ratings

System financial statements

Required by statute and necessary to access capital financing

Include financial health and operating results for the University System and for its component units

Detail financial statements by institution, and component units included in

System financial statements are included in State-wide financial statements

Management's discussion and analysis is intended to be high-level and summarized financial info helpful in understanding the System's finances

How are System finances managed?

Institutional leadership:

- Operating budget and capital spending under $1M – *institution fund balance goal requires saving $1 out of every $100 spent*
- Debt up to $50k

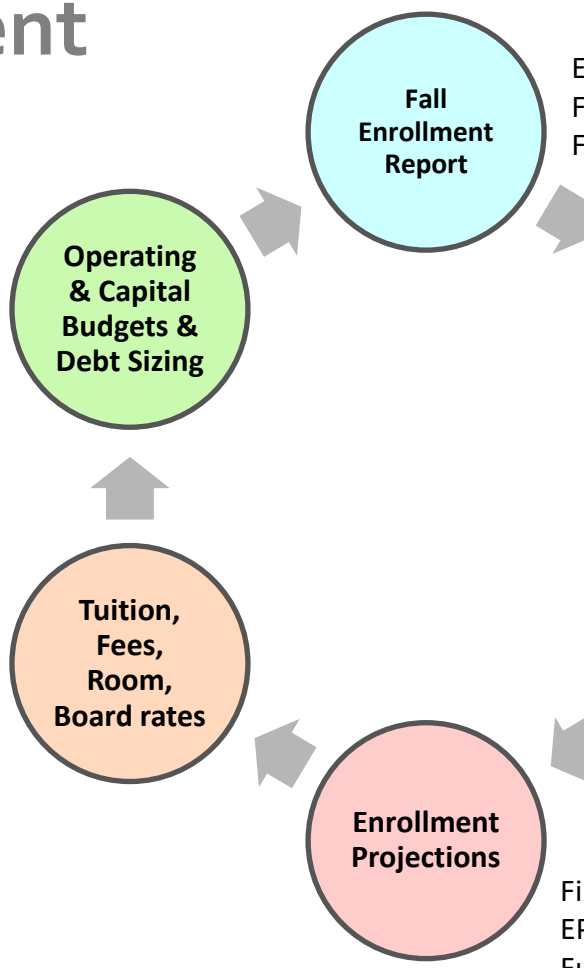
Chancellor and Board of Regents:

- Capital spending over $1M – *spending progress tracked, considered outside of institution fund balance goals*
- Bond authorizations approvals based on institution prioritization and affordability
- The fund balance goal is set annually to maintain ratio of reserves to debt

USM financial planning annually takes into consideration externalities:

- Pension liability
- Investment returns
- Pandemic or other crisis
- Fund balance reversions

Annual Cycle for Inputs into Financial Management



EPSL Committee December 3, 2024
Finance Committee October 30, 2024
Full Board November 22, 2024

Audit Committee December 18, 2024
Finance Committee January 29, 2025
Full Board February 14, 2025

Chancellor, Sr. Vice Chancellor and Regent sign-offs
February, when applicable

Finance Committee March 24, 2025
EPSL Committee April 3, 2025
Full Board April 11, 2025

Finance Committee March 24, 2025
Full Board April 11, 2025

Finance Committee May 12, 2025
Full Board June 13, 2025

Other off cycle processes and impacts:

- Campus master plans (rotating cycle every 5 years)
- Out of cycle project approvals (ongoing)
- Externalities (investment returns, pension changes, pandemic)

USM-wide Financial Planning Metrics

Board of Regents Policy on Debt Management (VIII-12.00)

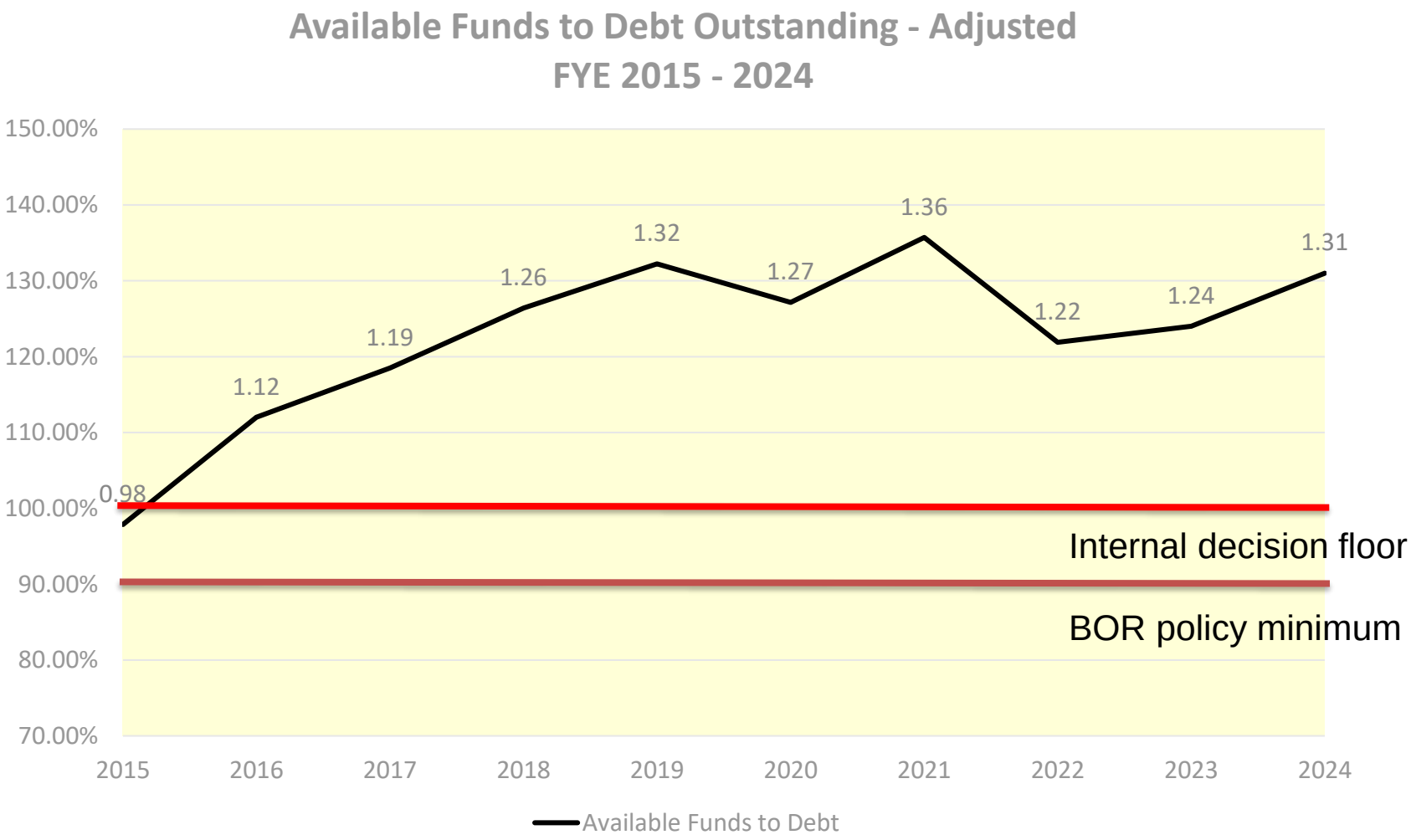
Revisions being drafted

- Minimum 'Available Funds to Debt' of 90% on an 'adjusted' basis
  - Proposed: Total Cash and Investments must be at least 90% of Total Adjusted Debt
- Maximum debt service ratio of 4% (currently just over 3%)

- Standards are designed to ensure institutions have reserves for:
  - Opportunistic initiatives
  - Crises like the pandemic where revenues temporarily decline
  - Satisfying obligations when due

Institution fund balances are not a 'rainy day fund' – fund balances are the result of hundreds of business managers across the System making prudent decisions to meet long-term needs – when an unanticipated challenge arises requiring use of fund balances, institution presidents need to make difficult choices

Trend in USM financial health



USM Bond Ratings

Moody's Aa1
(since September 2010)

S&P AA+
(since June 2008)

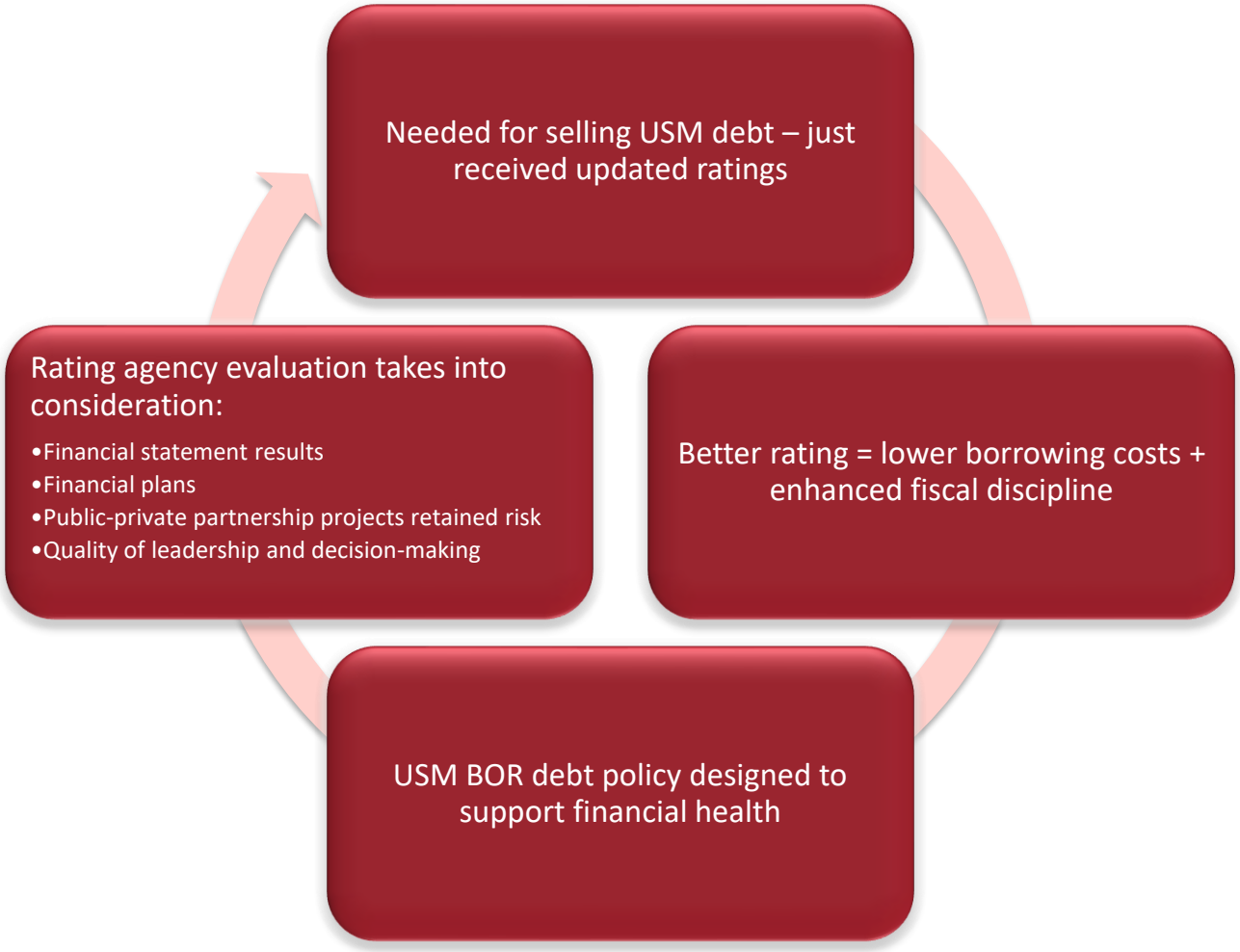
Fitch AA+
(since December 2010)

- ***Currently under annual surveillance review process***

Implications for USM-wide Financial Management:

1. Lower interest rates
2. Access to refinancings of previously issued debt
3. Partnership opportunities associated with credit strength
4. Requires financial strength to be maintained (lower borrowing)

The Rating Agency Evaluation



Bond Issuance Practices

- Issue annually to fund anticipated project spending for upcoming 12-month period
  - *Project authorization is done through System-funded Capital Program and Capital Improvement Plan budget processes*
  - *Forgoing issuance this year*
- Level debt service to provide budgetary predictability
- 3% to 5% coupon rates against a 3% to 4% true interest cost yields bond premiums (cash proceeds in excess of 'par' value of debt)
- Refinancing when advantageous
- 10-, 20- and 30-year term borrowings to match project lives
- Auxiliary projects pay proportionate amount of debt service
- Academic projects debt service paid from USM-wide pool

TOPIC: University System of Maryland: Review of Capital Improvement Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 13, 2025

SUMMARY: This report provides information on the status of capital improvement projects system-wide. Included are contract awards, completions, and detailed project schedules. The attached report reflects activity for the twelve-month period starting December 1, 2023, and ending November 30, 2024. The attached also includes a summary sheet highlighting key facilities milestones for the same time period.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

SUMMARY: USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS
AS OF NOVEMBER 30, 2024

This report provides information on major ($1M or larger) capital projects System-wide, excluding maintenance and energy performance contracts. Projects are funded through a variety of sources: State capital and operating funds, including facilities renewal; internal funding through the System Funded Construction Program (SFCP); private funds; and federal grants. This report is a summary of contract awards, project completions and project schedules for the twelve-month period beginning December 1, 2023 and ending November 30, 2024.

CAMPUS FACILITIES HIGHLIGHTS:

As of November 30th of 2024, there are roughly $2.7 billion worth of projects in design or construction System-wide. National estimating standards demonstrate that capital investment by the State directly supports over 3,600 full-time jobs in the Maryland economy. From concept and budget through ribbon cutting, the goal of the USM Capital Program is to provide the most advanced, effective facilities and deliver them in the most efficient, cost-effective way.

It's important to add that, over the last 15 years or so, more than 80 USM projects have been certified by the US Green Building Council as LEED "Silver" or "Gold" (or higher!). During the same timeframe, institutions have made significant progress toward reductions in energy use and have logged a roughly 50% reduction in greenhouse gas emissions.

Major projects completed during the last calendar year include:

- A new **School of Pharmacy and Allied Health at the University of Maryland Eastern Shore**. This 129,528 GSF building for the School of Pharmacy and Health Professions houses the School of Pharmacy's Doctor of Pharmacy and Doctor of Pharmaceutical Sciences programs. The facility also includes shared space for other health sciences disciplines and provides modern instructional and research space to support the current and future growth of health science-related programs.

- The completion of a **Replacement for Wing 1 of the Chemistry Building at the University of Maryland, College Park**. Reconstruction of the Chemistry Building was accomplished in three phases. This final phase included demolition of Wing 1 and replacing it with a 104,850 gross square foot facility with state-of-the-art research labs and support space. The original building was constructed 56 years ago and had not been significantly renovated. The new building is air conditioned, includes modern system controls, more appropriate teaching and research lab configurations, and safer ventilation and electrical systems.

- A new **College of Health Professions Building at Towson University**. The beautiful 228,993 gross square foot facility houses classrooms and laboratories to support the undergraduate and graduate programs of the College of Health Professions: Nursing, Speech-Language Pathology and Audiology, Health Sciences, Occupational Therapy and Occupational Science, among others.

Note: Bowie State held a ribbon cutting celebration in 2024 for their new Martin Luther King, Jr. Replacement Building. The existing structure will be taken down this year and the project will be reported on next January's list.

ONGOING PROJECTS:

As of November 30, 2024, there are a total of 117 major projects System-wide either pending design, or in design or construction, that are managed by the service centers or delegated to the institutions. The attached information includes schedules and project data for ongoing activities, including the following new projects. A list of completed or cancelled projects (from the last report) is also added below.

NEW PROJECTS ADDED TO LIST (PRE-PLANNING AND DESIGN):

		Architect/Engineer or TBD	**Project Cost**
Campus	Project Name	Name (State Abbrev)	Est Total Proj
BSU	Refurbish Tubman Hall	Dustin Constr (MD)	$10,050,000
SU	Commons Dining Hall Kitchen Exhaust	Whiting-Turner (MD)	$6,000,000
SU	Student Recreation Center	TBD	$15,000,000
TU	Athletic Achievement Center	TBD	$19,250,000
TU	Towson Center Renovation	TBD	$5,750,000
UMB	17-382 South Chill Water Loop Analysis	Affiliated Engs Inc (MD)	$4,750,000
UMB	18-331 Saratoga Garage Structural Assessment	WBCM (MD)	$4,360,000
UMB	22-317 SON Renovate 3rd Fl North Wing	Murphy Dittenhafer (MD)	$3,300,000
UMB	22-358 SOM AHRB Air Handler Replacement	CFR Engineering (MD)	$5,967,000
UMB	22-370 500 W Lexington Streetscape	RMF Engin'g (MD)	$2,060,000
UMB	23-338 Howard Hall Heat Exchanger/Converters	RMF Engin'g (MD)	$3,970,000
UMB	23-374 O&M Campus LED upgrade	TBD	$3,950,000
UMB	23-378 SOL Fin Tube Renewal	TBD	$3,300,000
UMB	23-379 IHV Perimeter Heat Fin Tube Renewal	TBD	$1,820,000
UMB	23-396 W Lexington 613-615 Stabilization	Murphy/Dittenhafer (MD)	$1,500,000
UMB	24-336 Pratt St Garage Elevators Modernization	VDA Inc (NJ)	$2,580,000
UMB	25-303 620 Lexington RTU Replacement	TBD	$4,400,000
UMB	25-307 Campus Air Compressor Replacement	TBD	$1,815,000
UMB	25-308 MD Bar Heating Plant Replacement	TBD	$1,830,000
UMCES	Bernie Fowler Lab Roof & HVAC Replacement	Rich Moe (MD)	$4,480,786
UMCP	Campus Creek Ph 2& Animal Sci Pond	Bayland (MD)	$4,098,902
UMCP	Campus Bikeway Segment 1A, 1B, & 1C	TBD	$2,196,690
UMCP	Chemistry Rm 0206 & 0208 Renovation	In-House Design	$1,240,000
UMCP	Chestertown Hall Central HVAC Renovation	WFT (MD)	$3,500,000
UMCP	CSPAC Upgrade Lighting 6 Theaters	Electrico, Inc. (MD)	$1,950,000
UMCP	EV Shuttle Bus Electrical Infrastructure	TBD	$7,437,757
UMCP	MUTR Cooling System Upgrade	M&M (MD)	$1,600,000
UMCP	SECU Stadium Upper Deck Repairs	Rummel Klepper Kahl (MD)	$4,500,000
UMCP	Soccer and Track Stadium Improv (On-Hold)	Design Collective (MD)	$25,000,000
UMES	Athletic Fields Renovation Phase 1	Clark Companies (VA)	$7,560,000
		Total New Projects	**$165,216,135**

PROJECTS COMPLETED AND REMOVED FROM LIST:

Campus	Project Name	Constr Mgr/Contractor Name (State Abbrev)	Project Cost
UMCP	ERC Natatorium Pump Room Renovation	Plano-Coudon (MD)	$5,200,000
UMCP	Field Hockey and Lacrosse Complex Renovation	Jeffrey Brown (MD)	$16,991,000
UMCP	Jimenez Hall, South Wing - HVAC Renovation	DPR Construction (CA)	$6,320,181
UMCP	John S. Toll Physics Bldg. - AHUs 13, 14, 15	W.L. Gary Co. (DC)	$3,139,143
UMCP	Regents Garage Renovations	Jeffrey Brown (MD)	$2,547,805
UMCP	Severn - Charging Stations for Elec Vehicles	Electrico (MD)	$1,180,000
UMCP	Stadium Drive Garage Renovations	A.R. Marani, Inc.(MD)	$2,360,000
UMCP	Underground Utilities Project	J Vinton Shafer (MD)	$13,475,000
UMCP	Woods Hall HVAC Renovation	DPR Construction (CA)	$5,164,819
UMES	School of Pharmacy and Allied Health	Gilbane (MD)	$105,680,068
UMCP	Chemistry Building Ph 3, Wing 1 Replacement	Whiting-Turner (MD)	$141,300,000
TU	College of Health Professions Bldg.	Gilbane (MD)	$189,340,000
UMB	Elev/Fire Alarm Improve in Various Garages	Maranto Brawner Emjay (MD)	$4,130,000
UMB	19-315 School of Pharmacy Bldg. Elec Systems	Cynergy (MD)	$4,000,000
UMB	20-360 Howard Hall 4th Floor Lab Renovations	Emjay (MD)	$1,500,000
UMB	20-349 School of Pharmacy Wdw Replace	Emjay (MD)	$1,300,000
UMB	20-360 Howard Hall 4th Floor Lab Renovations	Emjay (MD)	$1,500,000
UMB	19-383 222-224 N Greene St Site Redevelop	AR Marani (MD)	$2,550,000
UMB	23-343 IHV water pumps	Boland Trane (MD)	$2,030,000
UMB	20-371 HH Lobby Modification	Emjay (MD)	$1,600,000
UMB	22-337 OM Replace Multiple Fire Pumps	Siemens Tech (MD)	$2,020,000
UMB	22-385 Penn Garage Structural Evaluation	Emjay (MD)	$1,240,000
		Total Completed	**$514,568,016**

Data reported by institutions and Service Centers to the USM Office of Capital Planning

UNIVERSITY SYSTEM of MARYLAND

STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS

Revised 1/8/25
Data as of 11/30/2024

KEY: STATE-FUNDED CIP PROJECTS
SYSTEM-FUNDED NON-STATE/AUXILIARY OR FACILITIES RENEWAL PROJECTS

Institution	Project	Code	Estimated Total	Design	Delivery	Construction	Substantial	Total	Funding Source	Architect (Location)	Contractor (Location)
BSU	**Comm Arts & Humanities Bldg. (MLK Replacement)**	1	$165,685,985	04/20	D/B	03/22	08/24	$165,685,985	GO Bonds	Whiting-Turner (MD)	Whiting Turner (MD)
BSU	**BSU New Thurgood Marshall Library Commons**	1	$245,879,000	07/25	D/B	08/27	02/30	$1,100,000	GO Bonds	TBD	TBD
BSU	**Robinson Hall**	5	$7,150,000	10/21	D/B	06/23	09/24	$7,150,000	GO Bonds, Cash, PAYGO	Jeffrey Brown Contracting, LLC (MD)	Jeffrey Brown Contracting, LLC (MD)
BSU	**Refurbish Tubman Hall (includes separately approved HVAC work)**	2	$10,050,000	11/24	D/B	07/25	05/26	$10,050,000	USM Bonds	Dustin Construction (MD)	Dustin Construction (MD)
CSU	**New Residence Hall**	1	$56,502,000	11/24	CM	01/25	07/26	$6,864,000	GO Bonds, USM Bonds	Quinn Evans & Goody Clancy	Consigli (MASS)
FSU	**Challenger Center**	1	$6,000,000	12/23	GC	04/25	08/26	$4,200,000	Go Bonds, Cash	GWWO Inc (MD)	TBD
FSU	**Five Dorm Renovation - Phased**	3	$14,400,000	07/20	TBD	TBD	TBD	$12,100,000	USM Bonds, Cash	In-House (FSU)	Multiple
FSU	**Cordts PE Renov/Regional Recreation Complex**	1/3	$104,000,000	09/28	TBD	11/30	11/32	$5,000,000	PAYGO, GO Bonds	TBD	TBD
SU	**Commons Dining Hall Kitchen Exhaust**	3	$6,000,000	10/24	D/B	05/26	08/26	$6,000,000	Cash	Whiting Turner (MD)	Whiting Turner (MD)
SU	**Blackwell Hall Renovation**	3	$67,164,000	02/23	D/B	06/24	10/26	$31,792,000	PAYGO, GO Bonds	Whiting Turner (MD)	Whiting Turner (MD)
SU	**Student Recreation Center**	1	$15,000,000	07/25	TBD	09/26	09/27	$0	Cash	TBD	TBD
TU	**Smith Hall Renovation**	1/3	$153,525,000	09/22	CM	10/23	02/27	59,348,000	GO Bonds, PAYGO, NBF	Shepley Bulfunch (MASS), JMT (MD)	Consigli (MASS)
TU	**Glen Towers and Plaza Renovation**	3/5	$58,160,000	8/18	TBD	5/20	07/25	$58,160,000	USM Bonds, Cash	Design Collective (MD)	Barton Mallow (MD)
TU	**Athletic Achievement Center**	4	$19,250,000	TBD	TBD	TBD	TBD	$19,250,000	GO Bonds, Cash	TBD	TBD
TU	**Towson Center Renovation**	3	$5,750,000	TBD	TBD	TBD	TBD	$5,750,000	Cash	TBD	TBD
UMB	**17-317 Central Elec Substation and Elec Infrastructure Upgrades, Phased**	5	$80,000,000	BPW 2/22/2017	GC/CM	PH1A BPW 11/4/2020	PH 2&3 3/25 PH4 9/25 PH5 6/2027	$73,787,637	GO Bonds, Cash, FR Funds	RMF Engin'g (MD)	Highlander, JBC, Cianbro, Pipeway, etc.
UMB	**20-399 New School of Social Work Building**	1	$121,662,000	BPW 4/19/2023	CM	BPW 12/4/2024	08/27	$35,591,000	GO Bonds	Ballinger (PA)	Whiting Turner (MD)
UMB	**17-336 Howard Hall/Bressler Research Bldg. Substation**	5	$13,000,000	08/24	GC	9/19	03/25	$13,000,000	Cash	RMF Engin'g (MD)	Cianbro (MD)
UMB	**19-312 Bressler Research Bldg. Electrical Substations 4 - 7 Renewal**	5	$4,950,000	10/19	GC	BPW 12/1/2021	02/25	$4,946,240	FR Funds, PAYGO, Deficiency Approp, Cash	Marshall Craft (MD)	Cynergy (MD)

UMB	**23-377 Howard Hall Mechanical Infrastructure**	5	$52,576,000	04/24	CM	05/24	05/29	$2,000,000	ARB, Cash	BKM (MD)	Plano-Coudon (MD)
UMB	**18-312 North Campus Chilled Water Loop**	5	$6,195,000	6/19	GC	BPW 1/5/2022	12/24	$6,195,000	FR Funds Deficiency Approp., Cash	RMF Engin'g (MD)	Emjay (MD)
UMB	**16-391 MSTF Vet HVAC**	5	$6,200,000	10/17	GC	08/22	09/24	$5,019,717	ARB, Cash	Min Engineering	Emjay (MD)
UMB	**23-390 737 W Lombard Mechanical & windows**	5	$5,250,000	BPW 8/23/2023	GC	TBD	TBD	$5,250,000	FR Funds PAYGO, Cash	Marshall Craft (MD)	TBD
UMB	**19-366 Davidge Hall Roof**	5	$6,464,000	08/19	GC	BPW 11/8/2023	03/25	$5,386,606	FR Funds PAYGO, Cash	Johnson Mirmiran & Thompson (MD)	The Christman Company
UMB	**23-340 AH05/2B HW plant**	5	$1,230,000	~	GC	07/23	12/24	$1,025,190	~~Cash~~	UMB	Boland Trane (MD)
UMB	**19-338 IHV-AHB Connect CHW**	5	$4,370,000	10/19	GC	06/23	02/25	$3,947,363	~~Cash~~	IB Holding Inc DBA Colimore (MD)	Emjay (MD)
UMB	**22-319 HH GPILS**	3	$2,300,000	01/22	GC	12/23	12/24	$2,208,678	~~Cash~~	Design Collective (MD)	Brawner Builders (MD)
UMB	**23-355 Campus water heater Replacement**	5	$1,760,000	~	GC	08/23	06/24	$1,470,385	~~Cash~~	UMB	Boland Trane (MD)
UMB	**23-326 HSFIII 5th & 6th FI**	3	$34,121,000	BPW 6/7/2023	CM	BPW 10/30/2024	11/25	$28,747,229	Cash	Design Collective (MD)	Barton Mallow (MD)
UMB	**22-359 IHV Heating Plant**	5	$2,190,000	~	GC	09/23	01/25	$1,908,191	~~Cash~~	UMB	Boland Trane (MD)
UMB	**23-367 Lexington Heat Exchanger & Perimeter Heat**	5	$1,490,000	~	GC	08/23	06/24	$1,446,900	~~Cash~~	UMB	Boland Trane (MD)
UMB	**19-376 SOP South Mechanical**	5	$2,320,000	10/22	GC	02/24	01/25	$1,591,200	~~Cash~~	CFR Engineering (MD)	Emjay (MD)
UMB	**23-304 BRB Anatomy Lab**	3	$3,149,000	09/22	GC	BPW 10/25/2023	08/24	$2,845,909	GO Bond, Cash	Hord Coplan Mact (MD)	Emjay (MD)
UMB	**20-330 BRB Replace Energy Recovery Units and Exhaust Fans**	5	$14,769,000	09/21	GC	BPW 11/8/2023	08/25	$14,346,800	GO Bond, Cash	RMF Engin'g (MD)	Emjay (MD)
UMB	**23-312 SOD Ambulatory Surgery**	3/4	$29,516,000	09/23	CM	04/25	11/26	$21,949,276	GO Bond, Cash	Ewing Cole	J Vinton Schafer (MD)
UMB	**25-304 Lexington Roof**	5	$1,270,000	~	DB	05/24	12/24	$1,193,640	ARB, Cash	~	Bollinger Bros (MD)
UMB	**25-306 Saratoga Roof**	5	$2,600,000	~	DB	05/24	12/24	$2,383,820	ARB, Cash	~	Bollinger Bros (MD)
UMB	**25-300 IHV Chiller Replacement**	5	$4,160,000	~	GC	02/24	03/25	$3,618,567	Cash	~	Boland Trane (MD)
UMB	**25-301 HSHSL Chiller Replacement**	5	$1,740,000	~	GC	02/24	01/25	$1,514,673	Cash	~	Boland Trane (MD)
UMB	**25-302 SON Chiller Replacement**	5	$3,020,000	~	GC	02/24	03/25	$2,408,701	Cash	~	Boland Trane (MD)
UMB	**22-338 AHB Emergency Generator Replacement**	5	$1,160,000	11/22	GC	TBD	TBD	$903,719	Cash	Whitman Requardt & Assoc (MD)	TBD
UMB	**22-339 SON Emergency Generator Replacement**	5	$2,360,000	11/23	GC	09/24	06/26	$1,988,070	ARB, Cash	Henry Adams (MD)	Cynergy (MD)

UMB	**25-305 Saratoga AHUs Replacement**	5	$3,810,000	~	GC	03/24	12/24	$3,317,848	Cash	~	Boland Trane (MD)
UMB	**24-305 HSFI VAV & reheat coils Replacement**	5	$4,760,000	~	GC	03/24	06/25	$4,770,267	Cash	~	Boland Trane (MD)
UMB	**16-350 BRB Exterior Upgrade**	5	$10,200,000	02/17	GC	03/22	PH1 02/2024 PH2 TBD	$10,241,932	Cash	Ziger Snead (MD)	Jeffrey Brown (MD), TBD
UMB	**17-335 MSTF Replace Emergency Generator & Distribution**	5	$7,000,000	08/19	GC	05/21	03/25	$6,925,847	ARB, Cash	RMF Engin'g (MD)	Cianbro (MD)
UMB	**20-389 Donaldson Brown Center Renovation**	5	$4,390,000	09/20	GC	08/23	06/24	$3,814,159	Cash	Ammon Heisler Sachs (MD)	Emjay (MD)
UMB	**22-361 A&F Pearl Street Electric Service**	5	$3,610,000	09/23	GC	09/24	10/27	$3,006,871	ARB, Cash	Henry Adams (MD)	Dvorak (MD)
UMB	**23-317 SON New Roof Replacement**	5	$3,550,000	~	DB	04/24	01/25	$2,796,518	Cash	~	Patuxent Roofing (MD)
UMB	**23-336 HSF I D3040 Heat Exchangers-Older Renewal**	5	$2,420,000	03/23	GC	06/23	11/24	$2,310,000	Cash	BKM (MD)	Emjay (MD)
UMB	**17-382 South Chill Water Loop Analysis**	5	$4,750,000	10/17	GC	04/24	10/25	$4,717,828	Cash	Affiliated Engineers Inc (MD)	Boland Trane (MD)
UMB	**18-331 Saratoga Garage Structural Assessment**	5	$4,360,000	03/18	GC	12/24	02/26	$4,356,689	Cash	Whitney Bailey Cox & Magnani (MD)	A. R. Marani (MD)
UMB	**22-317 SON Renovate 3rd Fl North Wlng**	3	$3,300,000	01/22	GC	08/24	05/25	$2,724,822	Cash	Murphy & Dittenhafer (MD)	Brawner Builders (MD)
UMB	**22-358 SOM AHRB Air Handler Replacement**	5	$5,967,000	08/23	GC	01/25	12/27	$4,540,640	ARB, Cash	CFR Engineering (MD)	Boland Trane (MD)
UMB	**22-370 500 W Lexington Streetscape**		$2,060,000	05/23	CM	TBD	TBD	$1,711,686	ARB, Cash	RMF Engin'g (MD)	TBD
UMB	**23-338 Howard Hall Heat Exchanger - Preheat Converter E1 & E2 Renewal**	5	$3,970,000	04/23	GC	07/24	07/26	$3,435,975	Cash	RMF Engin'g (MD)	Emjay (MD)
UMB	**23-374 O&M Campus LED upgrade**	5	$3,950,000	~	GC	07/24	03/25	$3,679,996	Cash	~	Anixter Inc (MD)
UMB	**23-378 SOL Fln Tube Renewal**	5	$3,300,000	~	GC	07/24	05/25	$2,810,325	Cash	~	Boland Trane (MD)
UMB	**23-379 IHV Perimeter Heat Fln Tube Renewal**	5	$1,820,000	~	GC	07/24	05/25	$1,458,450	Cash	~	Boland Trane (MD)
UMB	**23-396 W Lexington 613-615 Stabilization**		$1,500,000	08/23	GC	TBD	TBD	$1,377,876	Cash	Murphy & Dittenhafer (MD)	TBD
UMB	**24-336 Pratt St Garage Elevators Modernization**	5	$2,580,000	05/24	GC	TBD	TBD	$1,659,000	Cash	VDA Inc (NJ)	TBD
UMB	**25-303 620 Lexington RTU Replacement**	5	$4,400,000	~	GC	03/24	06/25	$4,365,289	Cash	~	Boland Trane (MD)
UMB	**25-307 Campus Air Compressor Replacement**	5	$1,815,000	~	GC	03/24	01/25	$1,815,000	Cash	~	Emjay (MD)
UMB	**25-308 MD Bar Heating Plant Replacement**	5	$1,830,000	~	GC	08/24	05/25	$1,535,625	Cash	~	Boland Trane (MD)
UMBC	**Utility Upgrades**	5	$20,840,000	7/19	GC	08/20	11/24	$20,840,000	GO Bonds, ARB, NBF, Cash	RMF Engin'g (MD)	Whiting Turner (MD)

UMBC	**Sherman Hall Renewal**	3	$94,244,000	3/22	CM	08/23	12/26	$22,928,452	GO Bonds	Page Southerland Page, Inc (DC)	Whiting Turner (MD)
UMBC	**Spring Grove Utility Upgrades and Site Improvements**	5	$27,000,000	03/23	CM	03/23	11/26	$27,000,000	GO Bonds	RK&K (MD)	Whiting Turner (MD)
UMCES	**Chesapeake Collaborative Building**	1	$21,870,000	10/21	GC	06/24	11/25	$21,870,000	GO Bonds. PAYGO	Design Collective (MD)	Costello Construction Co. (MD)
UMCES	**Bernie Fowler Lab Roof & HVAC Replacement**	3	4,480,786	N/A	GC	09/24	12/25	$4,480,786	FR Funds	Rich Moe (MD)	Rich Moe (MD)
UMCES	**Coastal Dynamics Laboratory**	1	$56,833,000	TBD	TBD	TBD	TBD	$2,500,000	GO Bond	TBD	TBD
UMCP	**Baseball Practice Facility**	1	$8,002,866	08/23	D/B	07/24	12/24	$8,002,866	Cash	J Vinton Shafer (MD)	J Vinton Shafer (MD)
UMCP	**AV Williams Cooling Tower Replacement**	3	$2,400,000	05/23	GC	01/25	04/25	$2,400,000	ARB	RMF Engin'g (MD)	W.L. Gary Co. (DC)
UMCP	**Biomolecular Sciences Renew Mechanical & Electrical Systems**	3	$3,250,000	TBD	TBD	TBD	TBD	$3,250,000	Go Bonds, ARB	TBD	TBD
UMCP	**Biology Psychology Animal Lab 4126 Renovation**	3	$1,521,000	10/23	GC	06/24	01/25	$1,521,000	FR, Cash	In-House (UMCP)	North Point Builders (MD)
UMCP	**Campus Farm Upgrades Phases I, II, III (On-Hold)**	1/3	$23,000,000	TBD	TBD	TBD	TBD	$426,281	Cash	TBD	TBD
UMCP	**Campus Creek Restoration Phase 2 & Animal Science Pond Renewal(Multiple Projects)**	3	$4,098,902	05/21	GC	09/24	03/27	$2,832,134	Cash, DNR Grant	Bayland Consultants & Designers, Inc.	Clark Construction Group(MD)
UMCP	**Cambridge Quad Water Line Replacement (On-hold)**	5	$2,200,000	11/22	GC	TBD	TBD	$400,000	FR Funds	Hord, Coplan, Macht, Inc (MD).	TBD
UMCP	**Campus Drive Bikeway**	4	$2,500,000	08/24	GC	10/25	02/26	$2,500,000	DGS Grant Funds	Wallace Montgomery & Associates (MD)	TBD
UMCP	**Campus Bikeway Segment 1A, 1B, & 1C**	4	$2,196,690	01/25	TBD	08/25	11/26	$936,690	Cash, Federal Grant	TBD	TBD
UMCP	**Chemistry Building Ph 3, Wing 1 Replacement**	3	$141,300,000	05/19	D/B	01/21	03/24	$141,300,000	GO Bonds, NBF	Whiting-Turner (MD)	Whiting Turner (MD)
UMCP	**Chemistry Wing 2 Rooms 0206 & 0208 Renovation**	3	$1,240,000	03/24	GC	12/24	04/25	$1,240,000	Cash	In-House (UMCP)	TBD
UMCP	**Chestertown Hall Central HVAC Renovation**	3	$3,500,000	07/24	D/B	02/25	07/25	$5,000,000	Cash	WFT Engineering Inc.(MD)	TBD
UMCP	**Cole Cultural Center Fit-Out**	4	$5,400,000	03/22	CM	08/24	06/25	$5,400,000	Cash	Murphy & Dittenhafer Inc (MD)	J Vinton Shafer (MD)
UMCP	**Cole Head House Renovation**	3	$16,938,465	03/22	CM	02/24	06/25	$16,938,465	PAYGO, Cash, FR ARB	Murphy & Dittenhafer Inc (MD)	J Vinton Shafer (MD)
UMCP	**Cole Academy for Innovation and Entrepreneurship Fit-Out**	3	$600,000	03/22	GC	06/25	01/28	$600,000	Cash	Murphy & Dittenhafer Inc (MD)	J Vinton Shafer (MD)
UMCP	**CSPAC Upgrade Lighting 6 Theaters**	3	$1,950,000	N/A	JOC	05/24	08/25	$1,772,310	FR, MEA Loan	N/A	Electrico Inc(MD)

UMCP	**Ellicott Community Renovation (including Oakland Hall SCUP Ph 2)**	3	$48,350,000	TBD	D/B	TBD	TBD	$8,350,000	USM Bonds, Cash	TBD	TBD
UMCP	**EV Shuttle Bus Electrical Infrastructure**		$9,300,000	03/25	DBC	08/25	01/26	$1,500,000	Cash, FTA Grant	TBD	TBD
UMCP	**Graduate Student Housing (Multiple Projects)**	3	$20,050,000	TBD	CM	02/24	02/25	$15,050,000	GO Bonds, Cash.	TBD	James Davis Construction(VA)
UMCP	**Health and Human Sciences Complex**	1	$134,020,000	07/24	D/B	05/25	03/28	$26,500,000	Go Bonds	Clark Construction Group(MD)	Clark Construction Group(MD)
UMCP	**Hornbake Library Conversion Ph 1 and Renew Ground Floor HVAC**	3/4	$12,703,432	05/25	D/B	04/26	03/27	$12,703,432	GO Bond, PAYGO, ARB	TBD	TBD
UMCP	**ICA Basketball Practice Facility**	1	$52,263,400	05/22	D/B	06/23	06/25	$52,263,400	NBF, GO Bonds	Clark Construction Group(MD)	Clark Construction Group(MD)
UMCP	**Interdisciplinary Engineering Building**	1	$246,655,000	12/21	D/B	12/22	06/26	$152,805,000	Go Bond, NBF	Whiting Turner (MD)	Whiting Turner (MD)
UMCP	**MS4 Permit Implementation**	?	$5,500,000		TBD			$1,179,960	Cash	Whitney Bailey Cox & Magnani (MD)	TBD
UMCP	**MUTR Cooling System Upgrade**	3	$1,600,000	12/24	D/B	10/25	05/26	$1,320,000	Cash	M&M Welding & Fabricators (MD)	M&M Welding & Fabricators (MD)
UMCP	**New Office Bldg. for Central MD Res/Educ. Ctr., Clarksville**	1	$9,000,000	08/20	GC	05/22	05/24	$9,000,000	Cash	Johnson Mirmran Thompson (MD)	North Point Builders (MD)
UMCP	**Quantum and Advanced Computing Infrastructure (Multiple Buildings)**	1	$20,000,000	07/23	CM	04/25	06/26	$20,000,000	Go Bonds	Whitman, Requardt; JMT (MD)	TBD
UMCP	**RPB1: Renovation for Seqcure**	3	$2,160,000	01/20	GC	01/26	05/26	$2,160,000	Federal Grant	HDR (VA)	TBD
UMCP	**School of Public Health Building Roof and AHU-23 Replacement (On-Hold)**	5/3	$5,700,000	11/22	D/B	TBD	TBD	$600,000	FR Funds (ARB)	Jeffrey Brown Contracting (MD)	Jeffrey Brown Contracting (MD)
UMCP	**SCUB 3 Heating Water Pipe Relocation**	5	$13,916,658	03/19	CM	06/23	09/25	$13,916,658	ARB, FR Funds, Deficiency Appropriation	Rummel Klepper & Kahl (MD)	Whiting Turner (MD)
UMCP	**SECU Stadium Upper Deck Repairs**		$4,500,000	01/24	GC	06/24	TBD	$3,000,000	Cash	Rummel Klepper & Kahl (MD)	Jeffery Brown Contracting (MD)
UMCP	**Severn - Vehicle Wash Station (on-Hold)**	1	$3,939,884	06/22	TBD	TBD	TBD	$3,939,884	Cash	Whitman Requardt&Assoc. (MD)	TBD
UMCP	**Shoemaker 2nd Floor Renovation**	3	$1,900,000	09/23	TBD	05/24	11/24	$1,900,000	Cash	In-House (UMCP)	Kalmia Construction (MD)
UMCP	**Soccer and Track Stadium Improvements (On-Hold)**	2	$25,000,000	04/24	TBD	TBD	TBD	$170,000	Cash	Design Collective (MD)	TBD
UMCP	**Softball Practice Facility**	1	$4,980,000	08/23	D/B	07/24	03/25	$4,937,062	Cash	J Vinton Shafer (MD)	J Vinton Shafer (MD)
UMCP	**South Campus Housing Utility & Infrastructure Upgrade**	5	$20,700,000	08/25	TBD	01/27	05/27	$14,700,000	Cash, ARB	TBD	TBD

UMCP	**SPP Do Good Institute Projects**	1	$1,727,080	10/23	CM	05/24	08/24	$1,727,080	NBF	Leo Daly (DC)	J Vinton Shafer (MD)
UMCP	**Union Lane Water and Sanitary Line (On-Hold)**	5	$2,200,000	10/22	GC	05/25	08/25	$2,200,000	PAYGO, FR Funds, Go Bonds	Hord, Coplan, Macht, Inc.(MD)	TBD
UMCP	**Van Munching Hall - New Classrooms**	3	$3,805,000	07/23	D/B	10/23	08/24	$3,805,000	Cash	Jeffrey Brown Contracting (MD)	Jeffrey Brown Contracting (MD)
UMES	**Agricultural Research and Education Center**	1	$31,349,000	07/20	D/B	06/24	07/25	$31,349,000	TBD/ Grants, Insurance Proceeds, GO Bonds	Bancroft Construction Co (DE)	Bancroft Construction Co (DE)
UMES	**Athletic Fields Renovation Phase 1**	3	$7,560,000	02/24	D/B	02/25	08/25	$5,160,000	USM Bonds and Cash	Clark Companies (VA)	Clark Companies (VA)
UMES	**Carver Hall Renovation**	3	$6,873,031	12/21	GC	05/24	04/25	$6,873,031	Fed Grants/Bridge funds, FR funds(PAYGO & ARB)	Murphy & Dittenhafer Inc (MD)	TBD
UMES	**Flood Mitigation (Three spin-off projects)**	5	$16,442,700	07/19	GC	07/22	03/26	$16,442,700	ARB, Cash, Go Bond	Whitney Bailey Cox & Magnani (MD)	Chesapeake Turf, LLC (MD)
UMES	**Natural Gas Pipeline/Retrofit (Three spin-off projects)**	5	$10,045,999	07/20	GC, JOC	06/21	12/24	$10,045,999	Grants, Cash, FR Funds	Whitney Bailey Cox & Magnani (MD); MS Engineers (MD)	Paige Industrial Services, Inc.(MD); Chesapeake Turf, LLC (MD)
UMES	**Nuttle Residence Hall Renovation**	3	$10,800,000	06/24	GC	TBD	TBD	$800,000	Fed Grant/USM Bonds	TBD	TBD
UMGC	**Adelphi Building Renovation**	3	$36,180,000	TBD	TBD	TBD	TBD	$3,398,500	GO Bond	TBD	TBD
USM	**Rita Colwell Center (formerly Columbus Center) Deferred Maintenance**	3	$21,667,000	03/24	D/B for Ph1 and GC for Ph 2	05/24	01/26	$4,934,000	Special Funds (State PAYGO)		
							3,667	**Direct jobs supported by the capital program** per Economic Policy Institute formula of 5.5 FTE direct (construction-related) jobs per $1M investment based on Bureau of Labor Statistics. Construction investment also generates nearly twice this number of indirect jobs. The total program is divided by a rough average duration of construction from design award through construction completion of 4 years. www.epi.org			
Total Program (State and non-State/ Auxiliary)			**$2,665,933,878**								

Codes:
1 New facility
2 Addition/Expansion/Extension
3 Renovation or Replacement
4 Alterations and Addition
5 Infrastructure

Abbrev.
CM = Construction Management
D/B = Design/Build
GC = General Contractor
JOC= Job Order Contractor

* **Definitions:**

Total Project Cost: Total estimated project cost including planning, construction & equipment.
Design Start: Date of BPW approval of architect/engineer.
Construction Start: Date of BPW approval of contractor.
Completion: Date of substantial completion/beneficial occupancy.

Funding:
NBF = Non-budgeted funds (e.g., donor funds); GO Bonds = State General Obligation Bonds or Bond Premium funds;
ARB = Academic Revenue Bonds (approved by State); FR = Capital Facilities Renewal
USM Bonds = USM Auxiliary Revenue Bonds; CASH = Institutional funding, including cash, donor funding and plant funds

TOPIC: University of Maryland Global Campus: Planned Use of Largo Sale Proceeds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: February 13, 2025

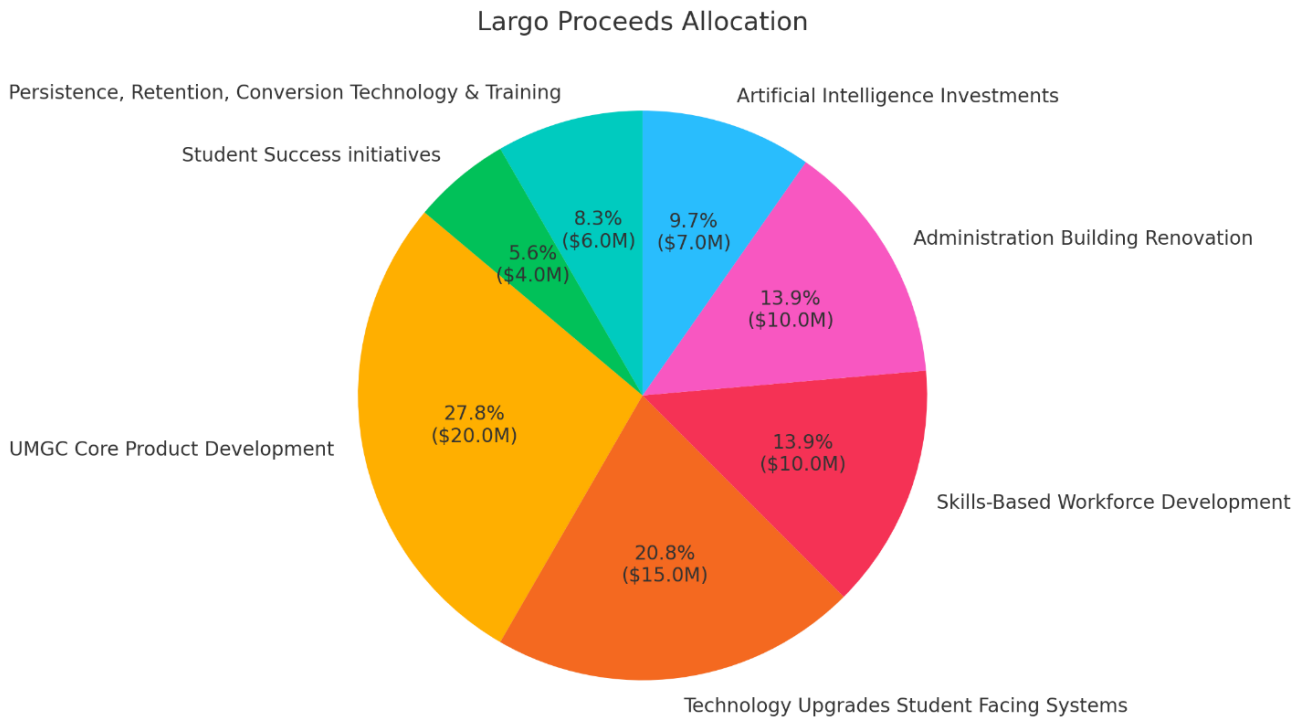
SUMMARY: On December 16, 2022, the Board of Regents approved the University of Maryland Global Campus's sale of three properties in Upper Marlboro: a 232,038-square-foot building at 1616 McCormick Drive, a 63,500-square-foot building at 1601 McCormick Drive, and a 6.8-acre vacant parcel at 1440 McCormick Drive (collectively, the "Properties"). The Properties were sold to the Maryland-National Capital Park and Planning Commission on March 10, 2023, for $75 million.

The sale generated $72 million in net proceeds after the broker fee. Pursuant to HB 735, enacted during the 2023 Maryland Legislative session, non-residential USM campuses may request approval from the Board of Regents to allocate proceeds from property sales toward operating costs.

The purpose of this item is to provide the Board with information on UMGC's overall planned use of the net proceeds. UMGC plans to transfer $62 million from its plant fund balance to its operating fund balance, while $10 million will remain in the plant fund for the UMGC Administration Building Renovation. UMGC will return to the Board to seek approval for the transfer of funds for each initiative as details are developed, and for approval of contracts related to these initiatives, as required. These proceeds are intended to support several mission-critical initiatives over the next four years, as outlined below:

- UMGC core product development (course design services to upgrade current and new courses);
- student facing technology platform upgrades (CRM, LMS, Telephony, etc.);
- skills-based workforce development offerings (platform and curricula);
- renovation of the Administration Building (a project in the CIP to begin in FY29, with advanced funding from the General Assembly and additional funds needed to begin earlier);
- artificial intelligence investments (exploring and identifying emerging technologies that will benefit UMGC, USM, and the State of Maryland);
- persistence/retention/conversion technology and training (student support with conversational artificial intelligence and other student support enhancements); and
- student success initiatives (to accelerate UMGC's improvement in student outcomes, fair outcomes and value, and scale to result in significantly more baccalaureate degrees awarded to Black, Latino, Indigenous, and low-income learners at the national level).

The funds associated with each initiative are listed below.



UMGC Core Product Development	$20M
Technology Upgrades Student Facing Systems	$15M
Skills-Based Workforce Development	$10M
Administration Building Renovation	$10M
Artificial Intelligence Investments	$7M
Persistence, Retention, Conversion Technology & Training	$6M
Student Success initiatives	$4M
TOTAL	**$72M**

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: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Cover Memo - Minutes

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes from December 4, 2024 Public and Closed Sessions

COMMITTEE: Committee on Governance and Compensation

DATE OF MEETING: January 29, 2025

SUMMARY: The Committee on Governance and Compensation will review and approve meeting minutes from December 4, 2024 Public and Closed sessions.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: January 29, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson; dwilkerson@usmd.edu; 410-576-5734	

MINUTES PUBLIC Gov and Comp December 4 2024

USM Board of Regents
Committee on Governance and Compensation
Minutes from Public Session
December 4, 2024
Zoom

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:30 a.m. on Wednesday, December 4, 2024 via Zoom.

Those in attendance included Regents Gooden, Hur, Leggett, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Ms. Roxas, Mr. Herring. and Mr. Jones.

1. **Approval of the Meeting Minutes from October 30, 2024. The Regents reviewed and** approved the meeting minutes. (Moved by Regent Leggett, seconded by Regent Smarick; unanimously approved).

2. **Approval of Committee Charges.** The Regents reviewed and approved the committee charges for FY 24-25 for the Intercollegiate Athletics and Audit committees. (Moved by Regent Leggett, seconded by Regent Gooden; unanimously approved).

3. **Towson University Bonuses based on Retention.** The Regents heard an information item related to Towson University's plan to provide a one-time bonus to their sworn police officers.

4. **Convene to Closed Session.** Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). (Moved by Regent Wood, seconded by Regent Gooden; unanimously approved).

The public session meeting adjourned at 8:45 a.m.

USM Board of Regents
Committee on Governance and Compensation
Minutes from Closed Session
December 4, 2024
Zoom

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 8:46 a.m. on Wednesday, December 4, 2024 via Zoom.

Those in attendance included Regents Gooden, Hur, Leggett, McMillen, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; AAGs Bainbridge and Langrill; and Ms. Wilkerson, Ms. Perry, Ms. Roxas, Mr. Samuel.

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

2. **Frostburg State University Pre-Negotiation Briefing Re MOU with FOP.** The Regents reviewed an addendum to the USM Presidents' appointment letters. (§3-305(b)(9)).

3. **Review of Certain Contracts and Employment Agreements.** The Regents reviewed a personnel contract from UMB, subject to review under Policy VII-10.0 (§3-305(b)(1)).

The meeting adjourned at 9:11 a.m.

USM Board of Regents
Committee on Research and Economic Development
December 10th, 2024
Zoom

Call to Order: Regent Wood called the meeting of the Research and Economic Development Committee of the University System of Maryland Board of Regents to order in public session at 10:32pm on Wednesday December 10th, 2024, via Zoom.

In attendance:

Regents: Michele Masucci, Bill Wood, Kevin Anderson, Linda Gooden, Clifton Griffin, Denise Wilkerson, Julia Chadwick, Michael Ravenscroft, Mike Jensen, Lindsay Ryan, Sarah Sheppard, Dave Mosca, Jay Perman, Susan Lawrence, Anwer Hasan, Yehuda Neuberger, Elena Langrill, Phil Robilotto

Audience: 21 attendees in the audience.

Agenda:

1. **Approval of Minutes.** Regent Wood called a vote to approve the minutes from the October 29th meeting of the Board of Regents committee on Research and Economic Development. Regent Anderson motioned to approve the minutes, and Regent Gooden seconded. The motion carried unanimously.

2. **Research Roundup.** Vice Chancellor Michele Masucci updated the USM on research and economic development initiatives, including the Nov. 27 Tedco Expo, Bowie State's Entrepreneurship Innovation Center being Highly Commended by the Global Consortium of Entrepreneurship Centers, and recent grants awarded to UMCP, UMCES, Bowie, and

UMBC. She also discussed progress with the USM External Engagement Task Force, the Major Resource Programs and Ventures group, and improvements in grant administration led by Julia Chadwick. Additionally, she shared preliminary research expenditure data. Meeting materials are publicly available on the USM website.

a. **Regent Wood and Vice Chancellor Masucci shared with the committee the idea to host a USM-wide Awards and Recognition event for excellence in research, discovery, and innovation at the system level. The committee was favorable to the idea, and a follow-up meeting will take place to discuss specifics.**

3. **Salisbury Enterprise Research.** Dr. Clifton Griffin presented Salisbury University's enterprise research to the RED Committee, highlighting five years of research and development expenditures and awards, ten years of Maryland Industrial Partnerships (MIPs) awards, and the economic and student impact of the Student Research Office of Undergraduate Research and Creative Activity. He also provided updates on Salisbury's undergraduate research journal *Laridae* and the new Graduate School. Meeting materials are publicly available on the USM website.

   a. **NSF EPIIC Grant.** Mike Jensen presented Salisbury University's recent recipiency of an NSF EPIIC Grant to the RED Committee. The grant is in its second round, with $380k being the amount received by Salisbury to be used researching Artificial Intelligence. The project is a 3-year project called Rural AI Solutions and Engagement (RAISE). All meeting materials are available to the public on the USM website.

4. **Economic Development.** Executive Director of Economic Development Lindsay Ryan, and Associate Vice President of the Office of Technology Transfer and Executive Director of UM Ventures, Baltimore Phil Robilotto both had their presentations postponed until next RED Committee meeting due to time constraints. Regent and Secretary Kevin Anderson shared an overview on the Maryland Economic Council (MEC) October 2024 Report. This

overview broke down the key recommendations from the MEC report into 9 major points, from reducing corporate tax rates to enhancing legislative advocacy. All meeting materials are available to the public on the USM website.

a. **Regent Gooden requested that the full MEC report be shared with the RED Committee.**

Action items:

1) Minutes from the 10/29/2024 RED Committee meeting were approved to move forward to the next full board meeting.
2) The RED Committee will schedule a time in the near future to meet to discuss the logistics of putting on a USM-wide Research, Discovery, and Innovation Awards and Recognition event.
3) The full MEC Report to be shared with the RED Committee.

Adjourned: Regent Wood gave his closing remarks and adjourned the meeting at 12:10 p.m.

TOPIC: University System of Maryland: FY 2025 Operating Budget Update

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: February 13, 2025

SUMMARY: A brief update will be provided on the current status of the USM operating budget as presented in the FY 2026 Governor's Allowance.

The USM budget includes revenues from state appropriations, tuition and fees, auxiliary services, federal and other contract and grants, and other revenues for a total budget of $7.9 billion.

- Governor's Proposal:
  - $2.2 billion—combination of the General Fund and Higher Education Investment Fund
  - Represents a net decrease of $151.3 million or 6.4 percent under the FY 2025 Unrestricted Appropriation

- Projected Tuition Increase:
  - Tuition is assumed 2-5% for resident undergraduate students and 5-7% for nonresident undergraduates

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:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TOPIC: University System of Maryland: FY 2026 Capital Budget Update

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: February 13, 2025

SUMMARY: A brief update will be provided on the current status of the USM capital budget as outlined in the FY 2026 Governor's Budget.

The recently released Governor's Five-Year Capital Improvement Program (CIP), totaling $1.23 billion, represents a more than $200 million increase compared to the amounts received in the last two budget cycles. It is the second-largest five-year total in the past decade. This outcome reflects a positive commitment to capital investment, particularly in light of the fiscal challenges facing the State.

The Board's aspirational five-year request, submitted in June of last year, totaled $1.64 billion and encompassed the following priorities:

- **Addressing cost increases** for several projects already in the queue.
- **Accelerating funding requests** for construction starts, particularly where planning funds for projects were designated for later years of the CIP. This notably impacted the FY 2030 request.
- **Advocating for the Governor's support** of new or advanced requests preauthorized by the General Assembly during the 2024 session.
- **Incorporating supplemental requests** for new or accelerated projects submitted by institutions.

What is Included

This year's CIP reflects several positive outcomes when compared with last year's CIP. Notably, no projects have been deferred or eliminated in this budget.

Additional highlights include:

- **Support for cost increases**: The Governor backed market and scope-related cost adjustments built into institutional requests, including adding climate-focused components such as a geothermal energy system for Towson's Smith Hall renovation project.
- **Flexible funding streams**: Adjustments were made at the request of construction managers to align with cash flow needs, with funding provided in full.
- **Enhanced funding**: Resource support for the Colwell Center roof and HVAC upgrades.
- **Accelerated critical work**: The request to expedite Towson's Electrical Substation project was supported.

Requests Not Included

While the CIP includes many positive aspects, several requests were not incorporated:

- **Legislative preauthorized amounts**: These were not supported in the budget.
- **Supplemental requests**: With few exceptions, supplemental requests to add or advance current projects were not included.
- **Deferred funding**: Some requests to add FY 2030 construction funds, where planning funds had been provided for FY 2029, were deferred. This reflects a continuation of the more traditional practice of spreading planning funds over two years.

In summary, this year's CIP demonstrates a strong financial commitment to System institutions and the preservation of physical assets. Appreciation is extended to both the Governor and the General Assembly for their continued support.

The attached summary spreadsheet provides a comparison between the Board's request and the Governor's proposal.

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:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Priority 1	GOVERNOR'S CIP (NOTE POTENTIAL CASH FLOW CHANGES)
Priority 2	REQUESTED COST INCREASES TO GOVERNOR'S CIP
Priority 3	GENERAL ASSEMBLY ADDS/PREAUTHORIZATIONS
Priority 4	SUPPLEMENTAL REQUESTS (BOARD-REQUESTED ADDITIONS/ACCELERATIONS)

				USM REQUEST PER CBIS **USM BOARD OF REGENTS, June 2024 [STATE FUNDS* ONLY]** **FY2026-2030 Capital Improvement Program (CIP) - $'000's**					**GOVERNOR'S CIP** **JANUARY 2025 [STATE FUNDS* ONLY]** **FY2026-2030 Capital Improvement Program (CIP) - $'000's**					
INST'N	**PROJECTS**	**Prior State $**	**NBF/Cash**	**FY2026**	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2026**	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**NOTES**
UMB	Central Electric Substation and Redundancy	70,567	3,000			1,523 C					1,523 C			
UMB	New School of Social Work Building	35,591		42,924 PC	45,284 CE	1,463 E			42,924 PC	45,284 CE	1,463 E			
UMB	SOD Ambulatory Surgery Center	2,338	147	862 CE						862 CE				1
UMCP	Campuswide Building System and Infrastructure Improvements	95,000		12,500 C	12,500 C	12,500 C	12,500 C	12,500 C	12,500 C		12,500 C	12,500 C	12,500 C	2
UMCP	Interdisciplinary Engineering Building (Zupnik Hall): New	113,630	58,200	58,700 CE	13,110 CE				58,700 CE	13,110 CE				3
UMCP	Grad Student Housing Subsidy	15,000	TBD	5,000 CE	5,000 CE	5,000 CE	5,000 CE	5,000 CE	5,000 CE					4
UMCP	Health and Human Sci Complex: Shell Space Fit-Out & Renov	25,000	2,100	9,020 C	52,760 CE	40,540 CE	5,200 CE			44,315 C	57,325 CE	11,081 C		5
UMCP	Benjamin Building: Addition and Renovation					5,400 P	6,700 P	75,855 PCE			6,659 P	8,138 P	61,328 PCE	6
BSU	Thurgood Marshall Libr and Acad Commons	4,600		5,989 P		45,000 PC	138,337 C	44,755 CE	2,230 P	6,830 P	1,708 P	95,269 C	97,304 CE	7
TU	Smith Hall Renov/Recon. (incl geothermal for Fed reimburse)	59,348	3,759	71,159 CE	35,973 PCE				71,102 CE	32,511 PCE				8
TU	Electrical Sub-Station (Advance 2 years)			2,718 P	30,720 PCE	15,233 CE				2,804 P	26,883 PC	20,957 CE		9
TU	Student Services Building						3,054 P	64,443 PC				3,004 P	1,503 P	10
UMES	School of Veterinary Medicine & Health Professions					5,000 P	4,660 P	76,072 PC			4,455 P	5,446 P	31,242 PC	11
FSU	Renovations to Cordts Physical Education Center						4,454 P	49,216 PC				5,487 P	43,472 PC	12
CSU	Tawes Academic and Student Services Ctr Renovation					4,000 P	4,277 P	40,000 C	Not included					13
UBalt	101 W Mount Royal Ave acquisition (estimate only)			7,600 A							7,600 A			14
UBalt	Academic Center replacement/renewal			(above) would reduce scope of AC replacement			5,731 P	9,649 P				4,952 P	6,052 P	
SU	Blackwell Hall Renovation	31,792		29,930 CE	5,442 C				35,011 CE	361 C				
SU	College of Hlth and Human Svcs Ph 1- Maggs Renov/Add		5,000	NBF P	6,881 P	23,763 PC	48,248 CE	60,810 CE			NBF P	2,873 P	7,872 P	15
UMGC	Administration Building Renovation						295 P	16,330 C				2,736 P	16,127 C	
UMBC	Sherman Hall Renovation	63,990		28,211 CE	2,087 C				21,211 CE	9,087 C				
UMBC	Sondheim Hall Renovation					4,232 P	3,292 P	61,076 PCE			3,724 P	2,897 P	66,689 PCE	
UMBC	New Student Services Building			5,903 P			6,684 P	54,512 PC				4,910 P	6,002 P	16
UMCES	HPL Coastal Dynamics Laboratory					1,841 P	2,251 P	35,035 C			1,829 P	2,235 P	24,230 PC	
USMO	Colwell Center Deferred Maintenance	16,568		5,099 CE					7,100 CE	3,906 C	5,820 C			18
USMO	Capital Facilities Renewal (incl $25M Academic Revenue Bonds)			25,000 PCE	25,000 PCE	25,000 PCE	25,000 PCE	25,000 PCE	25,000 PCE	24,000 PCE	24,000 PCE	25,000 PCE	25,000 PCE	17
				310,615	**234,758**	**190,495**	**275,683**	**630,253**	**280,778**	**183,070**	**155,489**	**207,485**	**399,321**	
				FIVE YEAR REQUEST AS SHOWN ABOVE 1,641,803					**FIVE YEAR CIP AS SHOWN ABOVE 1,226,143**					

*State Funds are GO Bonds (with annual installment of $30M in Academic Revenue Bonds)

NOTES FROM RIGHT MARGIN

1	UMB Dentistry Ambulatory Surgery Center Deferred one year to align with current project schedule
2	UMCP Supplemental request for FY2027 installment not included in Governor's CIP
3	State supported a $20M requested increase (over last year's CIP) for the UMCP Zupnik Hall project
4	Legislative Pre-authorization for continued funding for Grad Student Housing (beyond FY2026) not included in Governor's CIP
5	State supported a requested $43M increase (over last year's CIP) for the UMCP Health & Human Services project. Note $5M ARB contribution in FY2027.
6	UMCP Benjamin Building: Minor adjustments/increases for costs/cash flows
7	BSU Thurgood Marshall Library: Some planning funds advanced as requested; Construction funds remain starting in FY2029
8	State supported a $13M requested increase for TU Smith Hall (over last year's CIP), with $3.8M in NBF (from Towson)
9	Advanced one year over last year's State CIP "due to critical need"
10	TU Student Services planning start remains on time; but with two years of planning funds before construction funding will be available
11	UMES Vet School project remains on schedule; Cash flow adjustments made
12	Cordts PE Renovation project remains on schedule; Cash flow adjustments made
13	Supplemental Request for Coppin's Tawes Renovation not included
14	Supplemental Request for UBalt 101 W Mt Royal Acquisition supported, by two years later than had been hoped
15	Supplemental Request to accelerate SU Health & Human Services was not supported
16	Legislative Preauthorization for UMBC Student Services not included; Planning funds extended to two years
17	FR Program funds reduced by $2M to help fund increase in Colwell Center FR project (see below #17)
18	$11.73M funding added to Colwell Center Deferred Maintenance projects. $2M from ARBs (from the FR program, see #16 above) and the balance from State GO Bonds

A=Acquisition; P=Planning; C=Construction; E=Equipment

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Resolution of Appreciation for President Nowaczyk

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 14, 2025

SUMMARY: The Board will take action on a resolution of appreciation for President Ron Nowaczyk.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

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

RHN Resolution

RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND CONCERNING THE EXEMPLARY SERVICE OF

Dr. Ronald H. Nowaczyk

Frostburg State University

WHEREAS, Dr. Ronald H. Nowaczyk served as President of Frostburg State University (FSU) from May 9, 2016 to January 31, 2025, a tenure marked by a focus on student success and regional engagement that spawned new academic programs at the undergraduate and graduate levels, new and improved facilities across campus, and increased community collaboration efforts; and

WHEREAS, the expansion of existing academic programs, the addition of new programs, and enhanced partnerships with other USM institutions under Dr. Nowaczyk's leadership targeted the greatest workforce needs of both the Western Maryland region and the state, especially in the critical areas of education, sustainability, the health professions, and the STEM disciplines; and

WHEREAS, Dr. Nowaczyk engendered a new culture of philanthropy, which saw the university set annual fundraising records in three consecutive years, helping to more than double FSU's endowment in support of academic scholarships and other activities; and

WHEREAS, Dr. Nowaczyk never lost sight of FSU's unique dual mission as both a student-centered teaching and learning institution committed to excellence and the economic and cultural hub of the Western Maryland region; and

WHEREAS, Dr. Nowaczyk has 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 Ronald H. Nowaczyk's outstanding contributions to Frostburg State University, the University System of Maryland, and to the entire State of Maryland; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends its sincere gratitude for his dedicated service.

Linda Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System of Maryland

January 30, 2025
DATE

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Progress Report on the FSU Educational Market Alignment Plan (EMAP)

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 14, 2025

SUMMARY: Interim President Delia will provide the Board with a progress report on Educational Market Alignment Plan (EMAP) at Frostburg State University (FSU). Mr. Delia will describe the difficulties and detail FSU's current and future plans to meet the challenge.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734	

TOPIC: Proposed Amendments to Policy VIII-15.00—Policy on High Impact Economic Development Activities

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: February 14, 2025

SUMMARY: Over the past six months, staff from the University System of Maryland Office conducted a comprehensive review of the Board's existing High Impact Economic Development Activities (HIEDA) Policy (VIII-15.00). This effort included evaluating the policy's alignment with current economic development priorities, regulatory considerations, and best practices.

The revised policy is designed to ensure clarity in defining HIEDA, strengthen financial oversight, and enhance transparency and accountability in the establishment and management of such activities. These updates also reflect the evolving environment and align with broader procurement and reporting standards.

Key updates to the revised policy include:

- **Clarification of Eligible Activities**: Cost savings resulting from reductions in university employees are explicitly excluded from being considered High Impact Economic Development Activities, ensuring that economic growth initiatives prioritize investment-driven benefits rather than operational downsizing.

- **Improved Transparency in Reporting**: The annual report to the BPW and legislative committees must now include detailed funding sources, net benefits, and the Board of Regents' assessment of whether each activity serves the state's best interests.

- **Audit Requirement Alignment**: Updates provide consistency with other BOR policies by specifying that financial statement audits must be conducted by a certified public accountant once an entity reaches $1 million in assets or annual revenues, reinforcing fiscal oversight while allowing flexibility for smaller entities.

- **Technical and Structural Adjustments**: Minor wording refinements improve clarity without altering intent, and the vetting of consortia creation has been moved from the removed procurement section to a more appropriate section on entity creation and recognition.

- **Removal of Procurement Provisions**: Language related to procurement exemptions for HIEDA entities has been eliminated, aligning the policy with broader state procurement standards and ensuring consistency in contracting practices across institutions.

Supporting materials include a comparison grid outlining current and proposed policy changes; a red-lined version showing amendments; and a final clean version of the revised policy.

ALTERNATIVE(S): This item is provided for informational purposes.

FISCAL IMPACT: This item is provided for informational purposes.

CHANCELLOR'S RECOMMENDATION: This item is provided for informational purposes.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

VIII – 15.00 – Policy on High Impact Economic Development Activities

Approved by the Board of Regents September 18, 2015; Amended_____

I. Purpose

A. Title 12-104.1 of the Education Article of the Laws of Maryland establish the term High Impact Economic Development Activities and requires the Board of Regents to adopt a policy that:

1. establishes policies governing the establishment of High Impact Economic Development Activities (HIEDA) to ensure that the institution's participation in a HIEDA entity advances the interest of the institution, the University System of Maryland (USM) and the State;

2. sets requirements for recognition of High Impact Economic Development Activities by the Board of Regents;

3. requires an annual audit of High Impact Economic Development Activities involving a separate entity;

4. articulates the expectation that institutions adopt safeguards and controls with respect to business and contracting practices, managing potential and actual conflicts of interest, and other fundamental ethical and business practice standards for oversight and interaction with High Impact Economic Development Activities; and

5. acknowledges a fundamental obligation, whether or not explicitly covered by University System of Maryland (USM) by-laws, to avoid practices that deviate from those commonly accepted within the academic community for proposing, conducting, or reporting academic research.

B. Nothing in this policy shall exempt an institution, entity, or individual from Federal law, including laws and regulations related to conflicts of interest in sponsored research, and nothing herein shall be interpreted in such a way that jeopardizes the primary mission of public educational institutions.

C. The intent of this policy is to implement provisions of the legislation in such a way that enhances institutional ability to invest in, create, and participate in activities that result in an economic benefit to the institution, USM and State of Maryland in a manner that facilitates the commercialization of intellectual property and/or the use of other assets created or owned by the institution or System while establishing certain basic business controls relating to ethics law requirements, procurement practices, and review, approval and periodic reporting requirements as appropriate.

II. General

A. A High Impact Economic Development Activity is one that advances the economic interests of the state of Maryland through Job creation, technology transfer or commercialization, or increased sponsored research funding or other revenues. A High Impact Economic Development Activity means an initiative, transaction, or other undertaking by the University System of Maryland or one of its constituent institutions to create or facilitate one of the following:

1) 20 or more new jobs in the State of Maryland;
2) The award or completion of at least $1,000,000 in externally funded research or other projects;
3) The establishment or relocation of one or more new companies to be registered or incorporated in the State and doing business in the State;
4) The production of at least $1,000,000 of annual gross revenue;
5) The licensing and potential commercialization of a promising new technology or other product; or
6) An academic program to meet workforce demand in a documented labor shortage field.

High Impact Development Activity does not include cost savings related to the reduction in the number of university employees.

B. High Impact Economic Development Activities may involve disposition of real or personal property assets, or the creation or investment in new and distinct entities. This policy sets forth the requirements for any relationship between High Impact Economic Development Activities and the state and its institutions.

C. Present or former System officials and employees may participate in High Impact Economic Development Activities. The Maryland Public Ethics Law (specifically the General Provisions Article §5-525) applies to educational institutions engaged in research or development, which includes High Impact Economic Development Activities established under Education Article §12.104.1. In situations where participation by present or former System officials and employees give rise to conflicts of interest, the requirements and provisions of §5-525 are to be used to manage and mitigate the risks and exposures associated with those relationships and participation.

III. Creation and Recognition of High Impact Economic Development Activities

A. Presidents of institutions and the Chancellor, or their designees, may seek approval to have an activity certified as a High Impact Economic Development Activity by submitting a request for certification to the Chancellor. The request is to include:

1. The type of activity (disposition of real or personal property assets important to the activity, establishment of a new entity, or other)

2. A description of the economic implications of the proposed activity on the State or the System

3. Identification of the specific criteria for which the High Impact Economic Development Activity will be certified and the expected time frame for which the criteria cited will be achieved

4. If the High Impact Economic Development Activity calls for the creation or investment in a new and distinct entity, a detail of institutional or System resources required either through investment in return for an equity ownership position, use of institutional resources, and the expected benefit to the institution, the USM and the State.

5. The creation of a consortium for the purposes of establishing, funding, and operating a High Impact Economic Development Activity shall be vetted through the certification process.

6. If an entity is to be created, the legal form of the entity, proposed organizational documents such as articles of incorporation and by-laws, its initial and projected ownership, governance structure, the benefit or motivation for creating or requiring a new entity, and the expected business or contractual relationships, if any, between the System and its institutions, and the new entity to be formed.

7. A business plan covering no less than the first five years of operation of a High Impact Economic Development Activity.

8. If institution or System staff or faculty are to participate in a High Impact Economic Development Activity, a detail of the positions or staff members, their planned participation, identification of any personal or monetary benefit that the System staff or faculty could potentially realize from the activity, and whether or not potential conflicts of interest concerning state employees have been reviewed by institutional conflict of interest committees (with any resulting conflict of interest management plan proposed).

9. The potential impact on current institution employees who may not participate as employees of the proposed entity; and

10. Approval or conclusion of the Conflict-of-Interest Committee consideration.

B. No activity or entity will be certified as a High Impact Economic Development Activity if the criteria above are not projected to be met within the first five years of operation as reflected in the business plan. An activity certified as a High Impact Economic Development Activity that does not meet any of the enumerated criteria within five years of certification will have that certification reviewed by the Chancellor concluding with a revised determination as to the appropriateness of continuing the certification.

C. Within 45 days from submission of a request for certification, the Chancellor, or designee, will (1) certify the activity as a High Impact Economic Development Activity, (2) deny the request, or (3) defer certification pending resolution of outstanding and unresolved issues or review requirements. This action will be formalized in writing from the Chancellor to the institution President.

D. The Chancellor will inform the Board of Regents of the recognition of new High Impact Economic Development Activities at its next scheduled and routine meeting of the Board of Regents. The Chancellor will provide prompt notice to the Board of Public Works of any High Impact Economic Development Activities certified under this policy.

E. On or before October 1 of each year, a report will be sent to the Board of Public Works, the Senate Finance Committee, the House Economic Matters Committee, the Senate Budget and Taxation Committee, and the House Appropriations Committee on the High Impact Economic Development Activities undertaken during the preceding fiscal year. The report should include the following:

1. The amount of State or University funds used on each High Impact Economic Development Activity;

2. The net benefit of each High Impact Economic Development Activity; and

3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.

IV. Requirements associated with High Impact Economic Development Activities

A. High Impact Economic Development Activities involving disposition of real or personal property

1. Board of Regents Authority. The Board has the authority to administer various statutorily-mandated processes related to the disposition of real and personal property as part of a HIEDA activity to facilitate the timely review and comment regarding those activities, consistent with §§5-310 and §§10-305 of the State Finance and Procurement Article, Chapter 450 of the Laws of 2012 vested authority in the Board of Regents to administer those review and comment processes.

a. Under this authority, the USM will establish a protocol for any HIEDA certified by the Chancellor for review and comment regarding the disposition of real and personal property by the following legislative committees and State agencies:

i. Budget committees of the General Assembly;

ii. The Maryland Historic Trust;

iii. The Department of Planning;

iv. The Department of the Environment and

v. The Department of Natural Resources.

b. In addition, any declaration of real property as surplus and its disposition shall be submitted to the Board of Public Works.

c. Individual agency and committee reviews may occur concurrently to the extent determined appropriate by the USM.

d. Each review agency and legislative committee shall have a review and comment period of no less than 30 days.

2. USM Review Process. In consultation with institution representatives, the USM will develop procedures to administer the protocol for securing the statutorily mandated review and comments of the relevant legislative committees and State agencies.

a. When an institution submits documentation to the Chancellor for a HIEDA certification, it shall include a description of any institution's real or personal property that would be declared surplus and disposed of as part of the HIEDA transaction and an explanation as to why the disposition is significant to the HIEDA.

b. In light of the unique characteristics of HIEDA, the USM will evaluate each transaction individually on its merits and shall develop a specific timeline and sequence for the necessary review process.

c. The process shall ensure compliance with Board of Regents policies VIII - 4.00 through VIII – 4.02 on the acquisition and disposition of real property shall apply to all institution real property transactions.

B. High Impact Economic Development Activities involving the creation or investment in a new entity

1. Audit Requirements of High Impact Economic Development Activity entity financial statements

Any High Impact Economic Development Activity that involves the creation of a new entity or an investment in an already established entity will be required to prepare financial statements for the entity. During the initial or development stage, the entity may have financial statements compiled or reviewed by an independent accountant, until the year the entity achieves a size of having assets or annual revenues of more than $1,000,000 at year-end at which point the entity is to have the financial statements audited by an independent certified public accountant in accordance with generally accepted auditing standards. The entity is to provide annual financial statements, compiled, reviewed or audited, as required annually to the chancellor's office no later than October 1.

2. Conflicts of Interest

   a. A present or former official or employee of a constituent institution of the System may have a relationship (as defined herein) with a High Impact Economic Development Activity entity, which relationship would otherwise be prohibited by the conflict of interest provisions of the Ethics Law, if such relationship is disclosed, managed, and approved by the President of the educational institution in accordance with the institution's conflict of interest procedures developed pursuant to this Policy so as to protect the integrity and objectivity of the educational institution's academic and research enterprise and comply with any applicable federal law, regulation, or policy.

   b. "Relationship" means any interest, service, employment, gift, or other benefit or relationship with an entity that would be prohibited by Title 5, Subtitle 5 of the State's Public Ethics Law in the General Provisions Article if not disclosed and approved pursuant to this Policy and procedures adopted pursuant to it. "Relationship" includes any relationship of the spouse or other relative of an officer or employee if such relationship creates restrictions on the officer or employee under the conflict-of-interest provisions of the Ethics Law.

   c. The Chancellor, a Vice Chancellor, a President, or a Vice President or one holding a similar such position may have such a relationship only if the Board of Regents makes the following findings:

      i. that participation by, and the financial interest or employment of, the official is necessary to the success of the High Impact Economic Development Activity; and

      ii. that any conflict of interest can be managed consistent with the purposes of relevant provisions of the Public Ethics Law.

      The Board shall promptly notify the State Ethics Commission in writing of any approval given under this paragraph. In the event that the Commission disagrees with any approval and provides notice to the Board within 30 days of the Commission's receipt of notice of the approval, the Board shall reexamine the matter. The Board shall adopt procedures for handling requests for approval under this paragraph.

   d. If the above conditions are not met, this Policy does not exempt a former or present official or employee from any of the provisions of the State Ethics Law.

   e. Nothing in this Policy allows an exemption on the part of any official or employee of the System from the provisions of §5-505 ("Solicitation or acceptance of gifts of honoraria") of the General Provisions Article. Further, an official or employee of the System may not (1) represent a party for contingent compensation in any matter before the Board of Regents or before the State's Board of Public Works, or (2) intentionally misuse his or her position with the System for personal gain or for the gain of another person.

f. The approval of a relationship under this policy does not relieve the official or employee from the obligation to comply with other System and institution policies, including the System Policy on Professional Commitment of Faculty.

g. The Chancellor is encouraged to consult periodically with the Maryland Department of Business & Economic Development and with Federal agencies that regulate federally funded research concerning the implementation of this policy.

3. Conflict of Interest Procedures

a. Each institution shall develop procedures based on the above policy and the purposes of the Maryland Public Ethics Law as stated in Title 5 of the General Provisions Article of the Maryland Annotated Code. The procedures shall be approved by the Office of the Attorney General and approved as to conformity with Maryland Public Ethics Law by the State Ethics Commission. The approved procedures shall be filed with the Office of the Chancellor. An institution may simply extend the procedures in place for research and development conflicts of interest to also manage conflicts of interest in proposed High Impact Economic Development Activities.

b. Procedures shall:

i. Require timely disclosure of any relationship. The disclosure shall be filed with the State Ethics Commission and maintained as a public record at the institution.

ii. Subject to paragraph (v.), require review of all disclosed relationships by a designated official who shall determine what further information must be disclosed and what restrictions shall be imposed in order to manage, reduce, or eliminate any actual potential conflict of interest. The designated official shall also determine whether or not the disclosed relationship represents a harmful interest. If so, approval shall not be granted. A harmful interest means an interest which is found to be so influential as to impair impartiality in the conduct of the research, the interpretation of the results of the research, and/or the determination of research or other professional and employment priorities.

iii. Include guidelines to ensure that relationships do not improperly give an advantage to entities with which the relationships exist, lead to misuse of institution students or employees for the benefit of such entities or otherwise interfere with the duties and responsibilities of the official or employee maintaining the relationship.

iv. Subject to paragraph (v.), require that each relationship be approved or disapproved by the president of the institution, with such determination to be the final decision prior to submission for certification as a HIEDA to the Chancellor.

v. Require that any relationship maintained by the President or a Vice President, by the Chancellor or a Vice Chancellor, and by one holding any other position designated by the Board of Regents be approved by the Board of Regents.

4. Conflict of Interest Reporting Requirements

Institutions are to submit to the Chancellor in a format determined by the Chancellor a quarterly report which shall include all approvals granted under this Policy. The Board of Regents shall report to the Governor, the Legislative Policy Committee of the General Assembly, and the State Ethics Commission, the number of approvals granted under this Policy and how this Policy and the procedures adopted pursuant to it have been implemented in the preceding quarter.

UNIVERSITY SYSTEM of MARYLAND

VIII – 15.00 – Policy on High Impact Economic Development Activities

Approved by the Board of Regents September 18, 2015; Amended_____

I. Purpose

A. Title 12-104.1 of the Education Article of the Laws of Maryland establish the term High Impact Economic Development Activities and requires the Board of Regents to adopt a policy that:

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2. sets requirements for recognition of High Impact Economic Development Activities by the Board of Regents;

3. requires an annual audit of High Impact Economic Development Activities involving a separate entity;

4. articulates the expectation that institutions adopt safeguards and controls with respect to business and contracting practices, managing potential and actual conflicts of interest, and other fundamental ethical and business practice standards for oversight and interaction with High Impact Economic Development Activities; and

5. acknowledges a fundamental obligation, whether or not explicitly covered by University System of Maryland (USM) by-laws, to avoid practices that deviate from those commonly accepted within the academic community for proposing, conducting, or reporting academic research.

B. Nothing in this policy shall exempt an institution, entity, or individual from Federal law, including laws and regulations related to conflicts of interest in sponsored research, and nothing herein shall be interpreted in such a way that jeopardizes the primary mission of public educational institutions.

C. The intent of this policy is to implement provisions of the legislation in such a way that enhances institutional ability to invest in, create, and participate in activities that result in an economic benefit to the institution, USM and State of Maryland in a manner that facilitates the commercialization of intellectual property and/or the use of other assets created or owned by the institution or System while establishing certain basic business controls relating to ethics law requirements, procurement practices, and review, approval and periodic reporting requirements as appropriate.

II. General

A. A High Impact Economic Development Activity is one that advances the economic interests of the state of Maryland through Job creation, technology transfer or commercialization, or increased sponsored research funding or other revenues. A High Impact Economic Development Activity means an initiative, transaction, or other undertaking by the University System of Maryland or one of its constituent institutions to create or facilitate one of the following:

1) 20 or more new jobs in the State of Maryland;
2) The award or completion of at least $1,000,000 in externally funded research or other projects;
3) The establishment or relocation of one or more new companies to be registered or incorporated in the State and doing business in the State;
4) The production of at least $1,000,000 of annual gross revenue;
5) The licensing and potential commercialization of a promising new technology or other product; or
6) An academic program to meet workforce demand in a documented labor shortage field.

High Impact Development Activity does not include cost savings related to the reduction in the number of university employees.

B. High Impact Economic Development Activities may involve disposition of real or personal property assets, or the creation or investment in new and distinct entities. This policy sets forth the requirements for any relationship between High Impact Economic Development Activities and the state and its institutions.

C. Present or former System officials and employees may participate in High Impact Economic Development Activities. The Maryland Public Ethics Law (specifically the General Provisions Article §5-525) applies to educational institutions engaged in research or development, which includes High Impact Economic Development Activities established under Education Article §12.104.1. In situations where participation by present or former System officials and employees give rise to conflicts of interest, the requirements and provisions of §5-525 are to be used to manage and mitigate the risks and exposures associated with those relationships and participation.

III. Creation and Recognition of High Impact Economic Development Activities

A. Presidents of institutions and the Chancellor, or their designees, may seek approval to have an activity certified as a High Impact Economic Development Activity by submitting a request for certification to the Chancellor. The request is to include:

1. The type of activity (disposition of real or personal property assets important to the activity, establishment of a new entity, or other)

2. A description of the economic implications of the proposed activity on the State or the System

3. Identification of the specific criteria for which the High Impact Economic Development Activity will be certified and the expected time frame for which the criteria cited will be achieved

4. If the High Impact Economic Development Activity calls for the creation or investment in a new and distinct entity, a detail of institutional or System resources required either through investment in return for an equity ownership position, use of institutional resources, and the expected benefit to the institution, the USM and the State.

~~4.~~5. The creation of a consortium for the purposes of establishing, funding, and operating a High Impact Economic Development Activity shall be vetted through the certification process.

~~5.~~6. If an entity is to be created, the legal form of the entity, proposed organizational documents such as articles of incorporation and by-laws, its initial and projected ownership, governance structure, the benefit or motivation for creating or requiring a new entity, and the expected business or contractual relationships, if any, between the System and its institutions, and the new entity to be formed.

~~6.~~7. A business plan covering no less than the first five years of operation of a High Impact Economic Development Activity.

~~7.~~8. If institution or System staff or faculty are to participate in a High Impact Economic Development Activity, a detail of the positions or staff members, their planned participation, identification of any personal or monetary benefit that the System staff or faculty could potentially realize from the activity, and whether or not potential conflicts of interest concerning state employees have been reviewed by institutional conflict of interest committees (with any resulting conflict of interest management plan proposed).

~~8.~~9. The potential impact on current institution employees who may not participate as employees of the proposed entity; and

10. Approval or conclusion of the Conflict-of-Interest Committee consideration.

B. No activity or entity will be certified as a High Impact Economic Development Activity if the criteria above are not projected to be met within the first five years of operation as reflected in the business plan. An activity certified as a High Impact Economic Development Activity that does not meet any of the enumerated criteria within five years of certification will have that certification reviewed by the Chancellor concluding with a revised determination as to the appropriateness of continuing the certification.

C. Within 45 days from submission of a request for certification, the Chancellor, or designee, will (1) certify the activity as a High Impact Economic Development Activity, (2) deny the request, or (3) defer certification pending resolution of outstanding and unresolved issues or review

requirements. This action will be formalized in writing from the Chancellor to the institution President.

D. The Chancellor will inform the Board of Regents of the recognition of new High Impact Economic Development Activities at its next scheduled and routine meeting of the Board of Regents. The Chancellor will provide prompt notice to the Board of Public Works of any High Impact Economic Development Activities certified under this policy.

E. On or before October 1 of each year, a report will be sent to the Board of Public Works, the Senate Finance Committee, the House Economic Matters Committee, the Senate Budget and Taxation Committee, and the House Appropriations Committee on the High Impact Economic Development Activities undertaken during the preceding fiscal year. The report should include the following:

1. The amount of State or University funds used on each High Impact Economic Development Activity;
2. The net benefit of each High Impact Economic Development Activity; and
3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.

IV. Requirements associated with High Impact Economic Development Activities

A. High Impact Economic Development Activities involving disposition of real or personal property

1. Board of Regents Authority. The Board has the authority to administer various statutorily-mandated processes related to the disposition of real and personal property as part of a HIEDA activity to facilitate the timely review and comment regarding those activities, consistent with §§5-310 and §§10-305 of the State Finance and Procurement Article, Chapter 450 of the Laws of 2012 vested authority in the Board of Regents to administer those review and comment processes.

a. Under this authority, the USM will establish a protocol for any HIEDA certified by the Chancellor for review and comment regarding the disposition of real and personal property by the following legislative committees and State agencies:

i. Budget committees of the General Assembly;

ii. The Maryland Historic Trust;

iii. The Department of Planning;

iv. The Department of the Environment and

v. The Department of Natural Resources.

b. In addition, any declaration of real property as surplus and its disposition shall be submitted to the Board of Public Works.

c. Individual agency and committee reviews may occur concurrently to the extent determined appropriate by the USM.

d. Each review agency and legislative committee shall have a review and comment period of no less than 30 days.

2. USM Review Process. In consultation with institution representatives, the USM will develop procedures to administer the protocol for securing the statutorily-mandated review and comments of the relevant legislative committees and State agencies.

a. When an institution submits documentation to the Chancellor for a HIEDA certification, it shall include a description of any institution real or personal property that would be declared surplus and disposed of as part of the HIEDA transaction and an explanation as to why the disposition is significant to the HIEDA.

b. In light of the unique characteristics of HIEDA, the USM will evaluate each transaction individually on its merits and shall develop a specific timeline and sequence for the necessary review process.

c. The process shall ensure compliance with Board of Regents policies VIII - 4.00 through VIII – 4.02 on the acquisition and disposition of real property shall apply to all institution real property transactions.

B. High Impact Economic Development Activities involving the creation or investment in a new entity

1. Audit~~s~~ Requirements of High Impact Economic Development Activity entity financial statements

Any High Impact Economic Development Activity that involves the creation of a new entity or an investment in an already established entity will be required to prepare financial statements for the entity. During the initial or development stage, the entity may have financial statements compiled or reviewed by an independent accountant, until the year the entity achieves a size of having assets or annual revenues of more than $1,000,000 ~~500,000~~ at year-end~~, or revenues of at least $500,000,~~ at which point the entity is to have the financial statements audited by an independent certified public accountant in accordance with generally accepted auditing standards. The entity is to provide annual financial statements, compiled, reviewed or audited, as required annually to the chancellor's office no later than October 1.

2. Conflicts of Interest

a. A present or former official or employee of a constituent institution of the System may have a relationship (as defined herein) with a High Impact Economic Development Activity entity, which relationship would otherwise be prohibited by the conflict of interest provisions of the Ethics Law, if such relationship is disclosed, managed, and

approved by the President of the educational institution in accordance with the institution's conflict of interest procedures developed pursuant to this Policy so as to protect the integrity and objectivity of the educational institution's academic and research enterprise and comply with any applicable federal law, regulation, or policy.

b. "Relationship" means any interest, service, employment, gift, or other benefit or relationship with an entity that would be prohibited by Title 5, Subtitle 5 of the State's Public Ethics Law in the General Provisions Article if not disclosed and approved pursuant to this Policy and procedures adopted pursuant to it. "Relationship" includes any relationship of the spouse or other relative of an officer or employee if such relationship creates restrictions on the officer or employee under the conflict-of-interest provisions of the Ethics Law.

c. The Chancellor, a Vice Chancellor, a President, or a Vice President or one holding a similar such position may have such a relationship only if the Board of Regents makes the following findings:

   i. that participation by, and the financial interest or employment of, the official is necessary to the success of the High Impact Economic Development Activity; and

   ii. that any conflict of interest can be managed consistent with the purposes of relevant provisions of the Public Ethics Law.

   The Board shall promptly notify the State Ethics Commission in writing of any approval given under this paragraph. In the event that the Commission disagrees with any approval and provides notice to the Board within 30 days of the Commission's receipt of notice of the approval, the Board shall reexamine the matter. The Board shall adopt procedures for handling requests for approvals under this paragraph.

d. If the above conditions are not met, this Policy does not exempt a former or present official or employee from any of the provisions of the State Ethics Law.

e. Nothing in this Policy allows an exemption on the part of any official or employee of the System from the provisions of §5-505 ("Solicitation or acceptance of gifts of honoraria") of the General Provisions Article. Further, an official or employee of the System may not (1) represent a party for contingent compensation in any matter before the Board of Regents or before the State's Board of Public Works, or (2) intentionally misuse his or her position with the System for personal gain or for the gain of another person.

f. The approval of a relationship under this policy does not relieve the official or employee from the obligation to comply with other System and institution policies, including the System Policy on Professional Commitment of Faculty.

g. The Chancellor is encouraged to consult periodically with the Maryland Department of Business & Economic Development and with Federal agencies that regulate federally-funded research concerning the implementation of this policy.

3. Conflict of Interest Procedures

   a. Each institution shall develop procedures based on the above policy and the purposes of the Maryland Public Ethics Law as stated in~~at~~ Title 5 of the General Provisions Article of the Maryland Annotated Code. The procedures shall be approved by the Office of the Attorney General and approved as to conformity with Maryland Public Ethics Law by the State Ethics Commission. The approved procedures shall be filed with the Office of the Chancellor. An institution may simply extend the procedures in place for research and development conflicts of interest to also manage conflicts of interest in proposed High Impact Economic Development Activities.

   b. Procedures shall:

      i. Require timely disclosure of any relationship. The disclosure shall be filed with the State Ethics Commission~~,~~ and maintained as a public record at the institution.

      ii. Subject to paragraph (v.), require review of all disclosed relationships by a designated official who shall determine what further information must be disclosed and what restrictions shall be imposed in order to manage, reduce, or eliminate any actual potential conflict of interest. The designated official shall also determine whether or not the disclosed relationship represents a harmful interest. If so, approval shall not be granted. A harmful interest means an interest which is found to be so influential as to impair impartiality in the conduct of the research, the interpretation of the results of the research, and/or the determination of research or other professional and employment priorities.

      iii. Include guidelines to ensure that relationships do not improperly give an advantage to entities with which the relationships exist, lead to misuse of institution students or employees for the benefit of such entities, or otherwise interfere with the duties and responsibilities of the official or employee maintaining the relationship.

      iv. Subject to paragraph (v.), require that each relationship be approved or disapproved by the president of the institution, with such determination to be the final decision prior to submission for certification as a HIEDA to the Chancellor.

      v. Require that any relationship maintained by the President or a Vice President, by the Chancellor or a Vice Chancellor, and by one holding any other position designated by the Board of Regents be approved by the Board of Regents.

4. Conflict of Interest Reporting Requirements

   Institutions are to submit to the Chancellor in a format determined by the Chancellor a quarterly report which shall include all approvals granted under this Policy. The Board of

Regents shall report to the Governor, the Legislative Policy Committee of the General Assembly, and the State Ethics Commission, the number of approvals granted under this Policy and how this Policy and the procedures adopted pursuant to it have been implemented in the preceding quarter.

~~C. High Impact Economic Development Activities and USM Procurement Policies and Procedures~~

~~1. Title 12-104 of the Education Article as it relates to the creation of High Impact Economic Development Activity entities states in part:~~

~~a. "Division II of the State Finance and Procurement Article does not apply to transactions between an entity established, financed, or operated under this subsection and the institution or consortium of institutions that established, financed or operated the entity."~~

~~b. It further states that the Board of Regents shall adopt policies and procedures that include requirements for "Adequate safeguards with regard to conflicts of interest, proper contracting practices and other fundamental ethical and business practice standards.".~~

~~2. A HIEDA entity shall not be used for the acquisition of goods and services in place of a procurement process that would have otherwise been competitive.~~

~~3. The suspension of provisions of Division II of the State Finance and Procurement Article is limited to the acquisition of goods and services the entity would make available through its normal operation for its approved and intended purpose consistent with this policy.~~

~~4. The acquisition of goods and services from the HIEDA entity under (a)(i) above is limited to the institution establishing the entity.~~

~~5. The creation of a consortium for the purpose of establishing, funding and operating a HIEDA entity shall be vetted and approved through the certification process consistent with Section III above.~~

PROPOSED REVISIONS TO VIII – 15.00 – Policy on High Impact Economic Development Activities

Section	Amendment	Comment
II.A.7	New language: High Impact Development Activity does not include cost savings related to the reduction in the number of university employees.	This amendment clarifies that cost savings resulting from reductions in university employees are not considered High Impact Development Activity. By explicitly excluding personnel-related cost reductions, the policy reinforces its focus on economic growth and development rather than workforce contraction. This change ensures that institutions prioritize investment-driven initiatives that generate measurable economic benefits, rather than operational downsizing. The amendment maintains alignment with the policy's intended purpose of fostering economic development without incentivizing employment reductions.
III.A.5	Moved the following language from IV.C.5 to III.A.5: "The creation of a consortium for the purpose of establishing, funding and operating a HIEDA entity shall be vetted and approved through the certification process consistent with Section III above."	This amendment relocates the vetting process for creating a consortium to establish, fund, and operate a HIEDA entity from the now-removed procurement section to the more appropriate creation and recognition section.
III.E.1.-3.	New language: The report should include the following: 1. The amount of State or University funds used on each High Impact Economic Development Activity; 2. The net benefit of each High Impact Economic Development Activity; and 3. Whether the Board of Regents believes that each High Impact Development Activity is in the best interest of the State.	This amendment increases transparency by requiring the annual report to detail funding sources, net benefits, and the Board of Regents' assessment of each High Impact Economic Development Activity. These additions enhance accountability, support informed legislative oversight, and ensure alignment with the state's best interests.
IV.B.1.	Added word: Audit <u>REQUIREMENTS</u> of High Impact Economic Development Activity entity financial statements	The addition of "requirements" clarifies the policy language without changing its intent, reinforcing the expectation that High Impact Economic Development Activity entities adhere to audit standards.

	Changed audit requirement …having assets or annual revenues of more than $1,000,000 (was $500,000) at year end…. Added language requiring …an independent CERTIFIED PUBLIC accountant….	This amendment provides consistency in audit requirements with other BOR policies. Requiring audits by a certified public accountant enhances accountability, while maintaining flexibility for smaller or early-stage entities through compiled or reviewed financial statements. These changes improve fiscal transparency and align reporting requirements with prudent financial management.
IV.B.3.a.	Minor wording adjustment. Each institution shall…of the Maryland Public Ethics Law as stated IN ~~at~~ Title 5 of the General Provisions Article of the Maryland Annotated Code.	A technical correction that improves grammatical accuracy without altering the policy's intent. No substantive impact on implementation or compliance.
IV.C.	Deleted section on High Impact Economic Development Activities and USM Procurement Policies and Procedures	The removal of this section eliminates specific procurement-related provisions governing HIEDA entities. This change removes exemptions from standard state procurement laws and eliminates language restricting the competitive acquisition of goods and services. By doing so, the amendment aligns the policy with broader procurement standards, ensuring greater consistency in contracting practices across institutions.

TOPIC: USM Strategic Communications Workgroup Update

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 14, 2025

SUMMARY: The Board will hear an update from the USM Strategic Communications Workgroup on the ongoing branding initiative.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

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

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Meet and Confer Update

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 14, 2025

SUMMARY: The University System of Maryland supports the process of meet and confer as a means for graduate assistants (GAs) to formally discuss and resolve matters with university administration including topics such as stipends, benefits, and terms of appointments. As the Chancellor and USM maintain their commitment to improving the educational experience of all graduate students, including GAs, the Board will set up a workgroup to make recommendations on strengthening the meet and confer process across the USM.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

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

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: February 14, 2025

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

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

STATEMENT CLOSING A MEETING - February 14 2025

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: February 14, 2025
Time: Approximately 11:00 a.m.
Location: University of Maryland Baltimore County

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [X] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with three presidents as part of their performance reviews;
2. The awarding of contracts for instructional design support services, IT consulting services and audio visual hardware and services;

3. Update on status of collective bargaining at USM institutions;
4. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
5. Discussion with legal counsel about implications of recent federal actions;
6. Acquisition of property in College Park and leases of property in College Park and Baltimore;
7. Faculty award recipients and honorary degree nominations; and
8. Requests by institutions to name facilities after individuals.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality of discussions regarding specific employment agreements and compensation (§3-305(b)(1));
5. To maintain confidentiality of discussions regarding individual personnel matters (§3-305(b)(1));
6. To maintain confidentiality and attorney client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8));
7. To maintain confidentiality regarding real property acquisitions (§3-305(b)(3)); and
8. To maintain confidentiality of personal and professional information regarding individuals selected for honors and awards by institutions (§3-305(b)(1) and (2)).