



BOARD OF REGENTS
April 20, 2018

College Park Marriott Inn and Conference Center
Potomac Ballroom Salon C
University of Maryland University College

AGENDA FOR PUBLIC SESSION

9:00 A.M.

Call to Order Chairman Brady

Welcome from University of Maryland University College President Miyares

Educational Forum – Kirwan Commission *Dr. William “Brit” Kirwan*

Chancellor’s Report Chancellor Caret

I. Report of Councils

- a. *University System of Maryland Student Council* Mr. Fabbi
- b. *Council of University System Faculty* Dr. Kauffman
- c. *Council of University System Presidents* Dr. Perman
- d. *Council of University System Staff* Ms. Gray

2. Consent Agenda Chairman Brady

- a. Committee on Audit
 - i. *Approval of meeting minutes from March 14, 2018 Public and Closed Sessions (action)*
- b. Committee on Education Policy and Student Life
 - i. *Approval of meeting minutes from March 27, 2018 Public Session (action)*
 - ii. *New Academic Program Proposal*
 - 1. *University of Baltimore: Bachelor of Science in Accounting (action)*
 - iii. *Council of University System Faculty Constitutional Amendments (action)*
 - iv. *New Program 5-Year Enrollment Review (information)*
 - v. *Overview of Undergraduate Success in the USM*
 - 1. *SAT Percentile Distribution of First-Time Undergraduates (information)*
 - 2. *Retention and Graduation Rates of First-Time, Full-Time Degree-Seeking Undergraduates (information)*
 - 3. *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success (information)*

c. Committee on Organization and Compensation

- i. [Approval of minutes from March 29, 2018 Public and Closed Sessions \(action\)](#)
 - ii. [Goal Setting and Performance Assessment Framework \(information\)](#)
 - iii. [Review of 5-Year Presidential Review Process \(information\)](#)
 - d. **Committee on Finance**
 - i. [Approval of meeting minutes from March 29, 2018 Public and Closed Sessions \(action\)](#)
 - ii. [USM Enrollment Projections: 2018-2027 \(action\)](#)
 - iii. [University System of Maryland: Self-Support Charges and Fees for FY 2019 \(action\)](#)
 - iv. [Frostburg State University: Increase in Project Authorization for New Residence Hall \(action\)](#)
 - v. [University System of Maryland: Proposed Policy VIII-18.00—Policy on Unrestricted Fund Balances \(action\)](#)
 - vi. [University System of Maryland: Proposed Amendment to Policy VIII-12.00—Policy on Debt Management \(action\)](#)
 - vii. [Biennial Adjustment to the Exempt Salary Structures for Fiscal Years 2019 and 2020 \(action\)](#)
 - viii. [University System of Maryland: Proposed Amendments to Faculty and Staff Family and Medical Leave and Parental Leave Policies \(action\)](#)
 - ix. [University of Maryland, Baltimore: Dental Student Clinics Management Contract Renewal \(action\)](#)
 - x. [Towson University: Dining Services Contract Renewal \(action\)](#)
 - xi. [University of Maryland, Baltimore County: Facilities Master Plan Update \(information\)](#)
 - xii. [University System of Maryland: Review of Capital Improvement Projects \(information\)](#)
 - e. **Committee on Economic Development and Technology Commercialization**
 - i. [Approval of meeting minutes from March 29, 2018 Public Session \(action\)](#)
 - f. **Committee on Advancement**
 - i. [Approval of meeting minutes from February 14, 2018 \(action\)](#)
 - ii. [Year-to-date Fundraising for FY18 – February \(information\)](#)
- 3. **Review of Items Removed from Consent Agenda**
- 4. **Committee Reports**
 - a. **Committee of the Whole** Chairman Brady
 - i. [Acknowledgement of Regents Faculty Awards \(information\)](#)
 - 1. Teaching: Dr. Amy Froide (UMBC)
 - 2. Teaching: Dr. Siddharth Kaza (TU)
 - 3. Teaching: Dr. Art Lembo (SU)
 - 4. Teaching: Dr. Pamela Lottero-Perdue (TU)
 - 5. Scholarship/Research/Creative Activity: Professor John Bessler (UB)
 - 6. Scholarship/Research/Creative Activity: Dr. Sharad Sharma (BSU)
 - 7. Scholarship/Research/Creative Activity: Dr. Peter Shawhan (UMCP)

8. Scholarship/Research/Creative Activity: Dr. Vera Smolyaninova (TU)
9. Public Service: Dr. Andrea Cantora (UB)
10. Public Service: Dr. Jeffrey Cornwell (UMCES)
11. Public Service: Dr. Clare Muhoro (TU)
12. Public Service: Professor Marlene Riley (TU)
13. Mentoring: Dr. Melanie Killen (UMCP)
14. Mentoring: Dr. Loren Marquez (SU)
15. Mentoring: Dr. Jason Speights (FSU)
16. Mentoring: Professor Jesse Varsalone (UMUC)
- ii. [University System of Maryland: Fiscal Year 2019 Schedule of Tuition and Mandatory Fees \(action\)](#)
- iii. [Report on 2018 Legislative Session \(information\)](#)
- iv. [BOR Nominating Committee \(information\)](#)

b. Committee on Audit

Regent Augustine

5. [Reconvene to Closed Session \(action\)](#)

Chairman Brady

Maryland Commission on Innovation and Excellence in Education

Presentation to USM Board of Regents

**Dr. William E. Kirwan, Chair
Commission on Innovation and
Excellence in Education**

April 20, 2018

Maryland Commission on Innovation and Excellence in Education

The 25-member commission created in the 2016 legislative session by the Governor and the General Assembly to:

- Review and update the current funding formulas for the schools in Maryland
- Develop policies and practices so that Maryland's schools perform at the level of the world's best systems

Commission Membership

- 8 legislators - 4 Senators and 4 Delegates
- 3 State agency leaders – (Secretary of DBM, State Superintendent, USM Chancellor)
- 10 members appointed by their respective entity (e.g. MDPTA, State Board, MSEA, MABE, PSSAM, MACO, etc.)
- 3 members of the public (1 appointed by each of the Governor, President of the Senate, and Speaker of the House)
- 1 member of the business community (nominated by the Chamber of Commerce and appointed by the Governor)

What We've Learned

- Maryland has nation's highest median household income but...
- Maryland ranks 12th in per student K-12 spending, 19th when adjusted for regional cost differences
- Maryland faces significant teacher shortages, especially in STEM areas
- Average salaries for teachers in Maryland are 40% below those of professions with comparable education requirements (CPAs, nurses, architects)

What We've Learned

- Maryland underfunds (state plus local funds) schools serving low income students
- Various studies show Maryland one of the more regressive states on funding equity
- High performing systems spend more on schools serving low-income students than those serving wealthier districts

What We've Learned

- Maryland schools significantly underperform on measures of student learning
- For, example, Maryland is in the middle of the pack on NAEP scores:
 - 29th in 4th grade math
 - 26th in 4th grade reading
 - 25th in 8th grade math
 - 18th in 8th grade reading

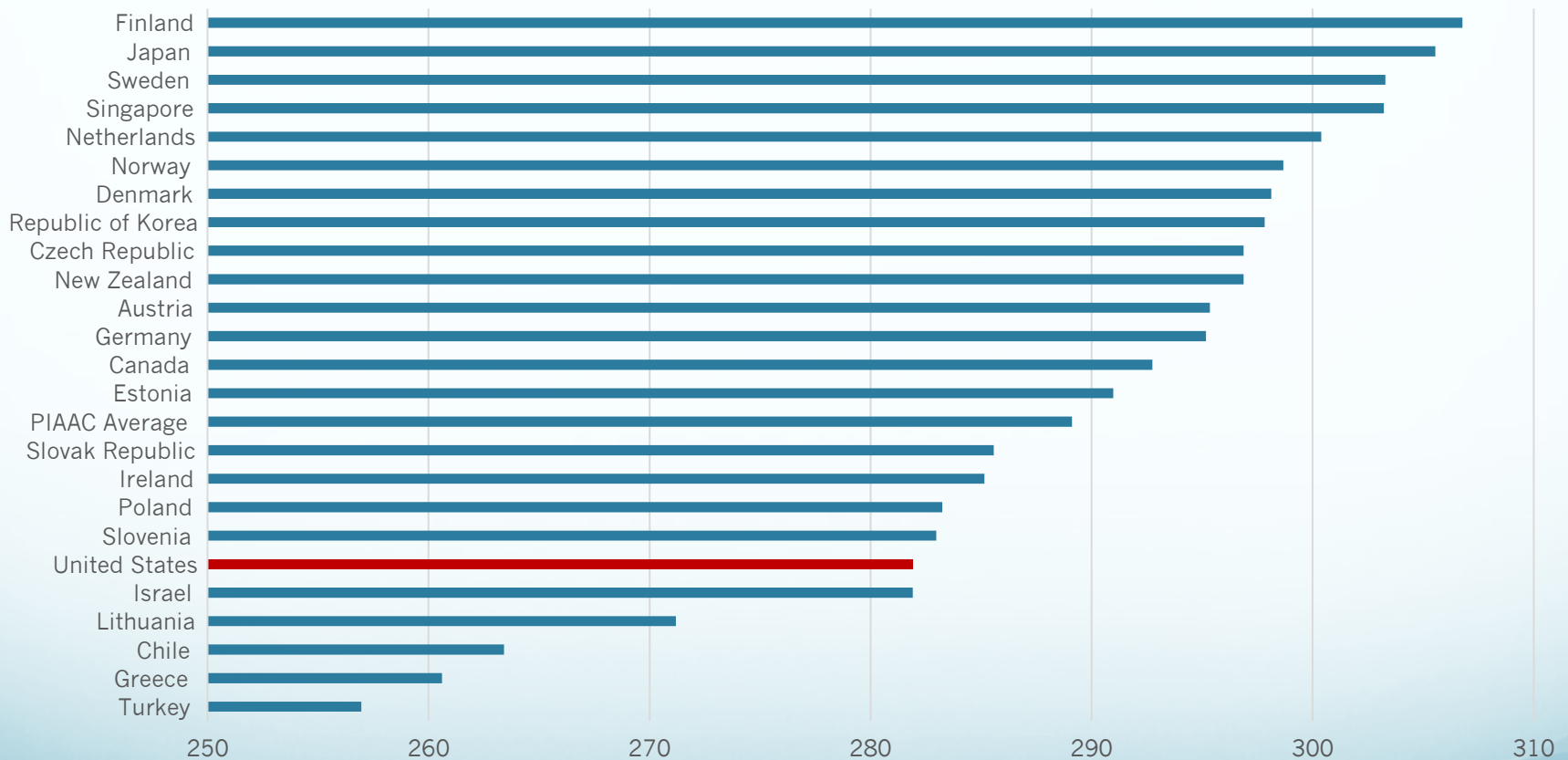
What We Have Learned

U.S. in the middle of the pack on PISA scores

<u>Year (Countries Tested)</u>	<u>Reading</u>	<u>Math</u>	<u>Science</u>
2000 (32)	15	19	14
2003 (41)	18	28	22
2006 (57)	NR	34	28
2009 (65)	17	30	22
2012 (65)	24	36	28
2015 (72)	23	39	25

The Challenge: Poorly Skilled US Millennials

Problem Solving Skills in Technology Rich Environments in Adults 16-34



Source: OECD PIAAC

The Harsh Reality

Maryland schools perform at a mediocre level
in a country that performs at a mediocre level
globally!!!

What We Know

- Maryland's economic future is dependent on a highly skilled, well educated, globally competitive workforce
- In today's world, high quality education and skills training is the only path out of poverty

Commission Consultants

Funding

- Augenblick, Palaich and Associates (APA)
- Work began in July 2014; final report was submitted on November 30, 2016. Report website:

<http://marylandpublicschools.org/Pages/adequacystudy/index.aspx>

Policy

- National Center on Education and the Economy (NCEE)
- NCEE has identified 9 building blocks for high performing school systems

Gap Analysis

International

- Finland, Ontario (Canada), Shanghai (China), Singapore

US

- Massachusetts, New Jersey, New Hampshire

Maryland is the first state to undertake a rigorous comparative assessment and cost analysis using NCEE's building blocks

Policy Recommendations

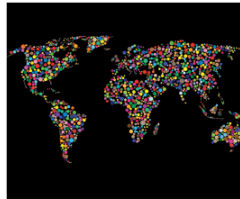
Notably, Commission has reached strong consensus on five major policy recommendations

- Invest in early childhood education
- Provide significantly more support for at-risk students
- Transform teaching into a high status profession
- Implement a rigorous curricula benchmarked to international standards leading to college ready and industry certified workforce credentials
- Significantly strengthen governance and accountability

Accountability

- Without strong system of accountability, public support unlikely
- Commission will tie meaningful portions of increased funding to evidence that:
 - Its recommendations are implemented, and
 - Greater student success is achieved

MARYLAND COMMISSION ON INNOVATION & EXCELLENCE IN EDUCATION



Preliminary Report

January 2018



Website Address:

<http://bit.ly/MDCommission>

2018 Legislation

SB 1092/HB 1415

- Encourage and help the best high school students to become teachers
- Provide more resources for schools serving concentrations of students living in poverty
- Promote high quality, innovative Career and Technical Education (CTE)
- Support early childhood education
- Study the cost of adequacy for special education

Next Steps

- Finalize policy recommendations
- Conduct detailed cost analysis, using new and existing funds
- Develop new funding formulas to support recommendations
- Issue final report later in 2018

Final Thoughts

- Confident in the Commission's ability to produce a meaningful report and recommendations
- But will the State have the resolve and persistence to fully implement them?
- The Massachusetts example and The Grand Bargain
- Critical moment for Maryland
- Our choice:
 - Continue making incremental changes and hope for significantly different results; or
 - Be bold and change the future for our children and state



**Friday, April 20, 2018
Report to the USM Board of Regents
Chancellor Robert L. Caret
(AS DRAFTED)**

Thank you, Mr. Chairman. With the faculty awards earlier and the legislative update I will deliver shortly, I will keep my report fairly brief. There were, however, some important achievements across the USM that I would like to highlight.

I begin with our “host” institution, the **University of Maryland University College (UMUC)** and President Javier Miyares. There have been a number of exciting developments here at UMUC since we last met.

- President Miyares—and University of Maryland, College Park (UMCP) President Wallace Loh—were both honored as "Outstanding Educator of the Year" by the Maryland Hispanic Chamber of Commerce.
- Dr. Emma Garrison-Alexander, vice dean of cybersecurity and information assurance in the Graduate School at UMUC, won the “People’s Choice Award” from the Cybersecurity Association of Maryland.
- UMUC continues to expand its partnerships and its impact:
 - A new agreement with the National Security Agency’s National Cryptologic School will create additional pathways for NSA employees, including active-duty military personnel, to increase their skills and gain academic credit toward degrees in cybersecurity and foreign languages from UMUC.
 - A new partnership with American Water—the largest and most geographically diverse U.S. publicly traded water utility company—will offer members, their spouses, and dependents more affordable options to complete degrees or pursue higher education at UMUC.
 - And just up the road at the new Odenton Town Center, UMUC has signed a lease, establishing a permanent, quality, adult education facility serving Fort Meade and other Anne Arundel County communities.
- And earlier this week, “Over There,” an impressive documentary about the history of UMUC’s overseas traveling faculty aired on Maryland Public Television.

Javier, I want to commend and congratulate you and the entire UMUC “family” on these achievements.

Elsewhere across the USM . . .

Dr. Charles Wight has been named president of **Salisbury University (SU)**, beginning July 1st of this year. Dr. Wight will succeed Dr. Janet Dudley-Eshbach, who is stepping down after 18 years. Since 2013, Wight has been president of Weber State University in Utah, a public regional campus with 28,000 students. His priorities there have been college affordability, diversity and inclusion, campus sustainability, student success, and positive community relationships. Clearly, he is an ideal fit to build upon the foundation of success established by President Dudley-Eshbach. In fact, evidence of her impressive impact was recently published in the *Chronicle of Higher Education*, which spotlighted SU as one of the nation's top producers of Fulbright students. I thank Regent D'Ana Johnson, chair of the search committee, and the other members of that committee.

Earlier this month, Chairman Jim Brady and I had the honor of attending the inaugural of Dr. Aminta Breaux as the 10th president of **Bowie State University (BSU)**. While she has been in office for less than a year, Aminta has proven herself to be an inspiring, determined leader with an expansive vision for Bowie State. Her vision for expanding access to high-quality higher education opportunities was on display recently as BSU signed an agreement that will allow students pursuing associate degrees at Prince George's Community College and Howard Community College to take courses in BSU's accredited program at the Laurel College Center, which can lead to a bachelor's degree in business administration. BSU will be the only university offering a four-year degree program in business administration at the Laurel College Center.

In another piece of presidential good news, **Coppin State University (CSU)** President Maria Thompson was a featured speaker at the 2nd Annual HBCU "Day of Action" earlier this week. At the national HBCU Advocacy Day press conference, President Thompson spoke to advocates from around the country about the importance of HBCUs. And while I will be providing a full legislative recap shortly, I wanted to note that CSU alum and founder of Digit All Systems, Lance Lucas, successfully championed the Cyber Warrior bill. The legislation will establish—and support—the Cyber Warrior Diversity Program at Baltimore City Community College, Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore to train students in computer networking and cybersecurity.

Continuing with presidential honors, **University of Maryland, Baltimore County (UMBC)** President Freeman Hrabowski was awarded a lifetime achievement award from the American Council on Education, recognizing his accomplishments as a campus leader at UMBC. As Council President Ted Mitchell noted, Freeman has made "an indelible mark on his institution and the entire higher education community." And, of course, I can't mention UMBC without acknowledging the Retrievers' amazing 74-54 victory over the University of Virginia; the first time a 16 seed has defeated a 1 seed in the NCAA men's basketball championship tournament. And, as Freeman has noted, the worldwide visibility generated by UMBC's *athletic* excellence helps shine the light on that institution's *inclusive* excellence.

Just last week, **University of Maryland, Baltimore (UMB)** president Jay Perman received the “Commitment to Community Award” at the Paul’s Place’s 35th Anniversary Gala. Paul’s Place, a catalyst for positive change impacting Southwest Baltimore communities, issues this award once every five years. UMB’s commitment to serving the broader community is further underscored by its comprehensive approach to addressing Maryland’s opioid epidemic. At a panel held earlier this week featuring top experts in medicine, pharmacy, and social work, UMB leaders shared some of the ways they are working to overcome pain and addiction. These include the development of new, innovative drugs—such as UMB 425—that are specifically designed to provide pain relief with lower dosages and without creating physical dependency, as well as the Center for Addiction Research, Education, and Service’s work to address the impact of addiction on individuals, families, and communities.

In one last piece of decidedly more subdued presidential news, **University of Maryland Eastern Shore (UMES)** President Juliette Bell has announced that she will step down as president in June. There can be no doubt that she has established a proud legacy. During her presidency, the Carnegie Classification of Institutions of Higher Education reclassified UMES as a Doctoral Research University; UMES was given its highest ranking among the Top 20 HBCUs by *U.S. News & World Report*; and UMES established a doctor of pharmacy program that has produced almost 200 graduates and is one of the top ten producers of African-American pharmacists. Furthermore, the university’s four-year graduation rate is the highest it has been in 14 years. I thank Dr. Bell for her dedication to UMES over the past six years and wish her the best in her future endeavors. As you know, a search committee, led by Regent Michelle Gourdine, is underway.

Late last month, the **University of Baltimore (UB)** unveiled a new logo as part of a new branding campaign, designed to both celebrate the university’s home in central Baltimore and underscore UB as a center for hard-working, determined, and academically focused students. The UB team worked on this initiative over the past year, getting input from a wide array of internal and external audiences. I also want to note that The Marshall Project, a nonprofit news organization covering the U.S. criminal justice system, prominently featured the impressive and important work being done through UB’s Second Chance Pell Pilot Program, which works with individuals in prison.

The **University of Maryland, College Park (UMCP)** was also recognized by the *Chronicle of Higher Education* as one of the nation’s top producers of Fulbright students. UMCP has also been named a top Peace Corps volunteer-producing university for the seventh consecutive year. With 49 alumni currently volunteering worldwide, UMCP ranks 16th among large universities. Finally, UMCP hit a record number of donors on last month’s Annual Giving Day, raising more than \$1.25 million from more than 7,750 total gifts.

Chairman Brady and I were pleased to take part in a ground-breaking ceremony earlier this week as **Towson University (TU)** celebrated the beginning of construction on its new Science Complex, which is expected to be completed by the fall of 2020. The 320,000-square-foot complex will house the Jess and Mildred Fisher College of Science and Mathematics and more than 50 classrooms, 50 teaching laboratories, 30 research laboratories, and much more. Also at TU, the Towson University Dance Team won its **18th** national championship earlier this month. The team claimed the 2018 National Dance Alliance Collegiate National Championship in Daytona Beach, Florida. Finally, I know President Kim Schatzel was very proud this morning as Towson was honored with five Board of Regents Faculty Awards.

Earlier this month, **Frostburg State University (FSU)** hosted more than 1,300 middle school students on campus to witness a live downlink from the International Space Station from FSU alumnus and NASA astronaut Ricky Arnold, who is living, working and doing research aboard the International Space Station. They were joined by about 400 College of Education students, at special invitation from Ricky, who was a classroom teacher before he became an astronaut. The goals were to excite pre-service teachers about their chosen profession and spark an interest in science and space among Maryland's rural middle school students. Astronaut Ricky Arnold isn't the only piece of FSU that is rendezvousing with the International Space Station this year. A mission patch designed by FSU art and design major Donovan Carter will be on its way to space in June. Carter won the Student Spaceflight Experiments Program Mission Design Competition with his Maryland-inspired patch.

In news from our two—soon to be three, more on that in a moment—higher education centers, **The Universities at Shady Grove (USG)** has announced that it will be adding four new degree programs for the upcoming 2018 - 2019 academic year. UMCP will bring its B.S. in Information Science and UMBC will bring three new programs: B.S. in Translational Life Sciences Technology; M.P.S. in Technical Management; and M.P.S. in Data Science. These programs have been specifically selected and designed to meet the needs of the region's workforce. At **USM Hagerstown (USMH)**, the multi-million dollar downtown urban improvement project—which involves expansion for USMH—continues to progress, with the city of Hagerstown set to receive \$1.1 million in grants and state bond bill funding.

Finally, before I move to the legislative session review, there are a few systemwide honors I would like to highlight:

The USM was once again well represented in *The Daily Record's* Maryland's Top 100 Women honorees for 2018:

- Maureen Black from the School of Medicine at UMB;
- Cassandra Jones Havard from the UB School of Law;
- Kathleen Maletic Neuzil also from the School of Medicine at UMB;
- Tenyo Pearl from Coppin;
- And Michele Wolff, from UMBC.

Six USM students were named Newman Civic Fellows by the Campus Compact, which acknowledges motivation and potential in public leadership:

- Monica Davis from CSU;
- Benjamin Forrest from FSU;
- Sophie Bertrand from TU;
- Mikita Thompson from UB;
- Taryn Jones from UMES;
- And Stephanie Milani from UMBC.

And graduate programs from across the USM received high marks in 2019 *U.S. News and World Report* Graduate School Rankings that came out last month:

- UMCP has more than three dozen schools, colleges, and programs featured in the rankings, with two #1 ranked graduate programs:
 - The Criminology program in the College of Behavioral and Social Sciences
 - The Counseling/Personnel Services program in the College of Education
- UMB's professional schools boast some two-dozen acknowledgements, with 13 Top 10 rankings overall.
- The rankings recognize a dozen UMBC graduate programs across all three UMBC colleges.
- Towson is recognized with five ranked programs, UMES with three, UB with three, and Salisbury with two.

Turning now to the just-completed legislative session . . .

OPERATING BUDGET

The Governor proposed and the General Assembly approved state support for the USM totaling \$1.39 billion, coming from the General Fund and the Higher Education Investment Fund.

- This is an increase of \$39 million—or approximately 3 percent—over the FY 2018 revised budget.

First and foremost, the operating budget will allow the USM to limit our tuition increase for in-state undergraduate students to a modest 2 percent. In addition, the \$39 million increase in state funds will enable USM to:

- Fund new facilities operating costs, especially new STEM facilities that support academic and research capacity across the system.
- Implement year 2 of SB 1052, the strategic partnership between UMB and UMCP designed to generate collaborative academic and research programs, spur technology commercialization, and support economic growth.
- Fund the USM's Workforce Development Initiative, which is committed to addressing critical workforce shortages by generating hundreds of new STEM and healthcare degrees.
- And provide a cost of living salary adjustment (COLA) for faculty and staff.

CAPITAL BUDGET

Turning now to the FY 2019 capital budget, the General Assembly allocated funds for capital construction projects across the USM. Critical projects that have been funded or advanced include:

- At UMCP:
 - \$22 million for the new Cole Field House
 - \$3.9 million for the Iribe Center for Computer Science and Innovation
 - \$3.6 million for A. James Clark Hall New Bioengineering Building
- At UMBC:
 - \$62.8 million for the Interdisciplinary Life Sciences Building
- At Towson:
 - \$60.7 million for the new Science Facility
- At UMB:
 - \$2.5 million for the Maryland Institute for Advanced Molecular Analysis
- At Frostburg:
 - \$2 million for the Education and Health Sciences Center
- At Bowie:
 - Pre-Authorization of the Communication Arts and Humanities Building
- And through the USM Office:
 - \$17 million for facilities renewal systemwide
 - And \$23.1 million for USG's Biomedical Sciences and Engineering Building

LEGISLATION

Finally, in terms of legislation, there were more than 160 individual bills considered that would have had varying impacts on the system, faculty, staff, and students. For the most part, legislation the USM supported passed and legislation the USM opposed did not. There were also several bills on which the USM offered amendments.

There is one particular piece of legislation I want to highlight: The Southern Maryland – University System of Maryland Partnership Act of 2018. This legislation creates a partnership to support new educational opportunities for students and the workforce in Southern Maryland, with an emphasis on STEM-related research and development, particularly in the growing field of unmanned autonomous systems. It formalizes the working partnership that the Southern Maryland Higher Education Center (SMHEC) and the USM have developed since 2013. Ultimately, the partnership will help create an expanded regional higher education center that responds more fully to the needs of the Southern Maryland region, incorporating the strengths of the current institutional partners operating at SMHEC with the value of USM leadership, including the best operating practices in effect at the USM's two existing regional centers.

The bottom line is that this budget and legislative action again demonstrate Maryland's commitment to higher education. It is this commitment that sets us apart from—and above—our competitors in the knowledge economy. As Maryland continues to position itself as the best choice for the location of Amazon's new HQ2 facility, this investment will help make the case.

I thank Vice Chancellor for Government Relations Patrick Hogan, Assistant Vice Chancellor for Government Relations Andy Clark, and their colleagues throughout the USM, including many in the system office, presidents, and the campus-based government relations members. I also want to thank Vice Chancellor for Administration and Finance Ellen Herbst and her staff, particularly Monica West and Mark Beck, for their work in support of the USM's operating and capital budgets. Thanks as well to Senior Vice Chancellor for Academic and Student Affairs Joann Boughman and her team, for the incredible effort they put forth on the legislative front.

This was yet another challenging legislative session. But thanks to the leadership and hard work of so many professionals, the USM once again emerged as a genuine funding priority, with strong support from the Governor's office and both the House and the Senate.

Finally, I must close with a very somber note. Last month, when we lost Cliff Kendall, we lost a true friend to higher education and the USM. Cliff's impact on higher education in Maryland is unsurpassed. His dedicated service to both the USM Board of Regents and the USM Foundation underscore his level of commitment. In addition, his incredible generosity to his alma mater, the University of Maryland, College Park, and to The Universities at Shady Grove's Clifford M. and Camille E. Kendall Scholarship, has transformed the lives of countless students. On a personal note—beyond his achievements as a business and civic leader or his support for higher education—Cliff was a truly good and gracious man. He will always be remembered and always be missed.

Mr. Chairman . . . this concludes my report. I would be happy to respond to any questions the regents may have.

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USMSC Report to Board of Regents

April 20, 2018

The current Council's time in office is winding down, as elections for new board leadership will take place at the next USMSC meeting in May. Please see below for updates.

USM Student Fee Policy Amendments

The Council supports the most recent version of the proposed amendments to the USM student fee policy that will be discussed at the next Finance Committee meeting. Thanks to the system staff who worked with us to address our concerns in the policy. The Council is interested in further amendments in the future to create additional systems of accountability for non-mandatory student fee increases.

New Constitution and Bylaws

The Council spent much of its last meeting discussing the proposed changes to the USMSC bylaws and constitution. The Council passed a new constitution, which will be sent to the Regents for their approval.

Student Concerns: Bereavement Policies, Mental Health/Counseling Services and Health Insurance

-A number of campuses reported that there are significant wait times for mental health/counseling services for their students in non-emergency situations. The Council is encouraged that the Regents are taking this issue seriously and forming a work group around the issue.

-At least one USM campus currently does not have a bereavement policy for its students and is working with their administration to draft one. The student representatives are collecting each campus' student bereavement policies for discussion.

-The Council also discussed health insurance plans for graduate students and is researching the possibility of creating a larger pool between the USM campuses to bring down the costs of premiums.

Shared Governance

The shared governance report is completed, has been delivered to the Chancellor, and is available to the Regents online.

Please feel free to reach out to me directly at cfabbi@umd.edu with any questions or concerns.

Best,

Caden Fabbi
2017-2018 USMSC President



COUNCIL of UNIVERSITY
SYSTEM FACULTY

**Report by the
Council of University System Faculty (CUSF)
to the USM BOR Meeting at the
University Maryland University College (UMUC)**

Friday, April 20, 2018

The last report was submitted on January 23rd for the meeting on February 9th at the University of Baltimore (UB). Since the last submission, CUSF has had two ExCom meetings and two Council meetings. The first meeting was held in Annapolis on February 21st, Advocacy Day. The second Council meeting was held at UMB on March 18th. This report covers both meetings and any other significant activities of CUSF.

MEETINGS AND ACTIVITIES: The meetings and activities of CUSF since the last report are reported below.

- **ExCom Meeting** – ExCom met on February 5th at USM in Adelphi. The main purpose of the meeting was to prepare the agenda for the February Council meeting and Advocacy Day, both which occurred on February 21st in Annapolis.
- **Advocacy Day** – USM Advocacy Day was on February 21st in Annapolis. Sponsored by USM, it was a collaborative effort between the Student, Faculty and Staff Councils. As in previous years, the Chancellor welcomed the group during lunch. The effort was organized by Patrick Hogan and Andy Clark. In the post event analysis, the activity was deemed successful.
- **Council Meeting at Annapolis** – The Council met in the Lowe State House in Annapolis on February 21st. It was a brief meeting in the afternoon. The main purpose of the meeting was to nominate the Chair and Vice Chair.
- **Nominations** – Nominations for Chair and Vice Chair were made at the February 21st Council meeting. Two nominations for Chair were made: Dr. Patricia Westerman and Dr. Chris Brittan-Powell (Note: *Trish Westerman and Philip Evers were elected*). Three nominations for Vice Chair were made: Dr. Haitham Al-Khateeb, Dr. Elizabeth Brunn, and Dr. Philip Evers. Election for these two positions will occur at the March meeting. Nominations for Secretary and At-large positions occurred at the March meeting. Also, the elections will be staggered. This is where the nominations for the next position is reopened after the previous election is finalized.
- **ExCom Meeting** – ExCom met on March 5th at USM in Adelphi. The main purpose of the meeting was to prepare the agenda for the March Council meeting at UMB which occurred on March 26st in Annapolis.
- **Council Meeting at UMB** – The Council met at the University of Maryland Baltimore on March 26st in the Saratoga Room. The Council thanks President Perman for his generous hospitality. It was a full agenda with MJ Bishop from the Kirwan Center for Academic Innovation and the

election of the Chair and Vice Chair for next year. MJ Bishop was the featured speaker and spoke on OERs and the next steps in academic integrity. Topics further delineated below include: academic integrity – the next steps, OERs, and constitutional amendment.

- **Academic Integrity, the Next Steps** – At the March Council meeting, MJ Bishop from the Kirwan Center for Academic Innovation was the featured speaker at the Council meeting at UMB. There was a robust discussion with the group on the next steps in how CUSF can assist in the academic integrity issue. MJ presented three levels of involvement. These are courses and curriculum design, educating students regarding what constitutes academic integrity, particularly foreign students, and contract cheating (e.g. tutors, paper mills, etc). The group suggested that there is a need to communicate the issue at the campus level. Next, they suggested that there may be a role for the OAG (Office of Attorney General) regarding contract cheating and the big business aspects associated with it. Third, there was a discussion of a “convening” which would be a one day in-service symposium. In summary, the session was productive and provided direction on the next steps in addressing this issue which goes to the core quality of the product being delivered.
- **OERs** – Because of time constraints, the discussion of OERs by MJ Bishop at the March meeting was brief. OERs are a tectonic change in educational materials. MJ indicated that OERs have saved millions of dollars in terms of buying textbooks. For faculty in terms of promotion, retention and tenure, OERs present some unique challenges and MJ presented some potential solutions. It is a work in progress. As with any tectonic change, it involves many facets of change.
- **Constitutional Amendment** – At the March 27 meeting, the Educational Policy and Student Life Committee of the BOR passed the constitutional amendment. The amendment clarifies the campus review process for amendments. The motion will advance to the BOR at the April meeting for approval.
- **State of Shared Governance Report** – For the calendar year 2017, CUSF completed its survey and report of senate chairs on the state of shared governance in USM institutions. All institutions participated. Overall, the state of shared governance on campuses is good. In the survey, the first question served as an overall measure of the state of shared governance on the individual campuses. Nine and one-half of the senate chairs agreed with the statement that “*Shared governance was alive and healthy on their campus.*” The public version of the report is attached.

COMMENTARIES: Since the last report, there were five commentaries. They are attached. The February commentary focused on accomplishments at the half-way point during the year. The March commentaries focused on the elections and the responsibilities on ExCom and a thank you for those who made Advocacy Day successful. The April commentary thanked Jay Jimmerman and the Regent’s Committee for their work this year.

Respectfully Submitted: April 5, 2018
Robert B. Kauffman, Ph.D.
Chair, Council of University System Faculty (CUSF)

Chair's Commentary 1802.1: The Half-way Mark

Time moves quickly and the academic year is half-over. Actually, at the time of this writing, it is more than half-over. So far, it has been a productive year. However, there is still a lot to do and a lot is currently on the schedule for completion. The following lists the accomplishments during fall semester and what is on the schedule for completion spring semester.

FALL SEMESTER – Listed below are some of the accomplishments from fall semester. Some of these accomplishments are ongoing or have entered a new phase. Most of the accomplishments are listed as action items in the Action Plan for 2017-2018.

- **Academic Integrity** – The issue of academic integrity consumed CUSF's effort for fall semester. What started as a white paper on the issue became much more. The efforts of CUSF and others has been well documented and don't need further comment. As noted in the January commentary, it was congratulations to all for a job well done. We enter the implementation phase.
- **Orientation Session** – ExCom put together an orientation session for new Council members before the beginning of the September Council meeting. It was a good idea and successful.
- **Meeting at Shady Grove** – In an effort to educate Council members on the changing face of the faculty, the September meeting was held at the Universities at Shady Grove (USG). It was the first time CUSF met at a university location other than one of the traditional institutions in System.
- **Membership and Rules Committee** – There were three initiatives from the Membership and Rules Committee. The bylaw changes involving the election process have passed and are being implement this year. A house cleaning measure to amend the constitution to change the approval process of an amendment is at the BOR for approval. Third, the bylaws and proofing their content are being verified to insure that updates have been made and errors eliminated. Unfortunately, errors were found on the System website.
- **Joint Ombudsperson Resolution** – The joint resolution has been approved by the three Councils and currently rests with the Presidents and the Chancellor's Council who are waiting for feedback from the Office of the Attorney General on several identified issues. Response from the OAG and resolution is expected prior to the end of spring 2018 semester.
- **Regent's Awards** – The Regent's Awards is one of the important yearly functions of CUSF. Under the supervision of Jay Zimmerman, the Regent's Awards have been reviewed and have been passed on to the BOR for approval. In addition, the committee has updated the procedures and rules for the awards.

SPRING SEMESTER – Spring semester is upon us. The following items and events have been scheduled for spring semester.

- **Academic Integrity (Continued)** – Now that the issue is out in the open, it needs to be addressed. The CUSF Education Policy and Student Life Committee is addressing this issue. In addition, MJ Bishop from the Kirwan Center will speak to the Council at it March meeting. Along with OERs, she will address the followup to the academic integrity issue also.

- **Elections** – Elections are a seemingly small item. However, elections do take time and are important. With the passage of the bylaw changes, Council also approved them to be staggered.
- **State of Share Governance Report** – The survey of Senate Chairs regarding the state of shared governance is quickly entering the data collection and report completion phase. The report is expected to be completed prior to April 1st.
- **Chairman Brady's Visit** – Chairman Brady is visiting Council at its April meeting. He has been very supportive of the faculty. He has worked behind the scenes on the Ombudsperson resolution to help implement it. He is committed to inclusion and diversity of the faculty and supportive of academic freedom also.
- **CUSF Panel on Faculty Evaluations** – The panel discussion was slotted for the February meeting but because of the Advocacy Day conflict, it will need to be moved to a later meeting. The Faculty Concerns Committee of CUSF has identified this as an important issue.

Chair's Commentary 1803.1: A Reflection on the Elections and ExCom Positions

At the February meeting one of the Council members asked the question regarding what were the responsibilities of each of the ExCom positions. As I reflected upon the question, I realized that at one time or another I had the privilege of serving in each position. With the upcoming elections, this is a good time to explain the responsibilities of each position, to reflect upon the different positions, and what they entail.

The first CUSF position I held was Secretary. As might be expected, Section 4.b.c of the bylaws states that “The Secretary shall keep minutes and records of Council...” Not only does the Secretary take the minutes of the Council meetings, but the Secretary takes the minutes of the ExCom and Senate Chairs meetings. Everyone jokes that it is the hardest job on ExCom and in some ways it is. One of the most important things I learned as Secretary was to write in terms of political consequences. It is important to accurately record the minutes. However, it was equally important to write the minutes in such a way as to not cause unintentional harm to those in attendance such as the Chancellor, Vice Chancellor or other members of System. One other thought. As it has been with others before me and after me, the Secretary position was an entry position onto ExCom. Because of its workload, few people actively seek it out. Rarely is it a contested position. Work hard, and take good notes. Few will acknowledge your contribution, but they will note your work ethic and desire to serve CUSF. For me it led to other roles on ExCom.

After serving as Secretary, I served in the At-large position for a year. There are two At-large positions. One of the main responsibilities of the At-large position is to write the Newsletter. On occasion, the At-large position has also served as one of the Committee chairs (e.g. Legislative Affairs, Educational Policy, and Membership and Rules). This seems to have worked well.

Section 4.5.b of the bylaws state that “The Vice-Chair shall serve as acting Chair in the absence of the Chair and shall be responsible for other duties as assigned by the Council and/or Executive Committee....” Although not specifically stated in the bylaws, the primary responsibility of the vice chair has evolved into a position of working with the Senate Chairs. At the bare minimum, this involves organizing a fall

and spring meeting. A second function has been conducting the data collection in the survey of Senate Chairs regarding the state of shared governance on the campuses. Overall, this is one area that I wish I would have done more and I believe that we need to do more. I should note that when I was a Senate Chair, I would always look forward to the fall and spring Senate Chair's meeting. It provided me a chance to learn what was going on at the other campuses and to find out what was going at System. As noted, we need to do more with the Senate Chairs. However, that is a topic for another day.

Next, I served as Chair. In Section 4.5.a of the bylaws, the duties of the Chair are a little more defined than for the other officers. The Chair shall: (1) Preside at all meetings of the Council and be responsible for supervision and execution of its business; (2) Serve as the chief liaison between the Chancellor and the Council and the Board of regents and the Council; (3) Attend all Board meetings, or send a designee; (4) Submit to the Chancellor annually a report on the state of shared governance within the system; (5) Serve one year as an ex-officio member of the Executive Committee with voice and vote as Past-Chair. Term limited, I will serve as Past Chair next year.

In contrast with the other ExCom positions, the Chair works with groups other than faculty. It is a position where you meet and work with the Board of Regents, Presidents and Provosts. In its bare essence, my job description reads "*event planner and report writer.*" It is not far from being the truth. Also, the report writing goes to goal of increasing communications. Along with preparing the ExCom and Council agendas, I write a Chair's Report for the Council, another report for Chancellor's Council, and yet another report for the BOR. Although there may be some overlap, they are different reports. Also, I write the State of Shared Governance Report for the Chancellor in March. In addition, I attend the corresponding meetings for each group including the Provosts. Fortunately, I don't have to write a report for the Provosts too.

In looking back, being a former Senate Chair was probably my best preparation for being Chair of CUSF. As a Senate Chair, I had many of the same responsibilities and functions that I currently have as the Chair of CUSF. As Senate Chair, I had to deal with a President. Now, I have to deal with twelve presidents. It was helpful training. In both positions, I had the internal committees to coordinate and help function properly. As a Senate Chair, I had to run a meeting efficiently. In these respects, it provided good training for my current position. Perhaps the biggest lesson was how to move an agenda forward and to advance the common interest when you don't have any power. Remember, we are advisory only. We have to convince others that what we believe is in our best interest is in their best interest too. This requires the development of good political skills. Often people think of political skills as a negative attribute. It isn't. Being advisory, it is a skill needed to advocate for faculty with the President and administration. It is for these reasons that when looking back over my involvement with CUSF, my training as Senate Chair was good preparation for being Chair of CUSF.

Two years have come and gone quickly. When I became Chair, I had two overriding goals. The first was to improve communication among CUSF constituencies and the second was to restore CUSF's influence as an advisory board with System and the Board of Regents. Developing communications included encouraging dialogue between campuses and in particular with System and the Board of Regents. The second goal dovetailed with the first. It was important at the time, and remains important now, for CUSF to advocate for and advance issues that are common to most of the institutions in System and not issues that affect just the home institution. Taken together, the two goals are really about developing relationships with those who we are advising. It involves trust. Remember, we are advisory and it is our job to get others to buy into what we think is important and to get them to do our bidding. I believe that we have done this. Some of the outward signs of the communications and relationships developed include the visitation by the Chancellor and Chair of the BOR to our meetings. The new Chair will have his or her

own vision. These are to increase communications among member institutions and within Council and to develop relationships that increase CUSF's advisory capacity with System and the Board of Regents.

rbk

Chair's Commentary 1803.2: Advocacy Day – A Thank You

As in previous years, System sponsored Advocacy Day on February 21, 2018. This was a team effort between System and the student, staff and faculty Councils. Special thanks goes to Patrick Hogan, Vice Chancellor, Office of Government Relations, Andy Clark, Assistant Vice Chancellor, Office of Government Relations, Caden Fabbi, Chair, USM Student Council, Lisa Gray, Chair, Council of University System Staff, and Chris Brittan-Powell, Legislative Affairs Committee Chair of CUSF. Although I participated, I took more of a secondary role in the organization efforts. For CUSF, the Legislative Affairs Committee of CUSF has taken on the organizational responsibility of Advocacy Day. In this respect, Chris did a very good job of organizing meetings with key legislators. The appearance of the Chancellor was a highlight and amplified the importance of the event. In addition, we had 15 CUSF members in attendance. Again, a thank you to everyone who helped make Advocacy Day successful.

rbk

Chair's Commentary 1804.1: Regent's Awards Committee – A Thank You

At the April meeting of the Board of Regents, there will be a breakfast honoring the Regent Award recipients. As noted at the March CUSF meeting, the awards are a big deal and a major task on the agenda of CUSF.

Yes, the awards are a big deal. The Presidents take considerable pride in their recipients. At the breakfast, they are all smiles. It is a testimony to the quality of their faculty and programs. It is an honor for the recipients, the presidents, the universities and USM. It helps to showcase the work of USM and its constituent universities.

The awards are a major function of CUSF. However, because of the efficiency of Jay Zimmerman, Chair of the Regent's Award Committee and the Committee, the work of the committee has largely gone under the radar of the Council. This is a good thing and we thank them for doing so. In addition, I need to note the work of Zakiya Lee, Chief of Staff to the Senior Vice Chancellor for Academic and Student Affairs.

The work begins over summer before the beginning of fall semester. This year there were procedures that needed to be clarified and addressed. There was the committee that needed to be formed. I should note that forming the committee is no easy task since both the research and comprehensive institutions need representation. Metaphorically, there were times that we had to beg, borrow and who knows what to make it work. There were countless emails going back and forth between Zakiya and Jay to make it work. For the most part, my role was to monitor the discourse, throw in a vote of approval when needed and add an occasional two cents to the process. It was their work that made it work.

I need to note the committee and extend this thank you to them. It included Jay Zimmerman, TU (chair),

Vanessa Jackson, CSU, Joseph Arumala, UMES, Karen Clark, UMB and Ethan Kaplan, UMCP. A special thanks to Ethan who went out of his way to contribute.

At a special breakfast on April 20th of the BOR, I will be in attendance at the Regent's Award Breakfast. It will all go off without a hitch. There will be a lot of smiles and deservedly so. In silence, I will note to myself the work of Jay, his committee and of course, Zakiya. Your tireless efforts made it happen.... A special thanks for the work you did on behalf of CUSF and the Regent's Awards.

rbk

State of Shared Governance Report
in the USM System
Survey of Senate Chairs
for 2017

to

Dr. Robert Caret
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by

Dr. Robert B. Kauffman, Chair
Council University System Faculty (CUSF)

March 31, 2018

State of Shared Governance Report
in the USM System
Survey of Senate Chairs
for 2017

Executive Summary

For the calendar year 2017, CUSF completed its survey and report of senate chairs on the state of shared governance in USM institutions. This year 12 of the 12 institutions participated. Overall, the state of shared governance on campuses is good. In the survey, the first question served as an overall measure of the state of shared governance on the individual campuses. Nine and one-half of the senate chairs agreed with the statement that “*Shared governance was alive and healthy on their campus.*” However, this year none of the senate chair strongly agreed with the statement. Two and one-half campuses neither agreed nor disagreed. For these schools, there was usually a mitigating circumstance such as hesitancy to evaluate a new president or a retiring president. This year none of the schools disagreed with the statement.

In addition, a recommendation of this survey is for the administration and faculty to revisit the role of consulting with the faculty as presented in the I-6.00 policy of the Board of Regents. A thread emerging throughout many of the surveys and in many of the responses within the surveys is the difference between consulting with the faculty and good communications that is directionally one-way communications. The term used in the I-6.00 policy is “informed participation” and “collaboration” which suggests more of a two-way communications and involvement.

The survey and report was completed in March and the first week of April. This report along with the survey data was sent to the Chancellor in the beginning of April for use in his annual evaluation of the presidents during April. In addition, the information will be used in the five year review of presidents for the BOR. The information contained in this report is the summative results from the survey.

State of Shared Governance Report in the USM System Survey of Senate Chairs for 2017

Summary Report¹

The primary use of the survey is by the Chancellor in his annual performance evaluation of the Presidents during April. The survey provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions in the University System of Maryland (USM). The survey data is an internal document and not for public dissemination. A second document, the summary report, includes the generalized results of the survey. It is provided to the BOR, public, and other interested parties summarizing the state of shared governance within the System. This document is the summary report.

Procedures

The 18 questions in this survey were adapted from a short monograph by Keetje Ramo entitled *Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998)*. The survey instrument has undergone several revisions and modifications since its inception in 2014. Currently, the questions consist of a five point Likert scale followed by a section for comments. This provides both quantitative and qualitative data. The survey is completed by the Senate chairs or their equivalent position within the governance structure. It covers the previous calendar year, in this case 2017. The survey is distributed to the Senate chairs in October. They are due March 10th or the week before spring break. This allows time for the Chair of CUSF to complete the analysis and submit it to the Chancellor prior to his April review of the Presidents. This year all 12 institutions participated in the survey.

Sampling – An effort was made this year to make the survey more representative of the faculty. When the survey was envisioned and being developed, the issue was considered that there was the possibility of making the survey so cumbersome that no one would complete it. The option was provided that the Senate chairs could complete the survey themselves. This option was retained as a fall back position. Only the Senate chair from UB exercised this option this year (Figure 1). The other chairs utilized their executive committee, faculty senate or faculty in general. It should be noted that within the university administrative structure, the Senate chair generally has the most contact and involvement with the President, followed by the executive committee and faculty senate. For this reason, these options should not be minimized in favor of a general survey of the faculty who have little or no involvement with the President in terms of shared governance.

¹ This report was completed by Robert B. Kauffman, Ph.D., Chair, Council of University System Faculty (CUSF).

Figure 1: Procedural Options		
Option	Option Description ¹	Number of Institutions Using the Option
Option #1:	Senate Chair Competes the Survey Alone	1
Option #2:	Senate Chair Completes the Survey in Conjunction with Their ExCom	4
Option #3:	Senate Chair Shares with Senate and Compiles Results with ExCom	2
Option #4:	Senate Chair Surveys Senate Members	4
Option #5:	Senate Completes a Survey of the Faculty	- -
Option #6:	Other – Please explain below	1 ²
¹ The full descriptions are provided within the survey instrument. ² The Frostburg Senate Chair indicated a combination of Option #4 and #5.		

Reporting Surveys – Several institutions surveyed their executive committees or Faculty Senates and reported the survey results as the percentage of responses. A two step process was performed to consolidate the responses into the most prevalent category. First, the five point Likert Scale was condensed into a three point scale. The categories were Agree (i.e. Strongly Agree and Agree), Neither Agree Nor Disagree, and Disagree (i.e. Strongly Disagree and Disagree). This consolidation determined the degree of agreement or disagreement with the statement. Procedurally, it reduces the situation where one category with a large response offsets two more evenly response categories (e.g. SA–3, A–4, D–5, SD–0). Using the most frequently occurring category in the example would result in respondents disagreeing with the statement. However, there was general agreement with the statement (i.e. SA&A–7, D&SD–5). The second step acknowledges the most frequently occurring category within the combined categories (i.e. including NAD). In the example, this was the Agree category with four responses. In the report, the agree category would be the response recorded for the university. Since there were small samples, several ties occurred between categories. When this occurred, the response was split in the reporting (i.e. 0.5 per category).

Results

Based on Keetje Ramo’s short monograph, the survey is subdivided into seven different areas covering the role of shared governance within the institution. These categories are used as the main headings and to provide the organizational structure for of this report.

Figure 2: Climate for Governance – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1.	Shared governance on our campus is alive and healthy.	--	9.5	2.5	--	--	--

Climate for Shared Governance – Question #1 served as an overall measure of the state of shared governance on the individual campuses (Figure 2). Of significance, this year none of the campuses disagreed (i.e. disagree and strongly disagree) with the statement. Nine and one-half of the senate chairs agreed with the statement that shared governance was alive and healthy on their campus. Also, of interest is that none of the senate chairs strongly agreed with this statement. Two and one-half of the senate chairs neither agreed nor disagreed with the statement.

Figure 3: Internal Communications – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
2.	There are excellent communications and consultation between the administration and the faculty and senate leadership.	--	6	5	1	--	--

Internal Communications – The second question focused on internal communications between the administration and the shared governance structures of the faculty and senate leadership. Good communications is fundamental to effective shared governance. Six senate chairs agreed with the statement on communications. Five neither agreed nor disagreed with the statement. One senate chair disagreed with the statement suggesting that there needs to be better internal communications.

In reviewing the comment sections of the question, three levels of involvement seemed to emerge: Consultation, communications, and lack of communications. Consultation involves participation by and with the faculty even if the President and administration have the decision making ability. One senate chair noted that *“What keeps this rating from being Strongly Agree is that activities are ... limited to communications and not always consultation.”* Another senate chair noted that *“We receive lots of communication. But as a body we are not always consulted on important matters.”*

In contrast, good communications focuses on keeping the faculty informed. It is one-way communications. Typically, senate chairs indicating good internal communications noted that their President listened to the faculty. Examples of facilitating good communications were periodic meetings with or easy access to their President. Usually, the President and/or Provost attended Senate meetings. The President and/or Provost kept the senate chair and faculty apprised of what the administration is doing.

Several senate chairs noted the importance of communications and consultation at the dean and chair levels. In several cases there was good communications with the President and Provost, but there was a breakdown at the lower levels of administration.

The third level was poor communications. Generally, senate chairs disagreeing with the statement on internal communications reflected poor communications with the President. As might be expected, there was little if any consultation. In addition, these presidents tended to operate more external to the institution.

Figure 4: Senate's Role – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
3.	The faculty senate plays an important role in providing academic and administrative functions at the university.	1	5.5	4.5	--	1	--

Senate's Role – The third question in the survey asked whether the faculty senate played an important role in providing academic and administrative functions at the university. Conversely, the question asked whether the faculty senate is disenfranchised by the administration. Six and one-half institutions agreed (i.e. Strongly Agree and Agree) with the statement that the faculty senate plays an important role in providing academic and administrative functions. Four and one-half neither agreed nor disagreed and one institution strongly disagreed with the statement.

Along with the diversity of institutions within System, a review of the comment section to this question reveals the duality of the relationship between the faculty and administration expressed in the I-6.00 policy of the Board of Regents. This question captures both the administrative and academic functions. These functions are split in succeeding questions. In general, the responses to the question express a desire to work with the administration. In addition, several comments echoed the comments made regarding communications with faculty including attendance at senate meetings, etc.

Figure 5: President's Role (4-7) – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
4.	Other than on rare occasions, the president seldom overturns faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion, etc.).	4	5	2	--	--	1
5.	The president seeks meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	1	4	3	3.5	0.5	--
6.	The president supports and advocates the principles of shared governance?	4.5	5.5	1	0.5	0.5	--
7.	The president supports and advocates the principles of shared governance at the sub-unit level also (e.g. college,	2	4	5	1	--	--

President’s Role – Questions four through seven focused on the president’s role in shared governance. The wording in questions four and five reflect the relationship between the faculty and president as defined in the BOR I-6.00 policy on shared governance. Nine of the senate chairs agreed with their presidents following the faculty’s advice in areas where they have primary responsibility such as promotion, tenure and academic matters (Question #4). Four senate chairs strongly agreed with this statement.

There was a desire that their presidents consult with them more on matters where the administration has the primary responsibility such as budgeting (Question #5). Only five senate chairs agreed with the statement. However, three senate chairs neither agreed nor disagreed and four disagreed with the statement. One senate chair summarized the sentiment with *“The faculty senators would like to have more active participation in the discussion and influence associated with the University’s budget.”* In addition, this quote echos the previously discussed consultation thread. However, one bright spot is noted by a senate chair who noted that *“New CFO (started January 2018) along with president sees faculty input on budgeting process – this is completely new and welcomed by the faculty. We hope it continues.”*

For question six, ten of the twelve institutions indicated that their president supports and advocates the principles of shared governance. Question seven was a parallel question to question six but at the sub-unit level. Six of the institutions agreed with this statement (i.e. Strongly Agree and Agree). For both questions, there was roughly three school drop-off from last year (2016) with those agreeing with the statement.

Figure 6: Faculty’s Role – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
8.	Faculty’s Role: The administration is supportive of faculty involvement in shared governance.	--	7	4	1	--	--

Faculty’s Role – For question eight, seven institutions indicated in the affirmative that the administration was supportive of faculty involvement in shared governance. This was a drop-off of four schools from 2016 with four schools moving into the neither agree nor disagreed category. A review of the comments didn’t reveal any significant trends or reasons for this change.

Figure 7: Joint Decision Making (9-15) – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
9.	The administration utilizes faculty involvement in the area of planning and strategic planning .	2.5	5.5	2.5	1.5	--	--
10.	The administration recognizes faculty involvement in budgeting and fiscal resource planning.	--	1	6	3.5	0.5	1
11.	The administration recognizes faculty involvement in academic affairs and program development.	3.5	7.5	1	--	--	--
12.	The administration recognizes faculty involvement in staff selection and hiring .	2	4	3	2	--	1
13.	Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. faculty handbook).	2.5	9.5	--	--	--	--
14.	Shared governance between the administration and faculty functions in an effective manner.	0.5	6.5	4	1	--	--
15.	Joint decision-making and shared governance discussed in questions 9-14 are practiced at the sub-unit levels also (e.g. college, department).	1	5.5	0.5	4.5	0.5	--

Joint Decision Making – Seven questions focused on joint decision making. Four questions focused on administrative and academic functions of strategic planning, budgeting, academic affairs, and hiring. Eight of the senate chairs agreed with the statement on strategic planning (Question 9). Regarding budgeting and fiscal planning (Question 10), there was a drop-off in agreement with only one senate chair agreeing with this statement. Traditionally, these areas are considered administrative responsibilities. Six senate chairs neither agreed nor disagreed with the statement and four institutions disagreed with the statement. Regarding Question 11, 11 institutions agreed with the statement recognizing the faculty’s role in academic affairs. This was expected. Six institutions agreed with the statement that faculty are involved in the staff hiring (Question 12).

Question 13 focuses on how shared governance is institutionalized within the institution (e.g. inclusion in the faculty handbook). All 12 institutions surveyed agreed with the statement that shared governance processes and procedures were clearly defined in the institution’s documents.

Question 14 asks whether shared governance between the administration and faculty functions in an effective manner. Seven senate chairs agreed with the statement, four neither agreed nor disagreed, and one senate chairs disagreed.

The last question in this group asked if the joint decision roles discussed in the previous questions were

applied at the sub-unit level (Question 15). It should be noted that shared governance at the sub-unit level is a continuing issue within the institutions and it is a difficult issue to address. Regardless, this question is still a barometer. Six and one-half senate chairs agreed with the statement and five senate chairs disagreed with the statement.

For this section, the comments represent differing opinions. One senate chair who disagreed with the statement noted that *“This [Joint decision making at the sub-unit level] is also variable and depends greatly on the Dean. Most College Councils seem to be dominated by the agenda of their Deans. One even calls itself the Dean’s Council now.”* Another senate chair summarized that *“Shared governance between administration and faculty is efficient, but not always effective. It varies within colleges and across departments.... There is a significant level of culture change at dean’s level and often feels as though communications are dictate out and not consulted with.”* In addition, this comment reinforces the consultation theme. In a contrasting view, another senate chair noted that *“In general, collaborative decision-making becomes prevalent at the sub-unit level.”*

Figure 8: Structural Arrangements (16-18) – 2017							
Survey Questions		Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
16.	The faculty senate and/or other institution-wide governance bodies meet on a regular basis.	9.5	2.5	--	--	--	--
17.	Faculty determine how their own representatives are selected.	9.5	2.5	--	--	--	--
18.	The administration provides adequate institutional support for shared governance to function.	2.5	8.5	1	--	--	--

Structural Arrangements – The last three questions focused on the support given to shared governance on the campuses. All the senate chairs agreed with the statement that the faculty senate and/or other institution-wide governance bodies meet on a regular basis (Question 16) and faculty determine how their representatives are selected (Question 17). All but one senate chair agreed with the statement that the administration provides adequate institutional support for shared governance. It is worth noting the importance of providing administrative and clerical support and without it, facilitating shared governance can become problematic. Reinforcing this point, one senate chair noted that *“While not universal, several other USM institutions have a clerical support person dedicated to faculty governance who can maintain documents, schedule rooms, make purchases, prepare and mail agendas, maintain websites, and other clerical support.”*

Figure 10: Historical Analysis of Climate for Governance Question			
Climate for Governance: Shared governance on our campus is alive and healthy.	2015	2016 ²	2017
Strongly Agree	4	4	0
Agree	6	3	9.5
Neither Agree or Disagree ¹	--	3	2.5
Disagree	2	2	0
Strongly Disagree	0	0	0
NA	0	0	0
¹ The “Neither Agree or Disagree” category was added in the 2016 survey. In 2015, a four point Likert scale was use. ² For the 2016 report, UMCP submitted their report after the completion of the report. The Senate Chair’s response is included in this table (i.e. NAD) but not in the report on the website.			

Historical Analysis of Climate for Governance Question – In the survey, the first question was considered to be the summary statement for the state of shared governance on campus. It asked if shared governance was alive and healthy. Although the questionnaire has been modified over time, the basic four category Likert scale remains intact enabling comparison of data over a three year period. The results are presented in Figure 10.

Review of the three years of data suggests three interesting trends. Overall, the campuses generally feel that shared governance is alive and healthy. Combining the strongly agree and agree categories, there were ten campuses that agreed with the statement in 2015, seven campuses in 2016 and nine and one-half campuses in 2017.

Second, there were generally one or two campuses in any one year that were dissatisfied with the state of shared governance on their campus. Unlike in previous years, it should be noted that in 2017 none of the reporting campuses disagreed with the statement.

Although there has been an overall increase in campuses agreeing with the statement over the three year period, those campuses strongly agreeing with the statement decreased from four in 2015 and 2016 to none in 2017. An interesting trend, no substantive reasons could be gleaned from the surveys.

Conclusion

In general for the twelve campuses that responded, the state of shared governance on the campuses is generally good. This was suggested by the response to the first question where nine and one-half of the senate chairs agreed with the statement that shared governance was alive and healthy on their campus (see Figure 1). Two and one-half of the senate chairs neither agreed nor disagreed with the statement. The one-half resulted from a survey tie between the two categories. In addition, a quick review of the other responses in Figure 2 - 9 suggest general support for the conclusion that shared governance is alive and healthy on USM campuses.

Second, the historical analysis indicates that shared governance is alive and healthy on most campuses, and that in any given year, there are one or two campuses where it is less so. An interesting trend this year was the decline in the number of senate chairs who strongly agreed with the statement. No reason was suggested for this trend.

A continuing theme that cut across multiple questions in the survey was the difference between communications and consulting. This point was noted by several senate chairs and in multiple comments. Many senate chairs indicated that there was good communications (e.g. attend Faculty Senate, monthly meetings, etc.) but poor consultation with the faculty on traditionally administrative functions such as budgeting. In addition, a three level paradigm was suggested: Consultation, good communications, and poor communications. Institutions noting poor communications generally experience lack of any consultation. Conversely, those institutions that have good consultation tended to have good communications.

Building on the previous point, there may be a need to revisit the I-6.00 policy on campuses. It defines the consultation relationship between the administration and faculty on both administrative and academic affairs. Section C of II Principles suggests that “*Shared governance requires informed participation and collaboration by faculty, students, staff, and administrators.*” “Informed participation” and “collaboration” may be synonyms for consultation. Also, collaboration and consultation doesn’t mean that the decision necessarily rests with the faculty either.

This year an effort was made to make the survey more representative of the faculty. There has been a tendency toward surveying the faculty. There can be a role for and important information can be gained through a survey of the general faculty. However, more weight should be given to those faculty who work with and have a direct relationship with the President regarding shared governance. This includes the senate chair or equivalent position, the executive committee and faculty senate. Usually, the senate chairs has the most involvement with the president followed by the executive committee and then by the Senate.



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
March 5, 2018

Meeting Notes

The Council of University System Presidents met via conference call on March 5th with Chancellor Caret and USM senior staff.

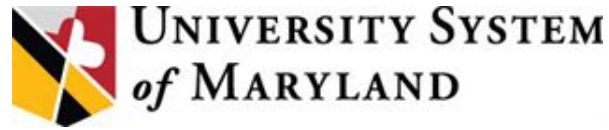
Chancellor Caret and Ms. Doyle solicited feedback from the presidents about the updates to the proposed framework for goal setting and performance assessment. Ms. Herbst provided an update on the FY 19 operating budget and made note of upcoming capital budget hearings. Mr. Hogan briefed the presidents on the legislative session and provided information on proposed bills that may affect the USM.

Ms. Herbst presented recommendations for the exempt salary structure based on the biennial market salary survey. She covered the Maryland Healthy Working Families Act and how the USM is working to address the bill and its effects on the system. Ms. Herbst also provided an update on the Legal Services Workgroup, noting that the report should be ready by May 1st.

Chancellor Caret and Mr. Sadowski updated the presidents on the Excel MD initiative and the progress of Maryland's Amazon HQ2 proposal. Chancellor Caret encouraged all institutions to look into the Carnegie Classification for Community Engagement. He also reminded the presidents to review their crisis plans and put periodic exercises in place.

Ms. Herbst presented revisions to the Policy on Student Tuition, Fees, and Charges and the Policy on Debt Management. She also presented the latest updates to the proposed Policy on Fund Balances.

Chancellor Caret and President Loh led a discussion of the costs to campuses related to free speech/first amendment, sexual misconduct/sexual assault, and student mental health.



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS

April 2, 2018

Meeting Notes

The Council of University System Presidents met on April 2nd with Chancellor Caret and USM senior staff.

Ms. Herbst and Mr. Hogan briefed the presidents on the operating and capital budgets. Mr. Hogan gave an update on the legislative session, making note of the status of several bills that may affect the USM.

Ms. Herbst updated the group on the status of the legal services work group and said that a report will be provided in May. Chancellor Caret and Ms. Beckett reminded the presidents to stay on top of crisis planning and make sure that they've provided an update to the Chancellor's Office.

Chancellor Caret provided the most recent updates to the goal setting and performance assessment framework. The Chancellor and Mr. Raley discussed how institutions can get involved in the Baltimore YouthWorks initiative.

Chancellor Caret led a discussion about the Maryland Chamber of Commerce and the membership options for institutions. He also provided information on the Greater Baltimore Committee's new Women's Network.

The Chancellor provided information on DHCD's efforts to redevelop and reinvigorate areas in the state and asked for feedback from the presidents. President Miyares led a discussion about program approval at the institutions.



Report from the Council of University System Staff
Board of Regents Meeting Report
April 20, 2018

Since our last meeting, CUSS has met at Coppin State University on March 27, 2018. Mr. Michael Bowden, Assistant Vice President: Planning and Assessment gave the welcome. Mr. Bowden gave some highlights of Coppin State University including:

- Coppin awards over 550 degrees annually, about 400 Bachelor and 150 Graduate
- Coppin participates in the MEAC Conference for athletics
- They have enrollment now just over 2500 undergrads and 386 graduates emphasizing that a majority of their students are first generation students.
- Coppin recently had its Middle States Accreditation Evaluation Team visit and is awaiting the official word on Accreditation.

Bowie State University
14000 Jericho Park Road
Bowie, MD 20715

Coppin State College
2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University
101 Braddock Road
Frostburg, MD 21532

Salisbury University
1101 Camden Avenue
Salisbury, MD 21801

Towson University
8000 York Road
Towson, MD 21204

University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

University of Maryland, Baltimore
520 West Lombard Street
Baltimore, MD 21202

**University of Maryland
Baltimore County**
1000 Hilltop Circle
Baltimore, MD 21250

**University of Maryland Center
For Environmental Science**
P.O. Box 775
Cambridge, Md. 21613

**University of Maryland
College Park**
College Park, MD 20742

**University of Maryland
Eastern Shore**
Princess Anne, MD 21853

**University of Maryland
University College**
3501 University Boulevard East
Adelphi, MD 20783

**University System of
Maryland Office**
3300 Metzgerott Road
Adelphi, MD 20783-1690

The Executive Committee of CUSS has finalized the data collected for the shared governance survey on the State Of Shared Governance from each individual institutions Staff Senates. A summary of the data is attached to this report.

Committee Updates:

Benefits & Compensation Committee

1. Finalized the employee discount sheet which will be posted to the website soon.
2. A concern was raised regarding domestic partnerships and the usage of sick leave to care for family members.
3. Currently collecting information on salary compression issues across the system.

Board of Regents Awards & Recognition Committee

1. BOR award nomination packets grading has been completed. The committee is compiling the results to present to the Board of Regents for approval.
2. Developing a best practices document for institutions to use regarding collecting nominations and developing a campus committee.

Legislative & Policy Committee

1. Reviewing the charge of the legislative committee.
2. Discussed the pros and cons of the past Advocacy Day.

Communications and Marketing Committee

1. Upcoming newsletter deadline is April 25th.
2. Draft of the CUSS Information Sheet will be presented at next meeting.
3. The February newsletter is available on the CUSS website:
<http://www.umsa.umd.edu/usm/workgroups/SystemStaff/newsletters.html>

Finally, CUSS established its meeting dates for the upcoming 2018-2019 year to give institutions more time to prepare and request space. The schedule is as follows:

August 14, 2018	Salisbury University
September 25, 2018	University of Baltimore
October 23, 2018	Frostburg State University
November 13, 2018	Tentative Joint Meeting at UMCP
December 11, 2018	USM Office
January 22, 2019	University of Maryland, Baltimore
February 20, 2019	Advocacy Day in Annapolis
March 26, 2019	Coppin State University
April 23, 2019	Towson University
May 14, 2019	Bowie State University
June 25, 2019	University of Maryland Eastern Shore
July 23, 2019	University of Maryland Center for Environmental Science

The above schedule will be posted to the CUSS website soon.

Respectfully submitted,



Lisa G. Gray
CUSS Chair

State of Shared Governance Report
In the USM System
Survey of Staff Senate
For 2017

To

Dr. Robert Caret
Chancellor
University System of Maryland
3300 Metzert Rd.
Adelphi, MD 20783

By

Lisa G. Gray, Chair
Mark Freeman, Vice-Chair
Council of University System Staff (CUSS)

March 30, 2018

State of Shared Governance Report in the USM System
Survey of Staff Senate Members
2017-2018

Executive Summary

For the academic year 2017-2018, CUSS conducted its inaugural State of Shared Governance Survey with staff senate members at all twelve of the USM institutions. The survey was provided to all university Staff Senate Chairs and they were instructed to disseminate the survey to all staff member involved in shared governance at their institution. The makeup of this varies slightly at each institution; for example, UMBC has separate staff councils, one for Professional Staff and the other for Non-Exempt Staff, while at UMUC this included staff representative of all three worldwide divisions (Stateside, Asia, and Europe). It is the responsibility of the Chair to determine the appropriateness.

We hope to use these results as a baseline going forward. We understand that many institutions are in a period of transition with new presidents or soon-to-be new presidents. These results are a stepping stone for us to continue to monitor the status of shared governance across the USM.

Overall, we received 164 responses. The highest participation from an institution was 25 and the lowest was 6 with a median participation rate of 12. From these responses, we have put together a summary based on response rate categories from Strongly Agree to Strongly Disagree based on occurrence.

The highest-rated questions (questions that had the highest occurrence of “Agree” and “Strongly Agree” responses include:

- Question 19 – The staff Senate and/or other institution-wide governance bodies meet on a regular basis. (93.30%)
- Question 13 – My immediate supervisor is supportive of my involvement in shared governance when I need to attend a meeting. (87.20%)
- Question 20 – Staff determine how their own representatives are selected. (84.1%)

This is all very encouraging, as it demonstrates that shared governance is able to operate on our campuses without administrative (or otherwise) hindrance. Being able to meet regularly, receive supervisor support, and that staff are determining their council operations are all essential aspects of shared governance working independently.

The next three highest-rated categories include:

- Question 12 – The administration is supportive of staff involvement in shared governance. (73.2%)
- Question 10 – The president supports and advocates the principles of shared governance within colleges, divisions, and departments. (72%)
- Question 1 – Shared Governance on our campus is alive and healthy. (68.2%)

Again, these results are encouraging as they ensure shared governance is able to operate and is acknowledged on each campus.

The lowest-rated questions (questions that had the highest occurrence of “Disagree” and “Strongly Disagree” responses include:

- Question 15 – The administration recognizes staff involvement in budgeting and fiscal resource planning. (31.1%)
- Question 16 – The administration recognize staff involvement in academic affairs and program development. (28.7%)
- Question 8 – The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest, but not primary responsibility. (21.40%)
- Question 14 – The Administration utilizes staff involvement in the area of planning and strategic planning. (21.4%)

These areas are of particular specificity. Although it may be unrealistic to expect shared governance to be involved in each budget line item, there is room for discussion on general direction of the university, in regards to budget, financial management, academic, and strategic planning matters.

In the USM bylaws related to shared governance:

I. 6.0 Section D

Faculty, staff, and students shall have opportunities to participate, appropriate to their special knowledge and expertise, in decisions that relate to:

1. ***Mission and budget priorities for the University System of Maryland and its constituent institutions;***
2. ***Curriculum, course content, and instruction;***
3. ***Research;***

Next, we wanted to look at the three categories which received the highest ratings of “Neither Agree Nor Disagree.” This category is difficult to define, as we cannot be entirely sure of the motivations or intentions behind respondents selecting this category. These categories can be seen as potential areas of improvement or clarification since they fall into this “middle” category. Interestingly, three of the four lowest rated (Disagree and Strongly Disagree) reappear in this area (Questions 15, 16, and 8).

- Question 15 – The administration recognizes staff involvement in budgeting and fiscal resource planning. (31.1% to 68.90%)
- Question 16 – The administration recognize staff involvement in academic affairs and program development. (28.70% to 65.90%)
- Question 8 – The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest, but not primary responsibility. (21.40% to 53.70%)

Some common themes were that staff felt they couldn't adequately respond to the question as it may be happening and they just aren't aware of it. Also, it was generally felt that growth in academic departments or planning for growth often allows for faculty positions but not administrative support positions and that staff positions are an afterthought. Staff salaries are often low and the budget is often blamed, all while new projects and initiatives are being launched. The budget, campus growth priorities, and staff needs are often not synchronized.

The next three categories for Neither Agree Nor Disagree were Questions 4, 7, and 17.

- Question 4 – Feedback [from administration] is presented in a timely manner, be it positive or negative. (53.6% neither agree nor disagree)
- Question 7 – Other than on rare occasions, the president seldom overturns staff decisions and recommendations. (48.2% neither agree nor disagree)
- Question 17 – The administration supports staff involvement in staff selection and hiring. (46.9% neither agree nor disagree)

For question 4, this response indicates that we need to look at our channels of communication and see where we can identify areas of improvement and gaps to close in on how both staff communicate to administration and administration to staff.

As for question 7, here we can look into perhaps what reasons were used to overturn decisions, and make recommendations on bolstering rationale behind decisions and recommendations before they reach higher levels. Also, anecdotally, there were some qualitative responses that professed uncertainty with this question. As one person stated, “we often do not have the opportunity to be turned down by the President, as our concerns and recommendations are often stopped before reaching that point.”

Question 17. This is an area where staff input can be possibly improved upon. Particularly, in relation to cabinet positions, staff should have an active voice in these matters.

As stated in Board of Regents Policy I. 6.0 Section D

Faculty, staff, and students shall have opportunities to participate, appropriate to their special knowledge and expertise, in decisions that relate to:

1. Selection and appointment of administrators;

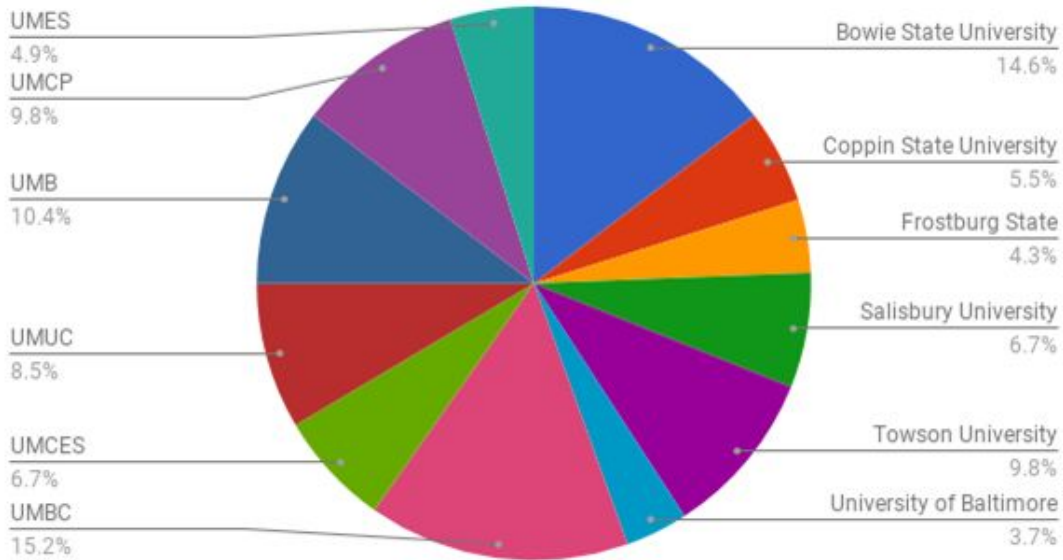
In general, comments on this question revolved around recent and ongoing presidential searches where it was felt that representation from staff senates should have been utilized on those search committees. It was felt in general for other upper administrative positions that staff senate members were being utilized but on a limited basis.

Following is the supporting data, procedural outline and list of survey questions.

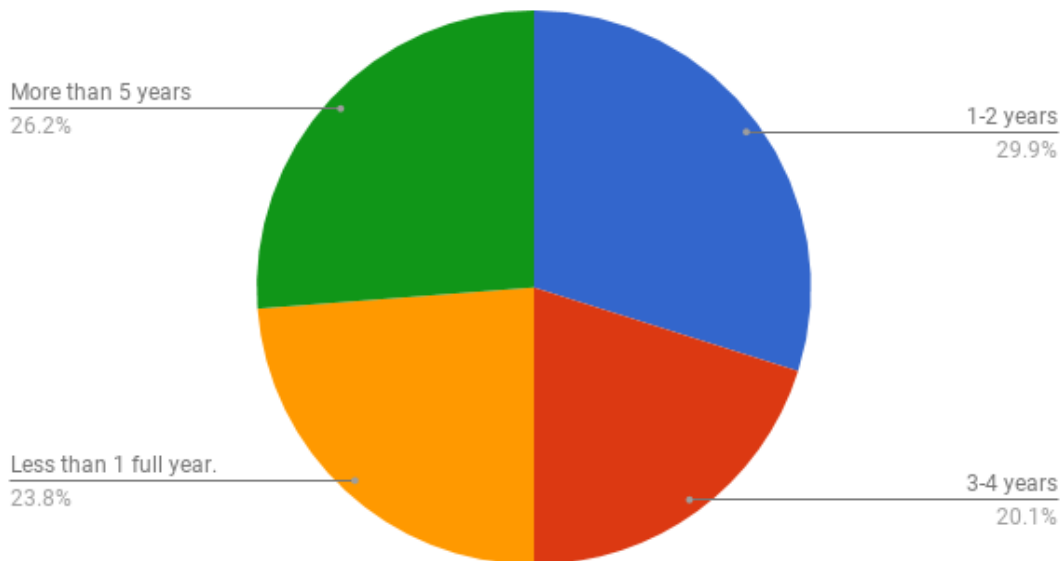
USM Staff Shared Governance Survey: Overall Data

Participant information:

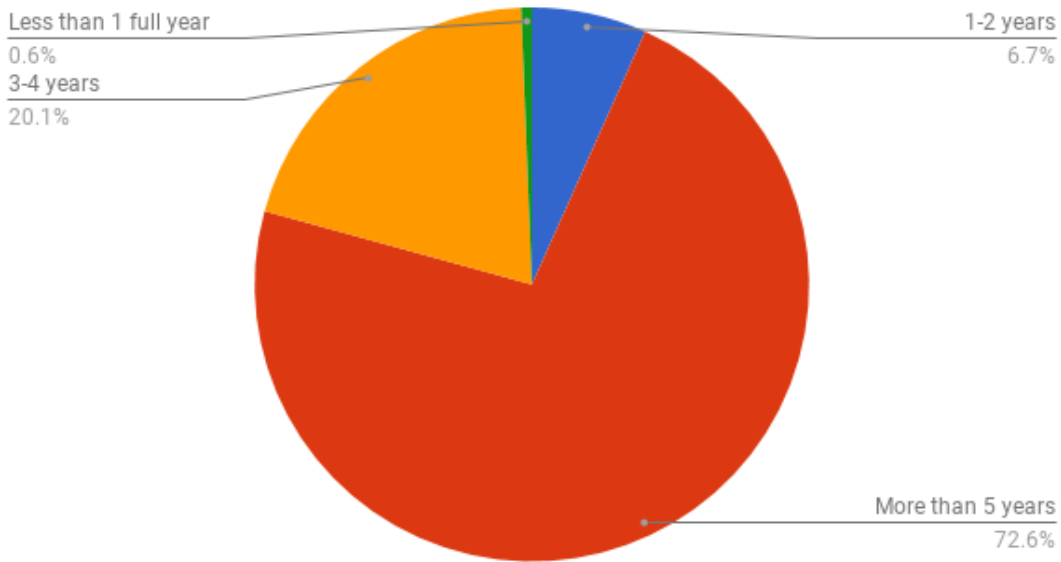
Participation Rate, Per Institution



Participant length of involvement in Staff Shared Governance



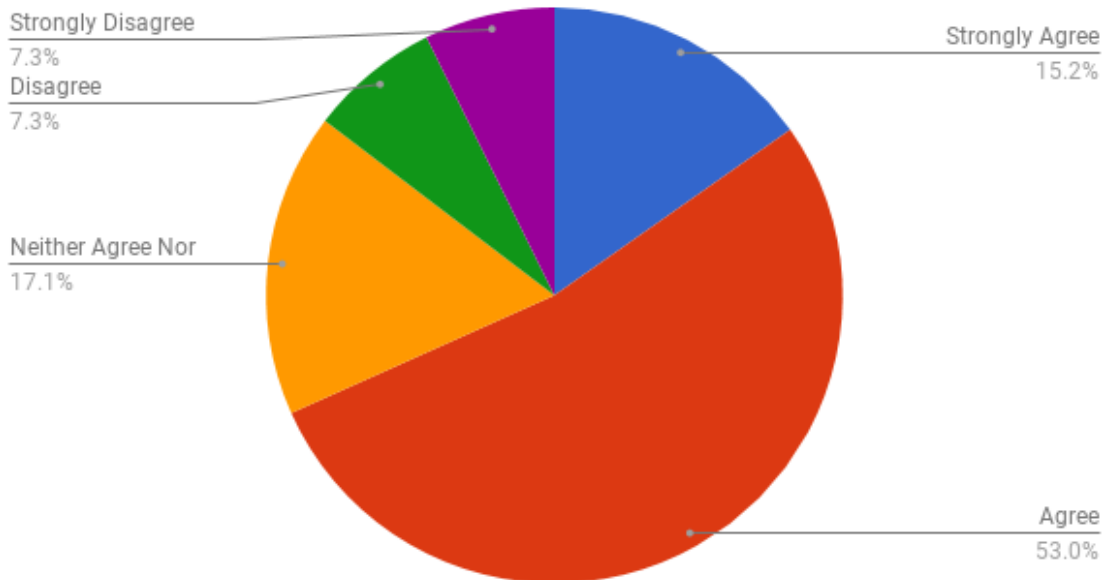
Participant length of service at institution.



Survey Questions:

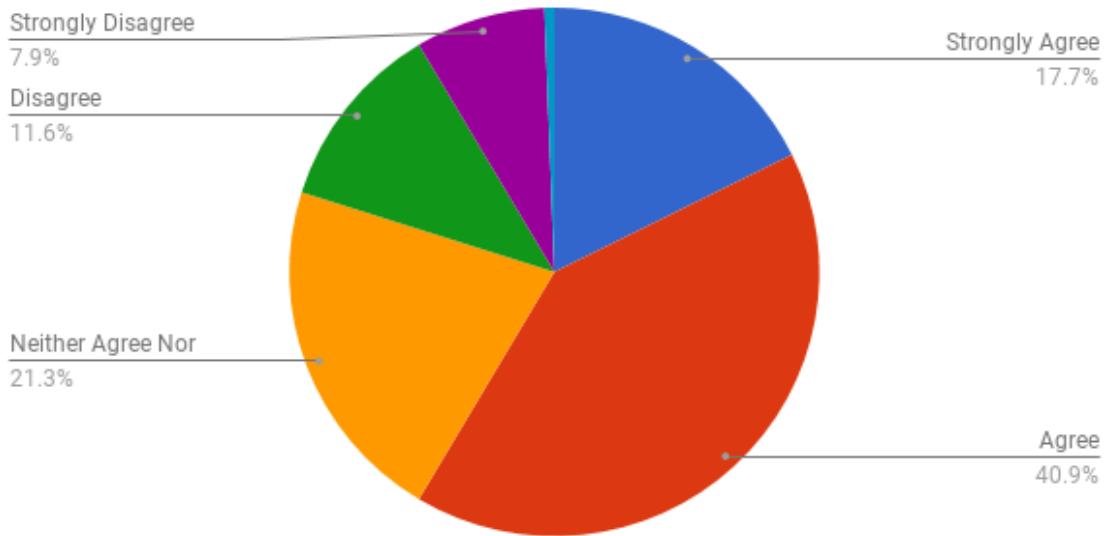
Climate of Governance

1. Shared governance on our campus is alive and healthy.

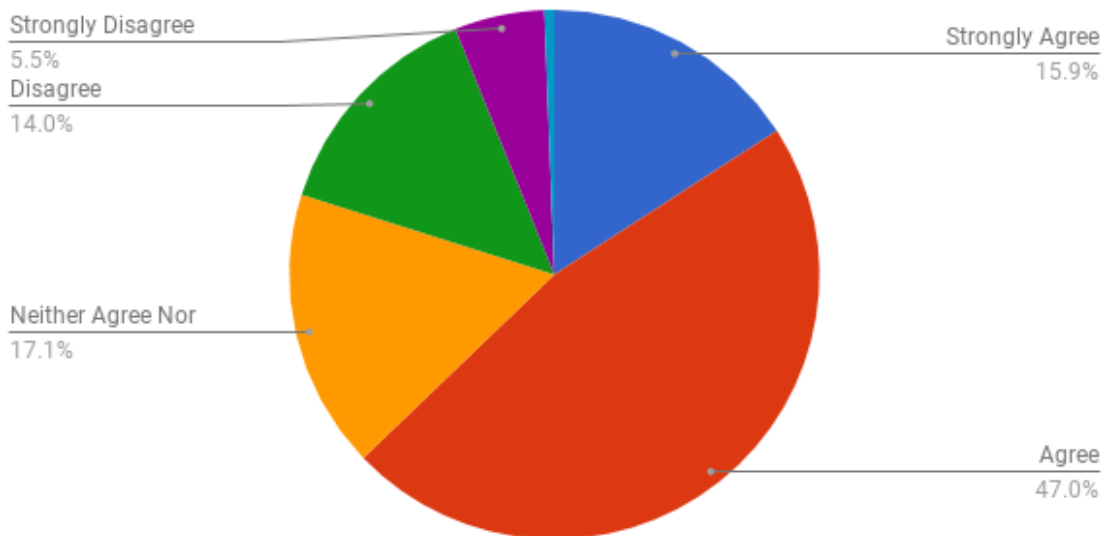


Institutional Communications

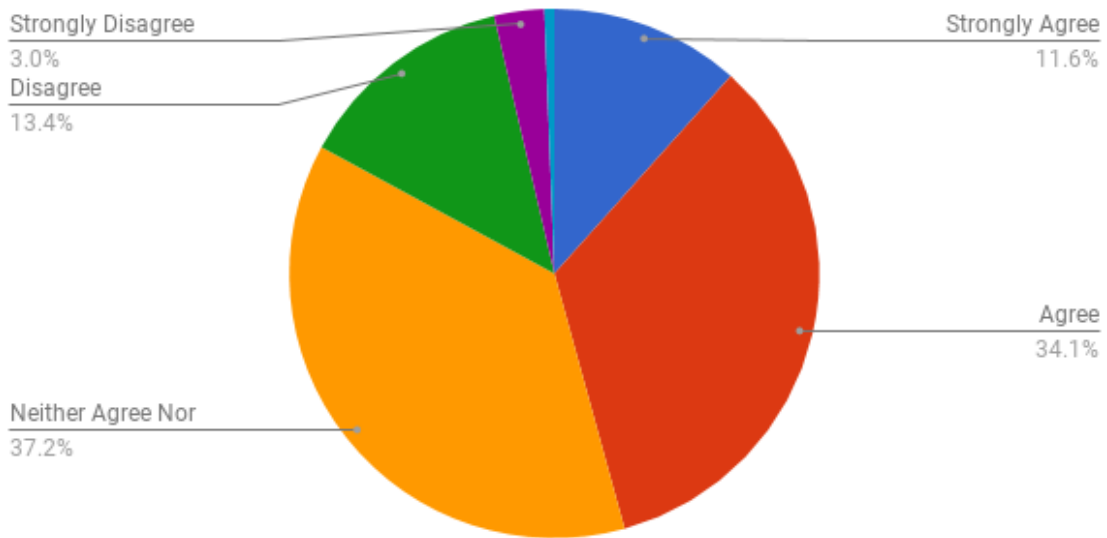
2. There is excellent communication and consultation between the administration and the staff and senate leaderships.



3. Staff can openly communicate governance issues with cabinet/upper management.

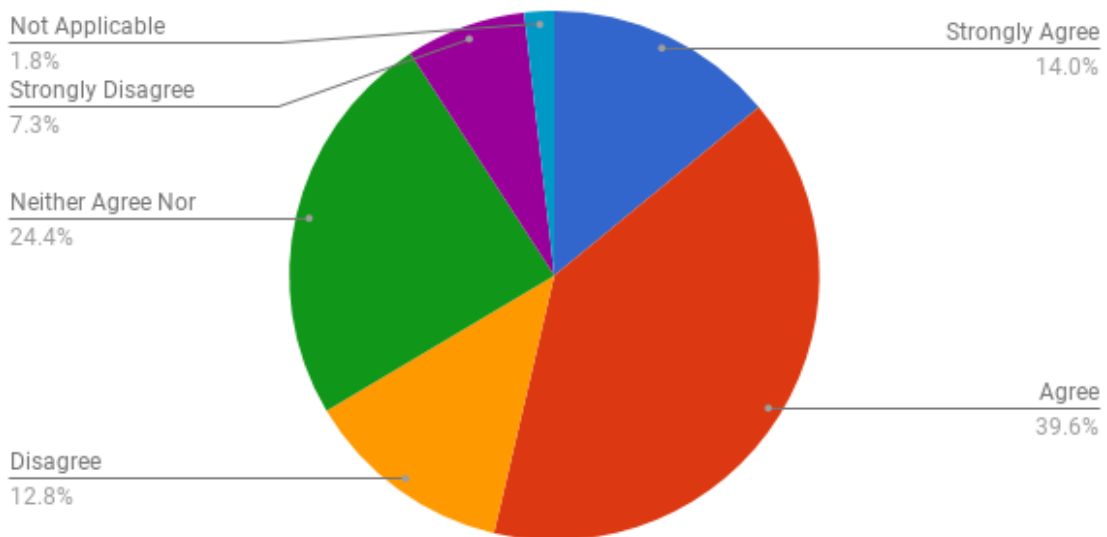


4. Feedback is presented in a timely manner, be it positive or negative.

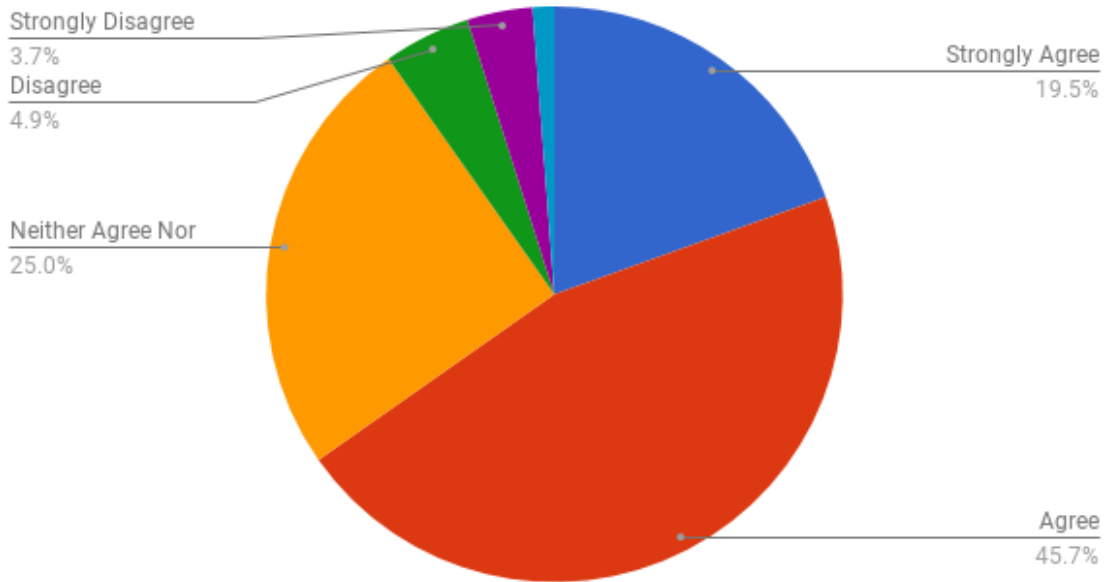


Senate's Role At Your Institution

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

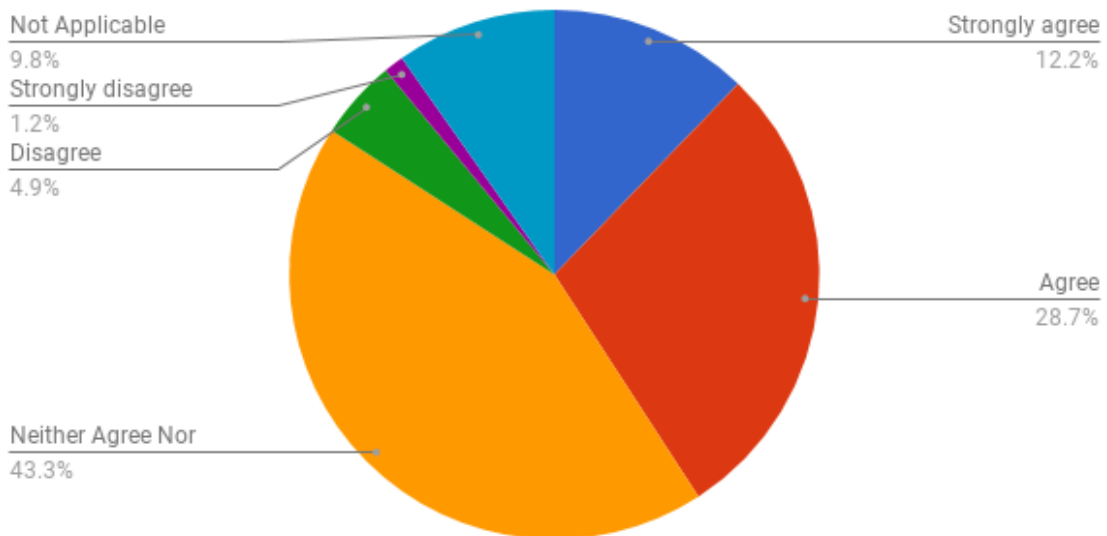


6. Your role with staff senate is valued.

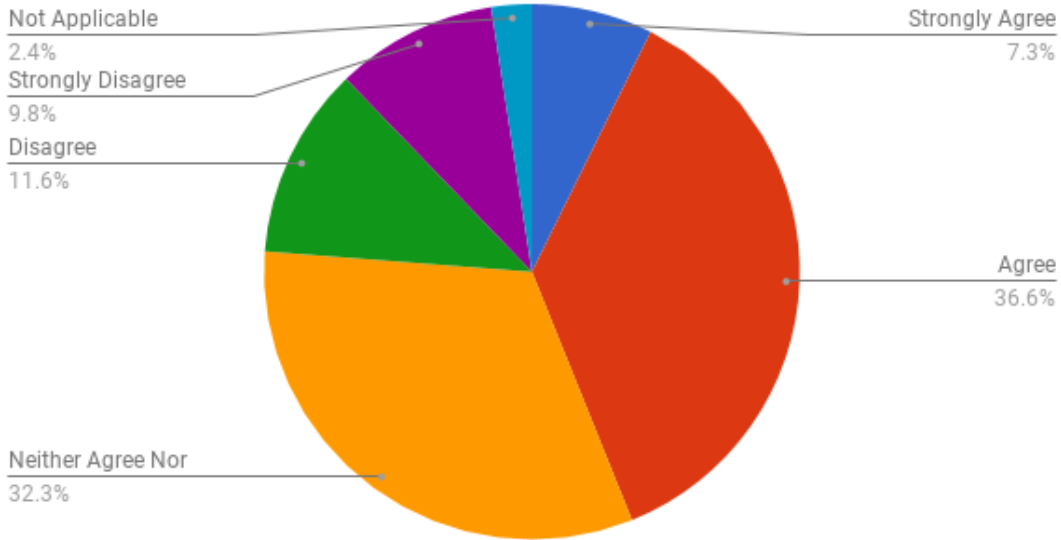


The President's Role

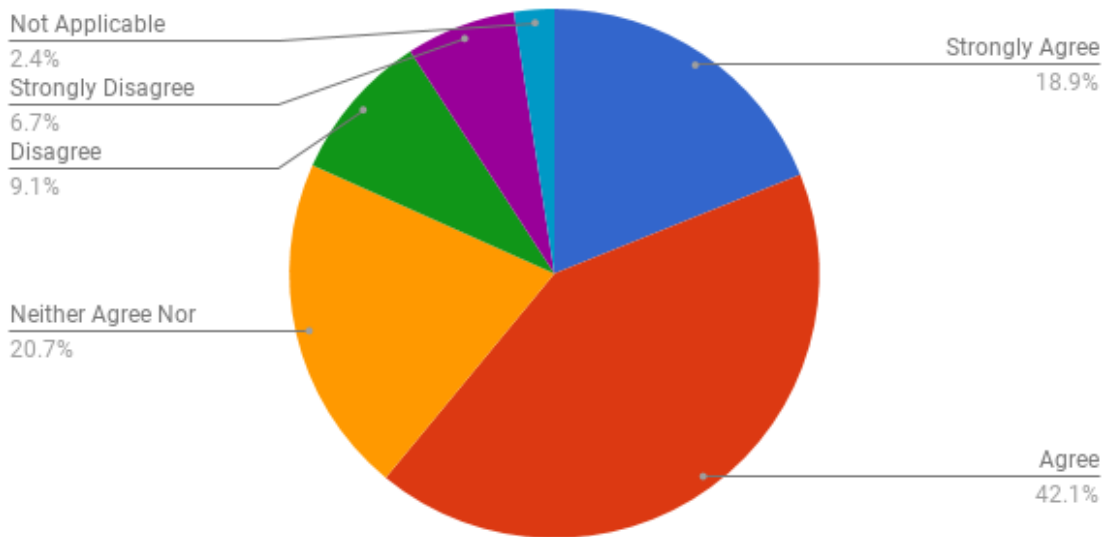
7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations.



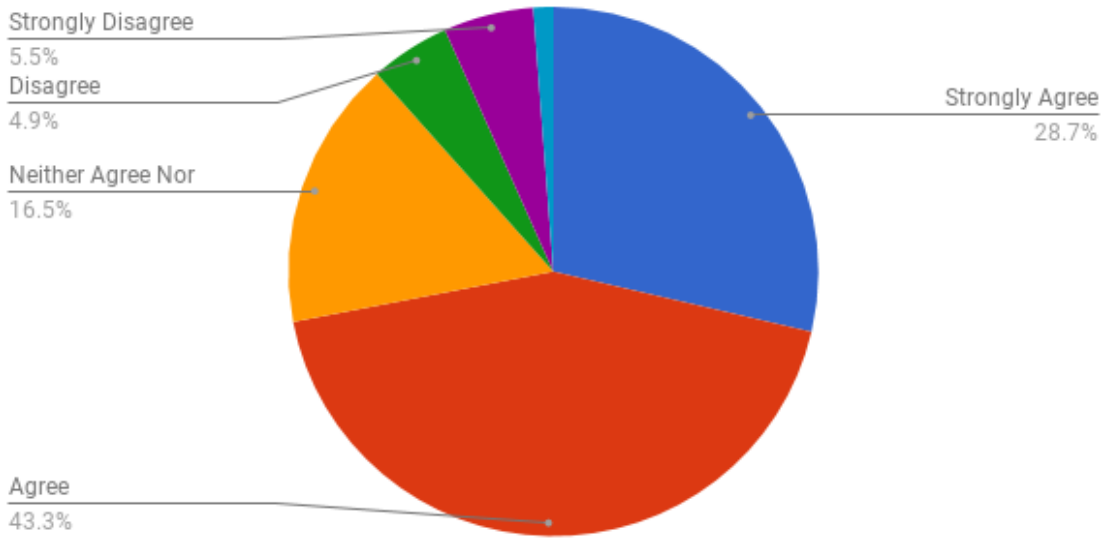
8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.



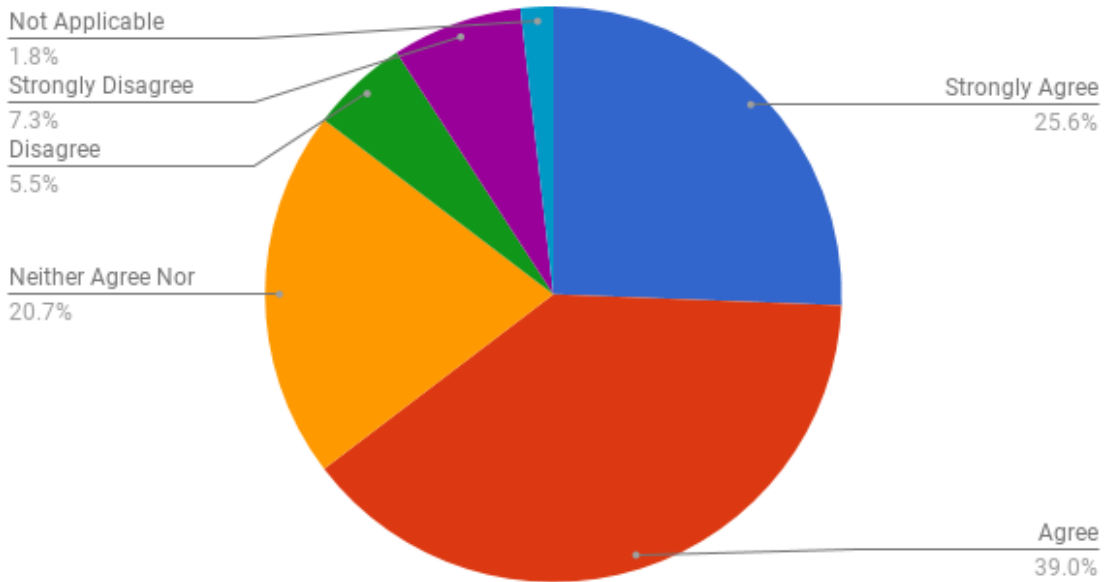
9. The president is transparent in communicating decisions, changes and recommendations.



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

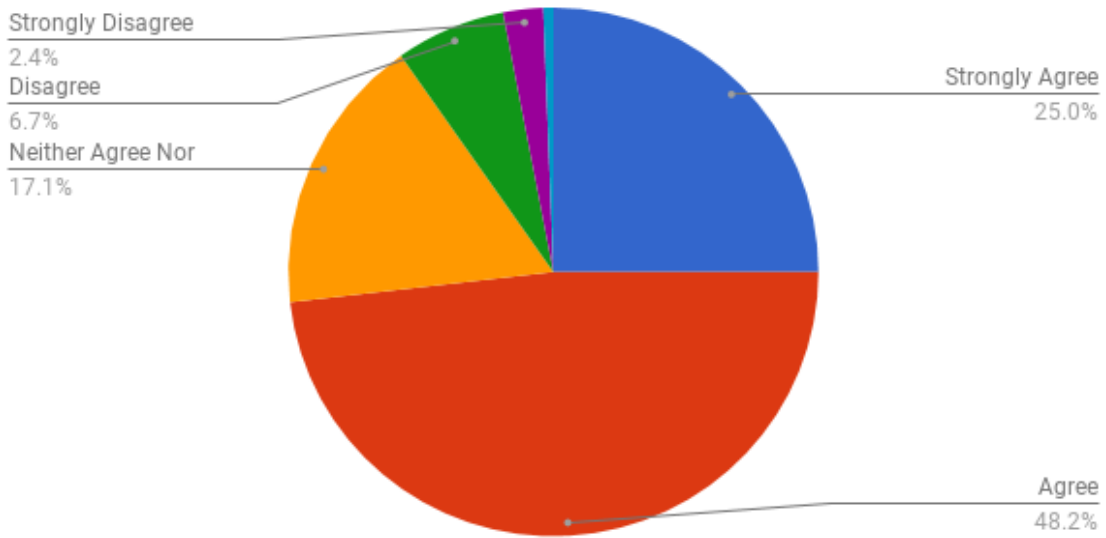


11. There is open communication with staff senate.

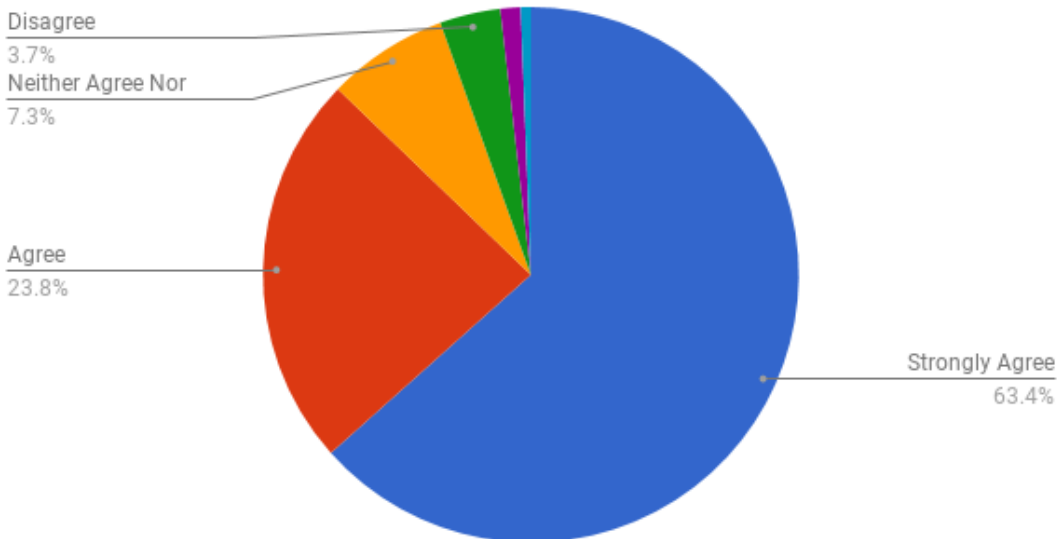


The Staff's Role

12. The administration is supportive of staff involvement in shared governance.

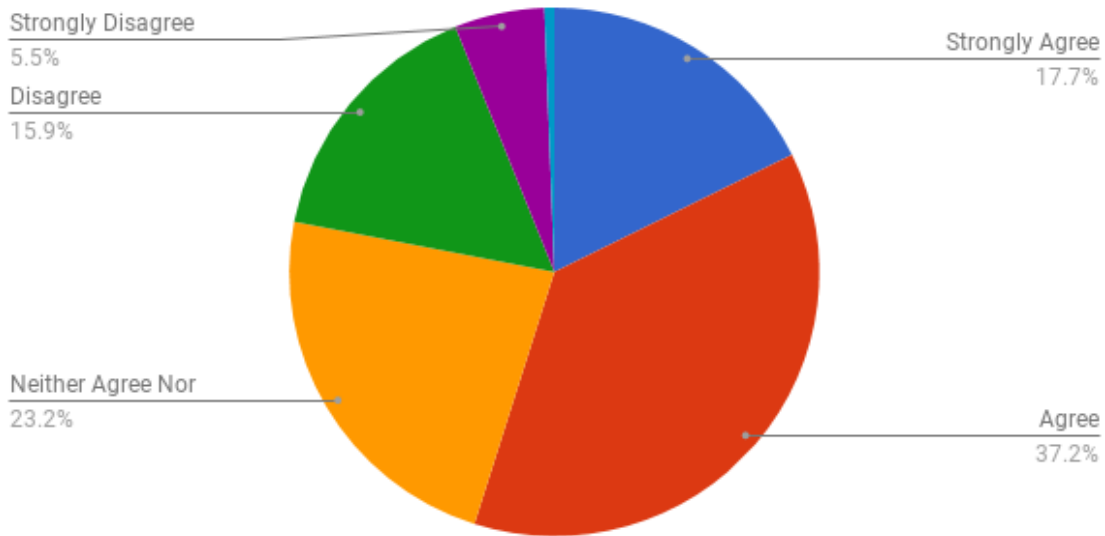


13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during work hours.

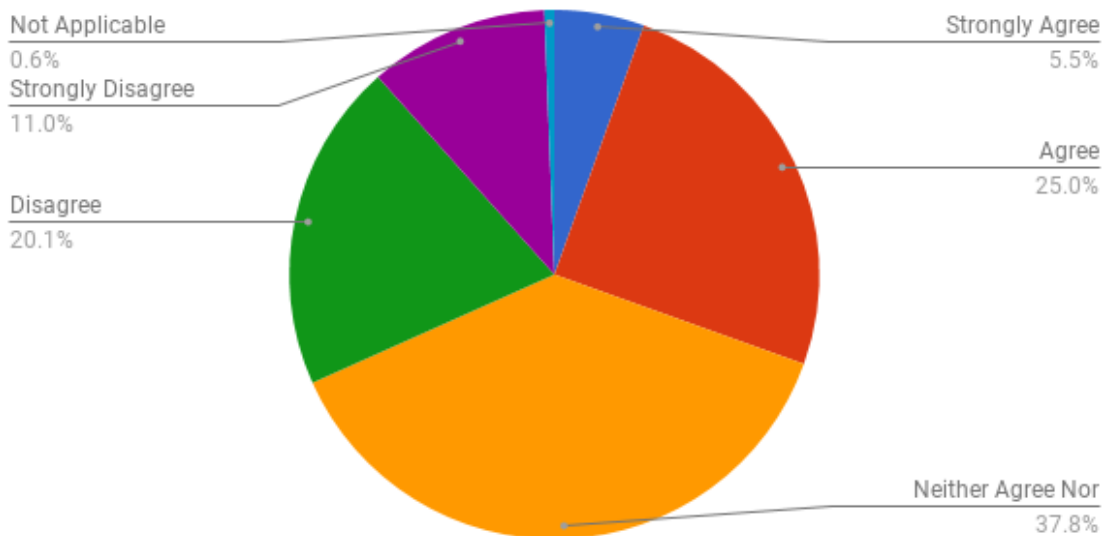


Joint Decision-Making

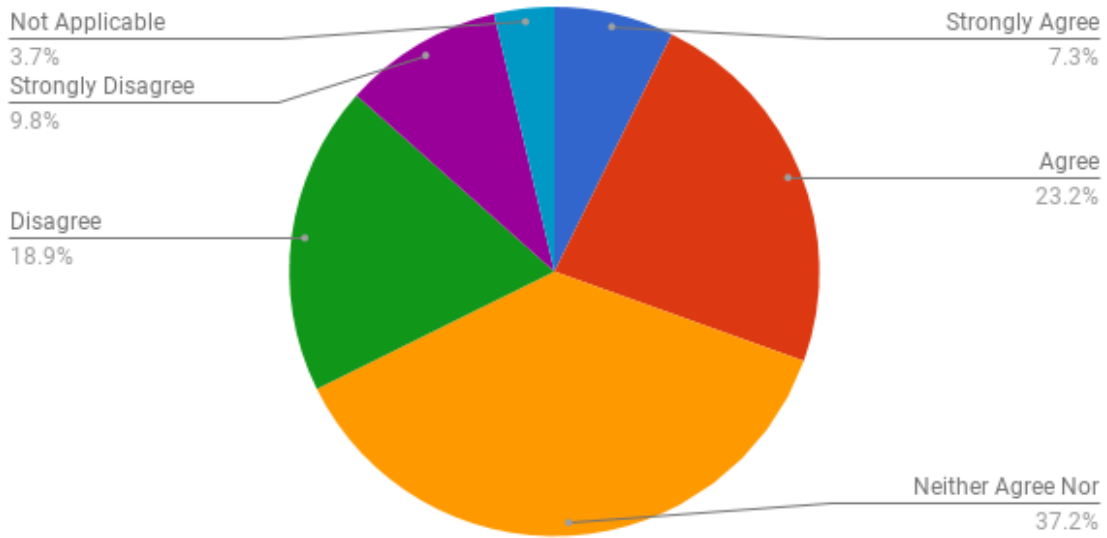
14. The administration utilizes staff involvement in the area of planning and strategic planning.



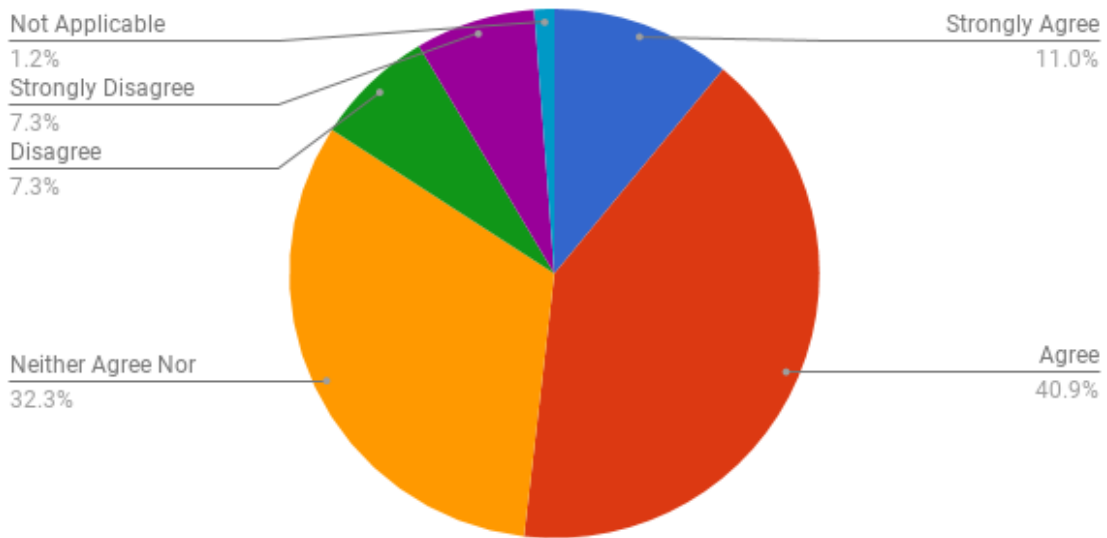
15. The administration recognizes staff involvement in budgeting and fiscal resource planning.



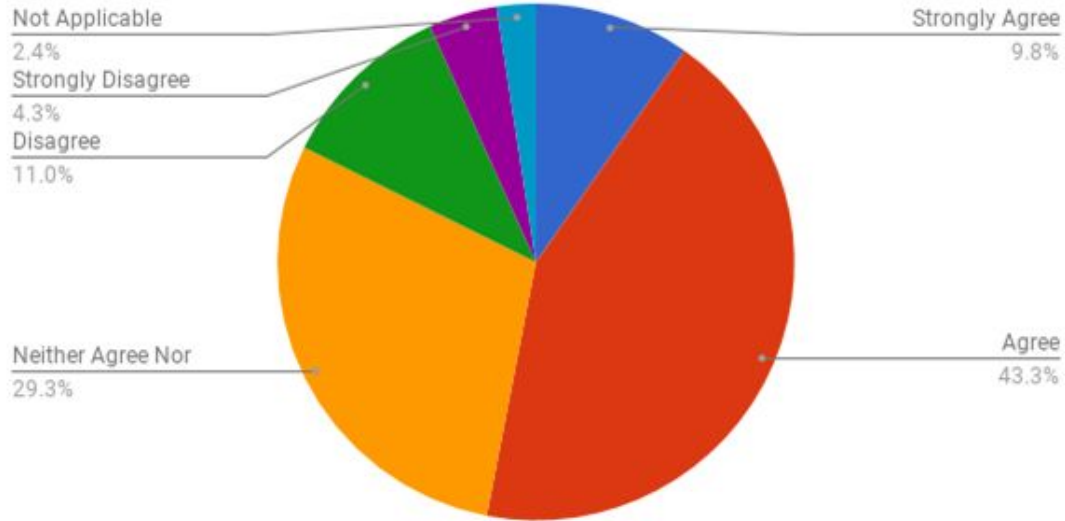
16. The administration recognizes staff involvement in academic affairs and program development.



17. The administration supports staff involvement in staff selection and hiring.

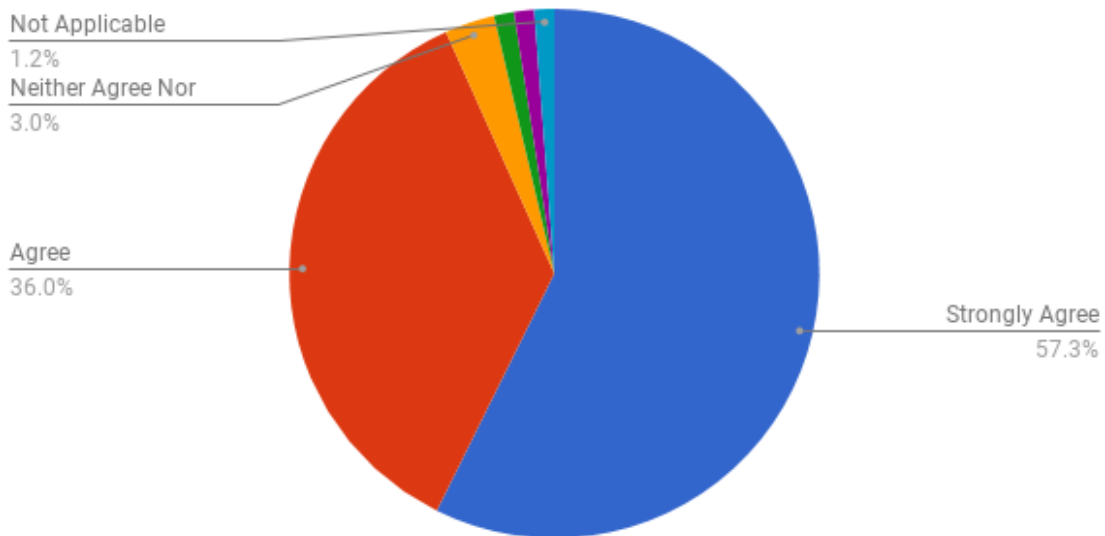


18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).

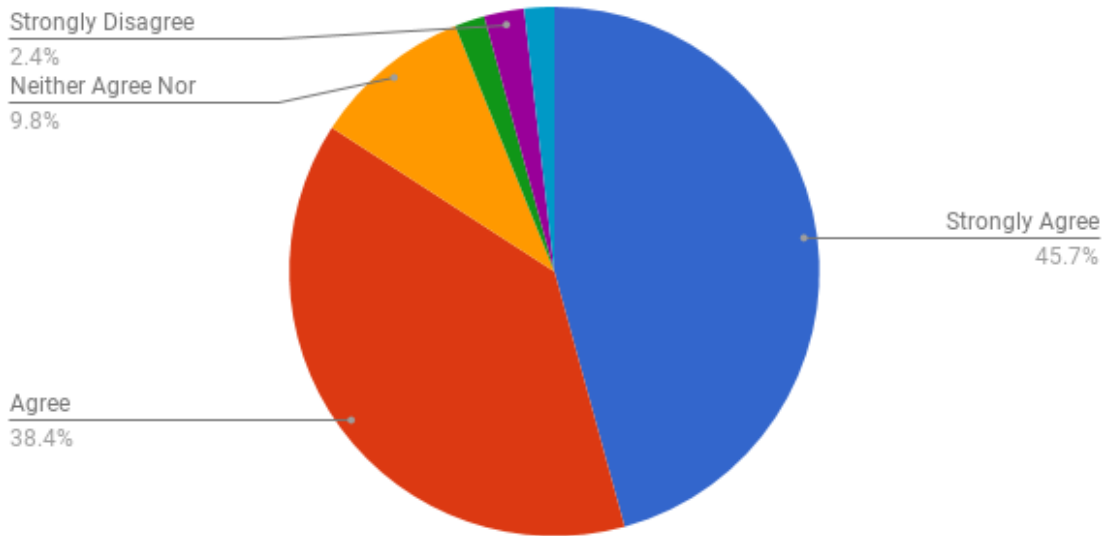


Structural Arrangements for Shared Governance

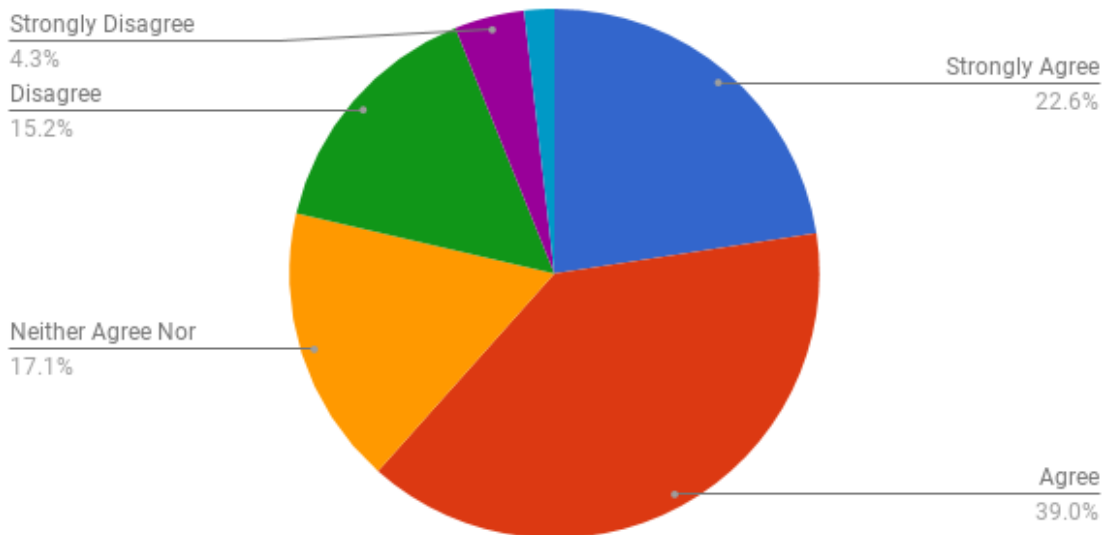
19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.



20. Staff determine how their own representatives are selected.



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



Staff Senate Survey
On the State of Shared Governance
On Their Campus

Procedures

The following document serves as an overview of procedures for the Staff Senate Chair Survey of the State of Shared Governance on Campus. The primary user of these procedures is the Staff Senate Chairs.

Purpose

The purpose of the survey is to strengthen shared governance in the USM. The survey will be used to determine the state of shared governance on each of the campuses within the System. The primary use of the survey is by the Chancellor in his annual performance evaluation of the USM Presidents in April. It provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions.

Who Completes the Survey?

The survey is to be completed by all staff senate members, including alternates (if applicable), at each institution within the System.

Time Period

The primary period for the survey is the previous, 2017, calendar year (Jan 2017 – Dec 2017).

Timelines

To be used by the Chancellor in his evaluation of the Presidents, the completed report or at least a preliminary report needs to be completed by mid-March. Therefore, the timeline for this process is as follows:

- December 12, 2017: Approval by CUSS membership to install procedures and timeline.
- January 23, 2018: Final survey and communications approved by CUSS Membership.
- February 26, 2018: Deadline for staff senate members to participate in the survey.
- March 9, 2018: Staff Senate Chairs of institutions will be provided results of their institution's survey.
- March 31, 2018: The CUSS Chair completes the final report(s).
- April 1, 2018: The CUSS Chair provides the report to the Chancellor
- April 20, 2018: The CUSS Chair provides a general update at the BOR meeting.

CUSS Executive Committee Responsibilities

The responsibilities for conducting and completing the survey and reports are divided between the Chair and Vice-Chair of CUSS. The Vice-Chair of CUSS is responsible for collecting the data. The Vice Chair is responsible for working with the institutional Staff Senate Chairs. The CUSS Chair is responsible for completing the report submitted to the Chancellor.

New Presidents

Often the university has a new president who at the time of the survey has served three or four months at best. The staff senate members should complete the survey as best as possible,

understanding that there is incomplete information.

Final Product

There are two final products. The first is the full report. It is an internal document shared with the Chancellor. The second document is an executive summary and is a public document for public consumption housed on the USM website's in the April BOR Meeting Agenda.

CUSS Shared Governance Survey Questions

All questions will be answered using a Likert Scale ranging from 'Strongly Agree' to 'Strongly Disagree,' also including 'Not Applicable.' The survey will be conducted utilizing an online survey instrument.

Climate for Governance

1. Shared governance on our campus is alive and healthy.

Institutional Communications

2. There are excellent communication and consultation between the administration and the staff and senate leaderships.
3. Staff can openly communicate governance issues with cabinet/upper management.
4. Feedback is presented in a timely manner, be it positive or negative.

Senate's Role

5. The staff senate plays an important role in providing academic and administrative functions at the university.
6. Your role with staff council is valued.

The President's Role

7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations
8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.
9. The president is transparent in communicating decisions, changes and recommendations.
10. The president supports and advocates the principles of shared governance within colleges, divisions, and departments.
11. There is open communication with staff senate.

The Staff's Role

12. The administration is supportive of staff involvement in shared governance.
13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during work-hours

Joint Decision-Making

14. The administration utilizes staff involvement in the area of planning and strategic planning
15. The administration recognizes staff involvement in budgeting and fiscal resource planning.
16. The administration recognizes staff involvement in academic affairs and program development.
17. The administration supports staff involvement in staff selection and hiring.
18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook)

Structural Arrangements for Shared Governance

19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.
20. Staff determine how their own representatives are selected.
21. The administration provides adequate institutional support for shared governance to function.

Other

22. Is there anything else you wish to communicate regarding shared governance on your campus? (Open-ended question)



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT

Minutes from Open Session
March 14, 2018

Chairman Augustine called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:03 a.m. at the University System of Maryland Office.

Regents in attendance included: Mr. Augustine (Chair), Mr. Brady, Ms. Fish, Ms. Gooden, Mr. Gossett. Also present were: USM Staff -- Chancellor Caret, Ms. Ames, Mr. Balakrishnan, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Neal, Mr. Page, Dr. Spicer, Ms. White; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) -- Ms. Booker, Mr. Seymour; UMUC Staff -- President Miyares and Ms. David.

The following agenda items were discussed:

1. Information and Discussion - USM's Year End June 30, 2017 A133 Single Audit:

USM's independent auditor (SB & Co.) presented the results of their A133 Single Audit for the year ended June 30, 2017. This audit is a required compliance audit for federally funded student financial aid and institutional aid. There were no material weaknesses reported.

Also discussed were the scope of audit work; findings identified during the audit; and the status of prior year findings.

2. Information and Discussion - USM's Half Year (December 31, 2017) Financial Statements & Financial Comparison Analysis to Peer Institutions:

USM's Controller presented USM's Half Year (December 31, 2017) Financial Statements; comparisons to prior year Financial Statements; an institutional history of accounts receivable transferred to the state's central collection unit in accordance with statute; and a comparison of key financial ratios for universities and university systems with Aa1 rating from Moody's Investor Services.

3. Information – Completed Office of Legislative Audit Activity:

Since the December 14, 2017 Audit Committee meeting, the Office of Legislative Audits (OLA) issued an audit report on the University of Baltimore. OLA engagements are currently active at the University of Maryland, College Park and the University of Maryland, Eastern Shore.

4. Information & Discussion - Follow up of Action Items from Prior Meetings:

USM's Director of Internal Audit provided a status update of actions items from prior Committee meetings.

5. Reconvene to Closed Session

Mr. Augustine 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. Gooden, seconded by Ms. Fish; unanimously approved.]

6. Open session adjourned at approximately 11:02 a.m.



**BOARD OF REGENTS
COMMITTEE ON AUDIT**

DRAFT

Minutes from Closed Session
March 14, 2018

Mr. Augustine read aloud and referenced the Open Meetings Act Subtitle 5, section 10-508(a) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Ms. Gooden and seconded by Ms. Fish; unanimously approved.] The closed session commenced at approximately 11:02 a.m.

Regents in attendance included: Mr. Augustine (Chair), Mr. Brady, Ms. Fish, Ms. Gooden, Mr. Gossett, and Mr. Pope. Also present were: USM Staff -- Chancellor Caret, Mr. Balakrishnan, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Neal, Mr. Page, Dr. Spicer, Ms. White; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) -- Ms. Booker, Mr. Seymour; UMUC -- President Miyares and Ms. David

The following agenda items were discussed:

1. UMUC's President provided background and General Counsel provided legal advice regarding a matter that may result in litigation. (3-305(b)(7)).
2. USM's Director of Internal Audit provided an update on the Office of Legislative Audit Activity currently in process. (3-305(b)(13))
3. USM's Director of Internal Audit provided an update of engagement additions, cancellations and completions to Internal Audit's 2018 plan of activity. (3-103(a)(1)(i)).
4. USM's Director of Internal Audit provided a status update of reported criminal allegations received by Internal Audit. (3-305(b)(12)).
5. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (3-103(a)(1)(i)).

Closed session adjourned at 11:46 p.m.



USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
March 29, 2018
UMB

Minutes of the Public Session

Regent Gooden called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:32 a.m. on Thursday March 29, 2018 in Conf. Rm. 03-117, Saratoga Building, University of Maryland, Baltimore.

Those in attendance: Regents Gooden, Gossett, Attman, Gourdine, Neall, Rauch, and Brady; Chancellor Caret; Vice Chancellor Herbst; Ms. Doyle, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Goal Setting Framework and Performance Assessment.** Ms. Doyle presented updates to the goal setting and performance assessment framework, including a description and examples of behavioral competencies. These updates were based on feedback from the last committee meeting, as well as feedback from the presidents.
- 2. Review of 5-Year Presidential Review Process.** The Regents discussed the current five-year review process and possible changes to the process. They will be reviewing this in more depth at a future meeting.
- 3. Summary of Process for Aging Salary Data.** Vice Chancellor Herbst provided a summary of how her office will be updating the compensation data provided in the Sibson Report on Executive Compensation and Governance.
- 4. Post Presidential Benefits.** The Regents discussed post presidential benefits as a follow-up to their discussion at the January 25th meeting. They discussed possible guidelines for post presidential benefits.
- 5. Review of Process and BOR Guidelines for Presidential Searches.** The Regents discussed the guidelines for presidential searches and discussed possible processes for a more in-depth review.
- 6. Briefing Book for Organization and Compensation Committee.** The Regents discussed the development of a briefing book that would include documents developed over the past year related to executive compensation, goal setting, and performance assessment.
- 7. Status of Work Plan on Executive Compensation and Governance.** The Regents reviewed the status report of the work plan.
- 8. Reconvene to closed session.** There was a motion to convene in closed session to discuss the topics set forth in the closing statement, matters exempted from the Open Meetings Act, under

the General Provisions Article, §3-305(b) (1) (i): the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction; (1) (ii) any other personnel matter that affects one or more specific individuals; and (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations. (Moved by Regent Gossett, seconded by Regent Gourdine; unanimously approved).

Meeting adjourned at 10:14 a.m.



USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
March 29, 2018
UMB

Minutes of the Closed Session

Regent Gooden called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 10:14 a.m. on Thursday March 29, 2018 in Conf. Rm. 03-117, Saratoga Building, University of Maryland, Baltimore.

Those in attendance: Regents Gooden, Gossett, Attman, Gourdine, Neall, Rauch, and Brady; Chancellor Caret; Vice Chancellor Herbst; Ms. Doyle, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Collective Bargaining Update.** The Regents were provided an update on the status of collective bargaining negotiations at USM institutions.
- 2. Coach contracts.** AAG Langrill provided information and advice about coach contracts from TU, CSU, and UMCP that are subject to review under BOR Policy VII-10.0.
- 3. Emeritus Status Requests.** The Regents recommended approval of an emeritus request for an individual.

Meeting was adjourned at 10:20 a.m.



BOARD OF REGENTS

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: Goal Setting Framework and Performance Assessment

COMMITTEE: Organization and Compensation

DATE OF MEETING: March 29, 2018

SUMMARY: At their January 25, 2018 meeting, the Organization and Compensation Committee reviewed and discussed a strawman draft for a new framework for annual goal setting and performance assessment for the Chancellor and USM presidents. Based on feedback from the committee, the draft was modified and then taken to the USM presidents on March 5, 2018 for further review. The attached document reflects modifications to the draft based on feedback from the presidents.

The Committee will review and discuss the revised document.

ALTERNATIVE(S): The Committee could choose not to discuss the topic.

FISCAL IMPACT: Fiscal impact is anticipated to be minimal

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Regents review and discuss the revised strawman for the framework for executive goal setting and performance assessment and determine next steps.

COMMITTEE ACTION: Information Item Only DATE: March 29, 2018

BOARD ACTION: DATE:

SUBMITTED BY: Janice Doyle, jdoyle@usmd.edu, 301-445-1906

Discussion Draft #3

Annual Goal Setting Framework and Performance Assessment

MARCH 2018

1. Introduction

Executive evaluation is one of the BOR's primary responsibilities. Effective performance assessment contributes to institutional performance by establishing clear expectations and fostering open communication among leadership and the BOR. Last year the BOR hired Sibson Consulting to conduct a review of the performance evaluation process for the Chancellor and presidents. The review found that the current process for goal setting and performance review is generally effective, but suggested a number of improvements to streamline the process, enhance effectiveness and make the process more transparent. The BOR faces a challenging task of conducting annual evaluations of twelve presidents and the Chancellor. This task is made more complex given the significant differences in the size, mission and profile of the twelve institutions and the Chancellor's role in system leadership and oversight. The report recommended that the process be more standardized by developing guidance on goal setting and a standard template in order to simplify the process while ensuring the process continues to be effective. In addition, the BOR asked that the framework of goal setting be more holistic focusing on outcomes as well as behavioral competencies.

2. Background

The current process used for chancellor/presidential goal setting and performance assessment begins with the Chancellor and each president drafting their goals and objectives for the coming year based on guidance and feedback from the BOR and/or the Chancellor. The guidance includes perspectives from regents and the Chancellor on issues, concerns and institutional priorities that have been expressed throughout the prior year and during the prior-year annual performance review. The presidents provide a mid-year report and end-of-year report to the Chancellor on their goals and objectives. The Chancellor provides an end-of-year report to the BOR.

The annual assessment of presidents is guided by three key sources of information: 1) mid-year and end-of-year performance reports from the Chancellor and each president, including outcomes/achievements on goals and objectives; 2) feedback from the regents, Chancellor and senior USM staff on success in various content areas at each institution including some behavioral-based assessments and 3) data on key performance metrics. The annual assessment of the Chancellor is based on an end of year report from the Chancellor on the achievement of goals and objectives for the year and from feedback from regents on performance and leadership.

3. Proposed Changes to Annual Goal Setting Framework and Performance Assessment

- a. **Overarching Framework.** The BOR proposes a new framework of five overarching objectives for annual goal setting and performance assessment as follows: *Shape the future, Build effective relationships, Deliver results, Energize the team, and Model personal excellence, integrity and accountability.* See Appendix A for details regarding the framework components.
- b. **Proposed Revisions to Performance Assessment.** The Sibson report recommends a diverse scorecard measuring results across three areas (Annual Goals, Competencies, and Longitudinal Perspective). The proposal is for a hybrid model for annual goal setting and evaluation that combines both outcome-oriented and behavior-based metrics. The primary sources of information for the revised assessment approach are identified in Table 1.

Three key information sources comprise the annual performance assessment: (1) review of outcomes from mid-year and end-of-year performance reports; (2) feedback on behavioral competencies; and (3) data on key metrics/projects.

1) Annual outcome-based goals.

The development of clear, measurable performance goals is a critical first step. The number of goals should be limited to a maximum of ten in order to focus on high level outcomes that are important to the BOR. Further, the use of a standard template for goal setting and more guidance and structure in the establishment of annual goals and objectives will reduce the complexity of the annual reviews. While a more standardized process is desirable, it is critical that goal setting be flexible enough to address differing issues and complexities of each institution. A strawman for the proposed format is attached for review and discussion along with guidance for goal setting by SMART goals (see attached).

2) Behavioral competencies - leadership and management.

Assessment of behavioral competencies is more difficult than measuring the achievement of outcome-based goals, but excellent leadership and management skills are arguably more critical to the long term health of the university. Such assessment can be accomplished through three methods with differing timeframes.

- Self-Assessment. At the beginning of their appointment, the chancellor and presidents should complete a self-assessment, such as the Divine Assessment, which provides an evaluation of their strengths and weaknesses in leadership and management skills. The feedback from this assessment can be used to guide areas for further professional development.
- Annual goals supporting leadership and management. The chancellor and presidents will establish annual goals that support excellent leadership and

management guided by a set of defined desirable behavioral-based competencies. Assessment regarding the achievement of these goals will be based on an end of year report from the chancellor/presidents and on feedback from regents, chancellor and USM senior staff.

- Comprehensive Performance Reviews. Comprehensive performance reviews shall be conducted periodically in accordance with BOR policy. The current policy, VII-5.01 - Policy on the Five-Year Review of USM presidents, is currently under review by the BOR's Organization and Compensation Committee. Revisions to the policy should consider:
 - changes to the timeframe for the reviews, with new presidents reviewed at the end of 3 years of service and subsequent reviews completed on a longer cycle for successful presidents. However, the BOR may determine at any time if a more comprehensive review is warranted.
 - an assessment of leadership and management skills via a survey of key institutional staff, faculty, students and other constituents.

3) Trends in key metrics/projects.

It is critical that the BOR is informed regarding the long term trends on key metrics that reflect on the overall performance of the institution. The Chancellor and presidents should develop a limited number of metrics/projects (maximum of ten), subject to Chancellor and BOR approval, that focus on high level outcomes of the USM and each respective institution. Trend data on these key metrics/projects will be included in the annual performance assessment.

Developing SMART Goals



SPECIFIC



Clearly define what the goal will establish

MEASURABLE



Establish an approach to measure progress towards achieving the goal

ATTAINABLE



Ensure the goal is challenging yet realistic to achieve

RELEVANT



Aligned to objectives and long-term goals

TIME-BOUND



Set the timeframe in which goal will be attained

APPENDIX A

FRAMEWORK FOR OVERARCHING GOALS

1. Shape the future:
 - What actions are you taking today to ensure the university is relevant and effective in the future?
 - How are you creating a vision for the future?
 - How are you aligned with and implementing the USM strategic priorities?
 - How are you driving value, affordability, quality and efficiency?
 - How are you enabling change?
2. Build effective relationships:
 - How are you developing enduring relationships with all of the key stakeholders – BOR, presidents, staff, faculty, students, local community, donors, governor and staff, and General Assembly to ensure support of your programs and projects?
 - How are you promoting “systemness”?
3. Deliver results
 - Did you accomplish or make progress towards goals to move your university forward?
 - How are you promoting an environment of transparency?
 - How are you achieving specific System objectives – STEM, graduation rates, retention, enrollment, etc.?
 - How are you delivering on your financial commitments – fund balance, capital plan, etc.?
4. Energize the team:
 - How are you personally motivating your team?
 - How are you implementing social media and other communication channels to effectively communicate with your stakeholders?
 - How are you promoting inclusion and diversity in the system or on your campus?
5. Model personal excellence, integrity and accountability:
 - Do you “walk the talk”?
 - How are you demonstrating your commitment to ethics, integrity and excellence?
 - How are you moving toward a learning and evolving orientation?
 - How are you demonstrating transparency and accountability for your actions?



Table 1

	<i>PRIMARY SOURCE FOR MEASURING OUTCOMES</i>		
<i>Overarching Framework</i>	Annual Outcome-Based Goals	Behavior-Competencies	Longitudinal Perspective - Key Metrics
1. Shape the future	Moderate	High	High
2. Build effective relationships	Minimal	High	Minimal
3. Deliver results	High		High
4. Energize the team	Minimal	High	
5. Model personal excellence, integrity, and accountability		High	

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APPENDIX B

DESCRIPTION OF
BEHAVIORAL-BASED COMPETENCIES FOR LEADERSHIP AND MANAGEMENT

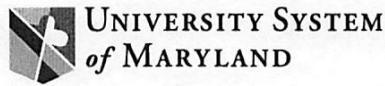
1. Leadership

- a. Establishes an institutional vision and provides leadership in developing, communicating, and implementing key priorities in a continuously changing environment.
- b. Creates a culture that fosters creativity, new ideas and innovation.
- c. Deals effectively with pressure and remains persistent under adversity and recovers quickly from setbacks.
- d. Contributes to developing and enhancing the academic quality of the institution and delivering high-quality services.
- e. Inspires others to do their best and builds teamwork among colleagues and subordinates.
- f. Recognizes and awards accomplishments of outstanding faculty and staff.
- g. Fosters an inclusive workplace with a climate of respect and high morale with employees and students; communicates well, is accessible and responds to their issues or concerns.
- h. Promotes an environment that encourages student growth, leadership and success.
- i. Portrays a progressive and professional image of the university that reflects the institution's impact on the external environment.
- j. Encourages partnerships with the community, business, industry, and other educational institutions.
- k. Exhibits good media presence and is politically astute.
- l. Establishes strong relationships with the local, regional and state representatives and organizations.

2. Management

- a. Keeps current regarding trends and issues in higher education, and on local, national, and international policies and trends that affect the institution and shape stakeholders' views.
- b. Sets priorities for action and delegates authority, responsibilities and work in a manner that is clear, appropriate, effective and fair.
- c. Promotes and supports sound fiscal management and effective and efficient management of resources; capitalizes on opportunities and manages risk.
- d. Makes sound decisions in a timely manner, gathering information, considering alternate solutions and consulting appropriate individuals before making decisions.
- e. Holds self and others accountable for measurable high-quality, timely, and cost-effective results, complying with established control systems and rules.
- f. Ensures institution is up-to-date on technological developments and uses technology effectively to enhance operations and outcomes; ensure security of technology systems.
- g. Supports effective recruitment strategies and facilitates employees' meaningful orientation, evaluation and professional development.

- h. Is accessible and involved with the external community and communicates effectively.
- i. Works to enhance funding resources to the institution including state appropriations and revenue from other sources including grants and contracts, donations, and other external sources.



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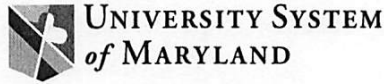
Annual Outcome-Based Goals Form

Name: XXXXX President

Institution: XXXXX University

Planning and Assessment Period: 2018-2019

Objective	Goal	Outcome
1. Shape the Future	1.1	
	1.2	
2. Build Effective Relationships	2.1	
	2.2	
3. Deliver Results	3.1	
	3.2	
	3.3	
	3.4	
	3.5	
4. Energize the Team	4.1	
	4.2	



DRAFT SAMPLE

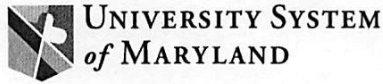
Annual Outcome-based Goals

Name: XXXXXX President

Institution: XXXXXX University

Planning and Assessment Period: 2018-2019

Framework	Annual Goal	Outcome
1. Shape the Future	1.1 Design and implement a review process to ensure school and department strategic objectives are in line with university's strategic plan	
2. Build Effective Relationships	2.1. Develop a strategic plan for the University's presence in the downtown area of the city.	
	2.2 Nurture existing partnerships with corporations, agencies, and foundations and aggressively pursue new ones	
3. Deliver Results	3.1 Increase undergraduate enrollment by 2%	
	3.2 Achieve a 4-point increase in the second year retention rate.	
	3.3 Increase student study abroad participation by 20% by June 30	
	3.4 Increase research proposals and awards by 5%	
	3.5 Raise \$XXM in the annual fund	
4. Energize the Team	4.1 Increase the number of engagement opportunities with the university community.	
	4.2 Develop a program to recognize staff and faculty who have made significant contributions to the university.	



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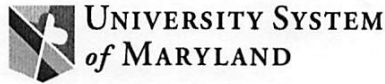
Annual Behavioral Competencies Form

Name: XXXXX President

Institution: XXXXX University

Planning and Assessment Period: 2018-2019

Framework	Behavioral Competencies	Assessment/Feedback
1. Shape the future	1.1	
	1.2	
	1.3	
2. Build Effective Relationships	2.1.	
	2.2	
4. Energize the Team	3.1	
	3.2.	
	3.3	
5. Model personal excellence, integrity, and accountability	4.1	



DRAFT SAMPLE

Annual Behavioral Competencies

Name: XXXXXX President

Institution: XXXXXX University

Planning and Assessment Period: 2018-2019

Framework	Behavioral Competencies	Assessment/Feedback
1. Shape the future	1.1 Demonstrates effective leadership under crisis.	
	1.2 Establishes a clear vision for the future of the university	
	1.3. Is an effective manager, with strong decision making and problem solving skills	
	1.4 Provide strong fiscal leadership	
2. Build Effective Relationships	2.1. Develops and sustains critical relationships with external constituents	
	2.2 Establishes strong relationships with campus community	
4. Energize the Team	3.1 Actively works to motivate team to achieve key objectives	
	3.2. Uses social media and other communication tools to effectively communicate with the campus community	
	3.3 Promotes inclusion and diversity on campus.	
5. Model personal excellence, integrity, and accountability	4.1 Demonstrates transparency and accountability in actions.	



DRAFT

Key Longitudinal Metrics/Project Status Form

Name: XXXXXX President

Institution: XXXXXX University

Planning and Assessment Period: 2018-2019

Long term goals for the University

Trend Data/Project Status

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



DRAFT SAMPLE

Key Longitudinal Metrics/Project Status

Name: XXXXXX President

Institution: XXXXXX University

Planning and Assessment Period: 2018-2019

Long term goals for the University

Trend Data/Project Status

- | | |
|---|--|
| 1. Achieve and sustain total enrollment of 5, 500 FTES | FY 2015 – 4,856 FTES
FY 2016 - 4,915 FTES
FY 2017 - 5,025 FTES
FY 2018 - 5,125 FTES |
| 2. Increase 6-year undergraduate graduation rate to 72% | FY 2015 – 69.2%
FY 2016 – 69.9%
FY 2017 – 70.1%
FY 2018 - 70.9% |
| 3. Update and implement university strategic plan | FY 2015 – Formed strategic plan committee
- Conducted reviews, discussions and drafting of goals for new plan
FY 2016 – Completed draft of new plan
- Finalized plan
FY 2017 - Determined key steps for Implementation
- Completed year-one actions |
| 4. Meet or exceed annual USM Fund Balance requirements | FY 2015 - .5%
FY 2016 - .9%
FY 2017 – 1.1%
FY 2018 – 1.5% |
| 5. No repeat audit findings | FY 2013 – 3 repeat findings
FY 2015 – 1 repeat finding
FY 2017 – 0 repeat findings |

USM Bylaws, Policies and Procedures of the Board of Regents

VII-5.01 - BOARD OF REGENTS POLICY ON THE FIVE-YEAR REVIEW OF USM PRESIDENTS

(Approved by the Board of Regents, April 16, 2004; Amended June 19, 2015; Amended October 9, 2015)

I. PURPOSE OF REVIEWS

A. Initial Five-Year Reviews

The normal expectation is that presidents will serve for periods of at least five (5) to six (6) years following their initial appointments. It is appropriate, therefore, to conduct an in-depth review of presidents and the impact of their leadership after a period of roughly five (5) years of service. This will enable the Board of Regents and the Chancellor to assess presidential performances over a more extended period of time than is possible with the ongoing annual performance reviews. The five-year review is expected to highlight major accomplishments, offer constructive suggestions as to areas where improvement in performance could occur, and provide guidance about the continuation of a president's service.

- B.** It is also important to occasionally conduct in-depth reviews of presidents who serve extended periods of time in order to insure that their leadership continues to move their institutions forward with vitality and vigor. At the request of the Chancellor and/or the Board of Regents, a President shall be scheduled for an in-depth review at no less than 5-year intervals following the initial 5-year review. When possible and practical, these reviews should be coordinated with the cycle of Middle States Commission on Higher Education (MSCHE) and/or other accrediting body reviews.

II. AREAS FOR REVIEW/ASSESSMENT

Presidential performance will be assessed in a number of areas including:

A. Institutional leadership

1. establishing a vision and mission for the institution
2. developing a strategic plan and direction
3. aligning the vision, mission, and planning with resource allocation;

- B.** Progress toward academic excellence as measured by student and faculty quality and accomplishments;

USM Bylaws, Policies and Procedures of the Board of Regents

- C. Soundness of fiscal management;
- D. Success in non-state resource development, including external grants and contracts, and private gifts;
- E. For those institutions with a major research mission, success of the research enterprise and its impact on economic development;
- F. Strength of external relations efforts (including public relations, marketing efforts, and government and private sector relations);
- G. Ability to develop strategic partnerships with other System institutions, higher education institutions outside the System, federal laboratories, state and local agencies, and the private sector;
- H. Commitment to serving the public good through well articulated state and community outreach and engagement efforts;
- I. Quality of student services (if appropriate);
- J. Commitment to shared governance;
- K. Ability to contribute as a constructive and collaborative member of the USM leadership; and
- L. Attention to the development of a high quality administrative and managerial infrastructure and an attractive, well maintained physical plant.

III. REVIEW COMMITTEE

- A. The Chancellor shall appoint a review committee and charge it with evaluating the President's overall performance in the areas mentioned above.
 - 1. The committee will consist of no more than five (5) members, who will be knowledgeable and experienced leaders, such as presidents of institutions with missions similar to that of the president under review.
 - 2. The President may suggest suitable members for the committee and will be asked to review the proposed committee; however, the final selection will be made by the Chancellor.
- B. Review Schedule

USM Bylaws, Policies and Procedures of the Board of Regents

The deliberations and recommendations of the committee are strictly confidential and will proceed according to the following schedule:

1. A president under review completes a self-assessment, which includes the major accomplishments and the challenges faced during the period under review.
2. The self-assessment is shared with the committee members several weeks in advance of their site visit.
3. Before making a site visit, the committee members review the self-assessment and other key institutional documents, such as Middle States review documents, recent accreditation reports, strategic plans, as well as representative information shared with alumni, donors, and other external groups.
4. At the beginning of the site visit, the committee meets with the Chancellor to receive its formal charge and then with the Vice Chancellors. The Committee visits the campus and meets with the institution's vice presidents, and the officers of constituent groups such as faculty, staff and student governance bodies, alumni, and affiliated foundation boards (this will differ from institution to institution). These meetings are expected to be strictly confidential and will take place in a conference room setting. The campus visit should be completed in a concentrated time frame of no more than three days.
5. The committee has an exit interview with the Chancellor.
6. The Committee prepares and submits its formal report within two weeks of the exit interview.
7. The Chancellor shares the report with the President, who is invited to respond in writing.
8. The Chancellor makes the review committee report and the President's response available to the Committee on Organization & Compensation, discusses the report with the Committee and then with the entire Board of Regents. The report remains confidential and becomes part of the president's personnel file.
9. The Chancellor meets with the President to discuss the review committee's reports, the Board's reaction to it, and the steps that need to be taken in response to the report.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Review of process and BOR policy for the Five-year Review of USM Presidents (VII-5.01)

COMMITTEE: Organization and Compensation

DATE OF MEETING: March 29, 2018

SUMMARY: BOR Policy VII-5.01 establishes a policy for the in-depth performance review of presidents after they have served for five years following their initial appointment. The policy also provides for additional in-depth reviews at the request of the Chancellor and/or the Board of Regents. The USM has documentation that provides guidance regarding the typical steps in the review process.

The Committee may consider modifications to the policy and process, as follows:

1. Modify the timeframe for reviews – consider conducting a review of new presidents after a shorter period of time – maybe 3 or 4 years instead of 5. Also, consider developing more guidance regarding the circumstances that would trigger further in-depth reviews.
2. Develop a template for the in-depth review report that provides more guidance and structure for the reports.
3. Review the areas for review/assessment to ensure all key areas are covered given the new framework proposed by the BOR.
4. Review the committee structure and the review process and schedule to ensure in-depth reviews provide high quality and timely assessment of presidents to the BOR and appropriate feedback to presidents to promote improved performance, even for successful presidents.

The Committee discussed possible changes to the process and plans to review this in more depth. It will come back to the BOR at a future meeting with proposed changes.

ALTERNATIVE(S): The Committee could choose not to discuss the topic.

FISCAL IMPACT: Fiscal impact depends on any changes to the policy or process for in-depth reviews of presidents.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee discuss the BOR policy and USM process for in-depth reviews of presidents and determine a process to review and recommended appropriate revisions.

COMMITTEE ACTION: Information item only

DATE: March 29, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Janice Doyle, jdoyle@usmd.edu, 301-445-1906

USM Bylaws, Policies and Procedures of the Board of Regents

VII-5.01 - BOARD OF REGENTS POLICY ON THE FIVE-YEAR REVIEW OF USM PRESIDENTS

(Approved by the Board of Regents, April 16, 2004; Amended June 19, 2015; Amended October 9, 2015)

I. PURPOSE OF REVIEWS

A. Initial Five-Year Reviews

The normal expectation is that presidents will serve for periods of at least five (5) to six (6) years following their initial appointments. It is appropriate, therefore, to conduct an in-depth review of presidents and the impact of their leadership after a period of roughly five (5) years of service. This will enable the Board of Regents and the Chancellor to assess presidential performances over a more extended period of time than is possible with the ongoing annual performance reviews. The five-year review is expected to highlight major accomplishments, offer constructive suggestions as to areas where improvement in performance could occur, and provide guidance about the continuation of a president's service.

- B.** It is also important to occasionally conduct in-depth reviews of presidents who serve extended periods of time in order to insure that their leadership continues to move their institutions forward with vitality and vigor. At the request of the Chancellor and/or the Board of Regents, a President shall be scheduled for an in-depth review at no less than 5-year intervals following the initial 5-year review. When possible and practical, these reviews should be coordinated with the cycle of Middle States Commission on Higher Education (MSCHE) and/or other accrediting body reviews.

II. AREAS FOR REVIEW/ASSESSMENT

Presidential performance will be assessed in a number of areas including:

A. Institutional leadership

1. establishing a vision and mission for the institution
2. developing a strategic plan and direction
3. aligning the vision, mission, and planning with resource allocation;

- B.** Progress toward academic excellence as measured by student and faculty quality and accomplishments;

VII – 5.01-1

USM Bylaws, Policies and Procedures of the Board of Regents

- C. Soundness of fiscal management;
- D. Success in non-state resource development, including external grants and contracts, and private gifts;
- E. For those institutions with a major research mission, success of the research enterprise and its impact on economic development;
- F. Strength of external relations efforts (including public relations, marketing efforts, and government and private sector relations);
- G. Ability to develop strategic partnerships with other System institutions, higher education institutions outside the System, federal laboratories, state and local agencies, and the private sector;
- H. Commitment to serving the public good through well articulated state and community outreach and engagement efforts;
- I. Quality of student services (if appropriate);
- J. Commitment to shared governance;
- K. Ability to contribute as a constructive and collaborative member of the USM leadership; and
- L. Attention to the development of a high quality administrative and managerial infrastructure and an attractive, well maintained physical plant.

III. REVIEW COMMITTEE

- A. The Chancellor shall appoint a review committee and charge it with evaluating the President's overall performance in the areas mentioned above.
 - 1. The committee will consist of no more than five (5) members, who will be knowledgeable and experienced leaders, such as presidents of institutions with missions similar to that of the president under review.
 - 2. The President may suggest suitable members for the committee and will be asked to review the proposed committee; however, the final selection will be made by the Chancellor.
- B. Review Schedule

USM Bylaws, Policies and Procedures of the Board of Regents

The deliberations and recommendations of the committee are strictly confidential and will proceed according to the following schedule:

1. A president under review completes a self-assessment, which includes the major accomplishments and the challenges faced during the period under review.
2. The self-assessment is shared with the committee members several weeks in advance of their site visit.
3. Before making a site visit, the committee members review the self-assessment and other key institutional documents, such as Middle States review documents, recent accreditation reports, strategic plans, as well as representative information shared with alumni, donors, and other external groups.
4. At the beginning of the site visit, the committee meets with the Chancellor to receive its formal charge and then with the Vice Chancellors. The Committee visits the campus and meets with the institution's vice presidents, and the officers of constituent groups such as faculty, staff and student governance bodies, alumni, and affiliated foundation boards (this will differ from institution to institution). These meetings are expected to be strictly confidential and will take place in a conference room setting. The campus visit should be completed in a concentrated time frame of no more than three days.
5. The committee has an exit interview with the Chancellor.
6. The Committee prepares and submits its formal report within two weeks of the exit interview.
7. The Chancellor shares the report with the President, who is invited to respond in writing.
8. The Chancellor makes the review committee report and the President's response available to the Committee on Organization & Compensation, discusses the report with the Committee and then with the entire Board of Regents. The report remains confidential and becomes part of the president's personnel file.
9. The Chancellor meets with the President to discuss the review committee's reports, the Board's reaction to it, and the steps that need to be taken in response to the report.

PROCESS FOR 5-YEAR REVIEW OF PRESIDENTS

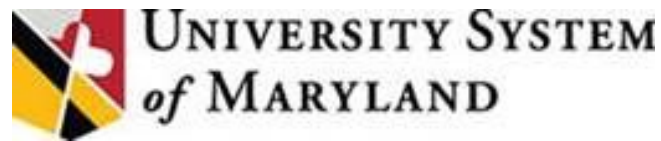
POLICY VII 5.01

- The 5-year review is planned approximately at the 5-year anniversary of the president's appointment as president of the institution.
- The president is alerted to this, at his/her annual or midyear review, and he/she is asked to appoint someone at the institution to serve as liaison with the USM office for planning purposes.
- President will prepare a self-evaluation report based on criteria outlined in policy. That report will be distributed by the USM office to the team approximately 10 days before the scheduled visit. A few other documents or publications may be included – but past teams have advised against sending too much.
- **DATE:** Step One is to target a few dates that will work well on campus – no other interfering major campus events, exam dates, spring break, etc.
- Working with the campus liaison, check calendar of the president for suggested times for the one on one meeting with the team (this meeting before the campus constituent meeting)
- Check the calendar of the Chancellor for a dinner the night before the campus constituent visits that coordinates with the campus and president dates. At this dinner, the Chancellor will have the chance to alert the team of any issues he or the Board wants the team to pursue or issues that he has heard about from the campus
- **TEAM:** Chancellor asks presidents to suggest a few presidents of institutions considered peer (or close to peer) institutions – often 3 to 5 names.
- Chancellor also identifies such presidents, and decides between both lists a good mix for the team.
- Working with the 3 dates (you might have two or three blocks to allow flexibility for the team) – put holds on them in order to have flexibility for the team
- Chancellor makes personal calls to invite the team. He needs to identify who should chair the team
- He should alert them to the proposed dates
- Invite letters go to team – with more specifics (eg, they arrange their own travel – USM reimburses; we arrange their lodging and transportation here (usually the campus will be responsible for the transportation); honorariums (\$2500 team chair, \$1500 others). *Sample letters are in files.*
- **VISIT:** Campus arranges meetings of key constituents – faculty, staff and student leaders, cabinet, dean's council, department chairs, alumni, foundation, BOV reps; external community – might vary a little on each campus based on shared governance structures and other factors. USM office

liaison needs to review to ensure that it is a balanced group – older/younger faculty, eg. *Sample schedules are in files.*

- Neither the USM liaison nor the campus liaison attends the meetings. The intent is to have as candid a dialogue as possible. If any individual wants to share information privately with a member of the team, the team chair should be alerted and efforts should be made to facilitate this.
- **FOLLOW-UP:** Often the team captain will have a debriefing with Chancellor either right after meeting or within following day or two (did not happen with UMCP).
- Report is expected with 2-3 weeks after visit – to Chancellor.
- Chancellor shares report with President.
- President is invited to draft a response – not mandatory
- Report (and president’s response) is shared with Committee on Organization and Compensation (O/C).
- Chancellor shares his reaction and O/C reactions to report with president. If appropriate, goals can be amended.
- Summary is provided as part of O/C report to next full board meeting.
- A very brief summary has occasionally been shared with campus community – just with message of “good report reaffirming president’s leadership” (if correct) and thank you to campus for participating.

kr
2/29/16



**Board of Regents
Committee on Education Policy and Student Life**

**Minutes
Public Session**

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Tuesday, March 27, 2018 at the University of Maryland, College Park. The meeting was convened at 9:35 a.m. Committee members present were: Regents Brady (chair in the absence of Committee Chair Gourdine), Dennis (via phone), Johnson, Reid (via phone), and Shorter. Chancellor Caret was also present.

The following were also in attendance: Dr. Alvarez, Ms. Bainbridge, Dr. Beise, Dr. Boughman, Dr. Chandler, Dr. Clement, Dr. Coleman, Dr. Golembewski, Mr. Fabbi, Dr. Harpe, Dr. Kauffman, Dr. Lee, Dr. Lewis, Mr. Muntz, Ms. Murray, Mr. Neal, Dr. Olmstead, Ms. Pomietto, Dr. Rous, Dr. Santamaria-Makang, Dr. Shapiro, Ms. Smith, Ms. Walker, Dr. Whitehead, and other guests.

Action Items

New Academic Program Proposal

University of Baltimore: Bachelor of Science in Accounting

Dr. Darlene Smith, Executive Vice President and Provost, presented this proposal. Since 1925, UB has provided accounting education. For 40 years, UB has offered the Bachelor of Science (BS) in Business Administration with an area of concentration in accounting. The current proposal would move the concentration to a specialized degree, which would elevate the visibility of the program and allow it to better communicate the content of the program to students and employers. This move will ensure students and employers that this is a full, complete accounting program yielding the bachelor's degree desired by the workforce data. The workforce trends also suggest that there is a critical need to strengthen the pipeline of CPA candidates. The proposed BS in Accounting can contribute significantly to workforce demands in Maryland and the region. The proposed BS in Accounting requires minimum changes to the existing curriculum. The proposal went through the standard USM approval process with institutions having time to submit objections. There have been no objections and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Baltimore

to establish a Bachelor of Science in Accounting. The motion was moved by Regent Brady, seconded by Regent Shorter, and unanimously approved.

Council of University System Faculty Constitutional Amendments

Dr. Robert Kauffman, Chair of the Council of University System Faculty (Frostburg State University), presented these amendments. The proposed amendments are designed to eliminate duplication in the campus review of proposed constitutional amendments. The proposed change would eliminate the need for amendments to CUSF's constitution to be referred to constituent institutions for consideration. However, amendments would still require campus consideration via the Council members who represent their constituent institutions at two separate meetings. Therefore, via institutional representatives, campus review is retained. There are no recommended changes to the Board of Regent's role in the amendment approval process. In accordance with current constitutional procedures, the motion was passed by the CUSF Council, distributed to the campuses for comment, repassed by Council, and is now being forwarded to the Board of Regents for its approval. The accompanying memo includes the motion as passed by CUSF, the text after the amendment, and the chronology of the approval process. Dr. Boughman shared the diligence with which the Council went through this process, being sure to enact shared governance throughout.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend CUSF's Constitutional Amendments. The motion was moved by Regent Brady, seconded by Regent Dennis, and unanimously approved.

Information Items

New Program 5-Year Enrollment Review

Dr. Coleman, Associate Vice Chancellor for Academic Affairs, presented this report. As part of the ongoing program review process and as an indicator of program health, the data in this report reflect the relative accuracy of the projected enrollments that are included in all new program proposals approved from FY 2012 through FY 2017. It is important to note that not all programs are implemented in the year they are approved. Dependent upon the date of Board and MHEC approval, recruitment and admission to the program may not begin until the following year and therefore no enrollments are reported. In other cases, admission to the program may not occur until students have completed the required core courses, examinations, etc., so enrollments would be reported two years after implementation. Regents Johnson, Shorter, and Brady asked for examples of considerations made when developing projected enrollments. Provosts shared that they use various market analyses, data analytics, workgroups, etc. to determine the state's and region's needs. They recognize that some projections are inaccurate, but they are becoming more confident in the projections, as the formality and quantifying of market demand has been increased and is becoming more sophisticated over the last few years. Additionally, Dr. Boughman and provosts noted that although individual programs may be underenrolled, in most cases, this is one of many programs within a college or school. Subsequently, the enrollments within most colleges and schools and the USM are relatively strong. Regent Brady noted that more rigor and reality are needed in the establishment of projected enrollments. In response to concerns about under-enrolled programs at Coppin State University, Dr. Lewis, Provost and Vice President for Academic Affairs, shared the institution's increased use of the aforementioned resources in order to

obtain more accurate projections. She also noted, however, an error in the data, as the health sciences program (page 5) does have students enrolled. USM staff will address this concern.

Although some programs have been discontinued due to low enrollment and other considerations (i.e., the aforementioned timing; the type and delivery method of the program) should be made when evaluating the numbers, the regents asked that the USM staff and those at the institutions examine why some projected enrollments are not being met and identify steps that need to be taken to discontinue or revive a program. Further, Regent Brady asked, and the committee agreed, that future reports begin with actions taken as a result of the previous year's report. In next year's report, we should revisit what was learned and what happened to programs of concern from the current year. Finally, Chancellor Caret noted that to be as efficient and effective as possible, we should establish one or more trigger points (maybe graduation or enrollment) that would yield a program going on probation and being discontinued after a year or two if enrollments do not increase.

Overview of Undergraduate Success in the USM

Mr. Chad Muntz, Director of Institutional Research, thanked former USM colleague Dr. Ben Passmore for his partnership on these reports in the past and thanked current USM IR team member, Ms. Laura Walker, for her help on the current reports. Mr. Muntz presented the following reports:

- SAT Percentile Distribution of First-Time Undergraduates;
- Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates; and
- Transfer Students to the University System of Maryland: Patterns of Enrollment and Success.

These reports are designed to help describe undergraduate enrollment within the USM. When looked at as a whole, the three reports provide a useful overview including the various pipelines that feed undergraduate enrollment, the academic profile of incoming first-time students (as measured by SAT scores), student success and persistence after enrollment, and, in the end, bachelor degree attainment. This information can be helpful as regents seek to understand or make decisions about our student population. The complete reports and the PowerPoint from the presentation are available online, but highlights include:

- Fall New First-time, Full-time students and Maryland Community College new transfers represent most of the new enrollment at the traditional institutions.
- Fall new First-time, Full-time students at USM continue to be an academically strong group. The increased attention to completion and closing the achievement gaps has increased student success.
- Overall, USM is maximizing this pipeline by producing nearly seven graduates for every ten that enter as new freshmen.
- Maryland continues to be a net exporter of students – approximately 15,000 Maryland residents go to out-of-state institutions and approximately 8,000 students from out-of-state come to Maryland institutions.
- There are strong positive correlations between student preparation (high school GPA and SAT score) and retention which is positively correlated to completion.

- Policy implications for first time students include:
 - Improving recruitment and yield of Maryland high school graduates, as ~15,000 (1/4 of graduates) do not attend a college or university and ~15,000 well-prepared graduates leave the state for postsecondary education.
- USM is meeting its goals via the transfer pipeline.
 - Of those Maryland community college transfers who enrolled in FY 2014, 56% graduated within four years and rates are higher at regional centers.
 - Transfers comprise approximately two-thirds of the new students who enter USM institutions in a fiscal year.
- Policy implications for USM transfer students include:
 - Increasing the numbers staying in-state at community colleges to increase USM transfers in subsequent years.
 - Strategic program expansion at the regional higher education centers.
 - Increasing retention by having students take more credit before transferring and offering financial support to help more students attend full-time.
- Overall, enrollments within the USM are growing, but the rate of growth has been slowing over the last few years.

Ultimately, the continuation of initiatives that emphasize completion and the continuation of initiatives that emphasize transfer enrollment and transfer completion should be encouraged.

Action Item

Motion to Adjourn

Regent Brady called for a motion to adjourn. The motion was moved by Regent Johnson, seconded by Regent Shorter, and unanimously approved. Regent Brady adjourned the meeting at 11:00 a.m.

Respectfully Submitted,

Regent James Brady
Chair, USM Board of Regents
Alternate Chair, EPSL Committee (in lieu of Regent Michelle Gourdine)



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal: University of Baltimore - Bachelor of Science in Accounting

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The University of Baltimore (UB) for the past 40 years has offered the Bachelor of Science (BS) in Business Administration with an area of concentration in Accounting. And, since 1925, UB has provided accounting education to prepare students to pursue careers in accounting. The proposed BS in Accounting will elevate the visibility of the program and afford it to better communicate the content of the program to students and employers.

Specifically, the current program as a “concentration in accounting” leaves potential students who are seeking a degree in accounting with much uncertainty as to whether it is a full accounting program. This is particularly true of students who use online searches to decide which accounting program they wish to pursue. And, this is similar for employers who are seeking to hire graduates with a BS in Accounting. The proposed BS in Accounting program requires minimum changes to the existing curriculum beyond changing the name from a concentration in accounting to a bachelor’s degree.

Moreover, recent workforce data from the Maryland Association of CPAs reports an increasing demand for bachelor’s level accounting graduates to address the growing regulatory complexities of taxation and to meet the impending retirement of baby boomers who are licensed CPAs. These trends suggest there is a critical need to strengthen the pipeline of CPA candidates. The proposed UB BS in Accounting program will prove to be a critical contributor to meet the workforce demands in Maryland and the region.

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

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

CHANCELLOR’S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer the Bachelor of Science in Accounting.

COMMITTEE RECOMMENDATION: Approval

DATE: March 27, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- _____ Substantial Expansion/Major Modification—existing program going online
- _____ Cooperative Degree Program
- Within Existing Resources, or
- _____ Requiring New Resources

University of Baltimore

_____ Institution Submitting Proposal

Bachelor of Science in Accounting

_____ Title of Program

Bachelor of Science

_____ Award to be Offered

Fall 2018

_____ Projected Implementation Date

0502-06

_____ Program HEGIS Code

52.0301

_____ Program CIP Code

Department of Accounting, Finance and Economics
Merrick School of Business

_____ Department in which program will be located

Phillip Korb
Department Chair;
Candace Caraco
Office of the Provost

_____ Department Contact

410-837-5243

_____ Contact Phone Number

ccaraco@ubalt.edu

_____ Contact E-Mail Address



_____ Signature of President or Designee

February 28, 2017

_____ Date

New Instructional Program

UB has been offering accounting education of some kind since its opening in 1925, and for the past 40 years, it has offered the Bachelor of Science in Business Administration with the option of an area of concentration in Accounting. UB had the first accounting honors program in Maryland, and it offers an accelerated bachelor's to master's pathway. The current concentration requires 27 semester credit hours of accounting courses, which is just one course of 3 credits from a major. The new program is essentially a minor modification of the existing area of concentration, adding just one course in accounting and changing one non-accounting business course.

The primary purpose for the change is to eliminate confusion on the part of students and employers who have communicated to the Merrick School of Business that a degree named "accounting" rather than "business administration" better represents the program content. Listing the degree name as accounting will enhance its searchability online and will better convey to employers who may not look at curriculum in detail that the students' degree provides depth in accounting. The current description of "concentration in accounting" can leave students unsure as to whether a full accounting program is being offered, and thus the current concentration is an impediment to connecting students with a program that could be a great fit for them. Similarly, employers may be seeking students with a BS in Accounting and are unsure if the concentration is equivalent to a bachelor's degree in accounting. Employers want to be certain that students are prepared for the CPA exam and have taken the necessary coursework. The new BS in Accounting requires very little change from the existing curriculum beyond the program name change and thus is an easy remedy to these points of confusion.

The growing regulation and complexity of taxation demands that those in the accounting profession are highly skilled and have sharp analytical skills. The impending retirements of the aging baby boomer population suggest that without efforts to strengthen the pipeline of CPA candidates, the number of licensed CPAs may decline significantly at a time when they are especially needed. UB wants to attract all the potential accounting students that it can in order to support the Maryland CPA population.

A. Centrality to Mission and Planning

The Bachelor of Science (BS) in Accounting is consistent with the mission of the University of Baltimore (UB), which calls for the University to provide, among other things, "innovative education in business" and "to make excellence accessible to traditional and nontraditional students motivated by professional advancement" and that the UB education "combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges." UB has been providing business education, including in accounting, since it opened in 1925, and the Merrick School of Business was among the first, if not the first, AACSB-accredited school to offer an online master's in business education. The 2016-2020 business school strategic plan calls for programs to offer flexible options as part of growing the school's reputation regionally. This program change is taking place to provide clarity for the students and constituencies UB already serves. UB anticipates that it will continue to serve students interested in a four-year business program that prepares them for the CPA exam, whether the students begin at UB or transfer from a community college or another four-year institution. UB serves traditional undergraduate students in a four-year program, and it also provides flexible scheduling to support the many part-time students who earn a degree while working.

The primary mission of our accounting programs is to prepare students for public and industry accounting careers by equipping them with the advanced knowledge expected of today's public accounting and advisory professionals. Our traditional success in doing so has meant that our graduates contribute positively to the business and overall community of the Baltimore-Washington region and beyond. A spring 2016 survey revealed that alumni from UB's Merrick School of Business are leading many of the local accounting firms:

"Of the 25 largest accounting firms in metropolitan Baltimore, nearly half are led by alumni from the University of Baltimore—with the largest concentration bearing UB graduate degrees. University of Baltimore alumni are serving in top leadership positions at nine of these 25 firms; all but one of them earned a graduate degree from UB's Merrick School of Business or the School of Law." (<http://www.ubalt.edu/news/news-releases.cfm?id=2543>)

B. Regional and Statewide Needs as Identified in the State Plan

The State's 2017-2021 postsecondary education plan centers around three basic tenets: access, success, and innovation. This proposed program will prepare students for successful accounting careers and do so while containing costs that will help students graduate with less student debt, consistent with the State Plan's goal of "student success with less debt." 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. To expand access, classes will be available year-round, with day, evening, and some online options. Additionally, UB has the only honors accounting program in the state. Through this option, students may accelerate into graduate programs, with an option to complete a BS-MS with 9 credits shared across degrees.

The growing regulation and complexity of taxation demands that those in the accounting profession are highly skilled and have sharp analytical skills. The impending retirements of the aging baby boomer population suggest that without efforts to strengthen the pipeline of CPA candidates, the number of licensed CPAs may decline significantly at a time when they are especially needed. UB wants to attract all the potential accounting students that it can to support the Maryland CPA population, and to provide a high-quality, AACSB-accredited option available to both traditional and nontraditional students.

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

Our 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" multinational accounting firms. Recent data suggest that the demand for our graduates will only increase over time. According to a Maryland Association of CPAs survey, *"the outlook for accounting students entering the profession is bright.... It is critical that we're producing enough CPAs to replace the retiring baby boomers and that the profession is continuing to meet the ever-changing needs of the U.S. capital markets.... The results of the Trends report are consistent with the findings of the Bureau of Labor Statistics' 2014-15 Occupational Outlook Handbook, which forecast employment of accountants and auditors will grow 13.1 percent from 2012 to 2022, representing an additional 166,700 jobs. The BLS Handbook notes that many accountants become CPAs to enhance their job prospects and gain clients and increase earnings. In fact, research from the AICPA indicates that the salary differential of CPAs over a career versus non-CPAs is more than \$1 million!"* (<https://www.macpa.org/demand-for-accounting-graduates-hits-all-time-high/>). Given the projected increase in the already strong demand for accountants, we expect that our graduates will continue to have ample employment opportunities upon graduation.

UB has been teaching accounting since 1925. Given the predictions of robust job growth for accountants, we believe that there is a strong demand for an AACSB-accredited, high-quality BS in Accounting program at the University of Baltimore. We respectfully suggest we already have the expertise and resources to administer such a program since the new program is essentially a minor modification of the existing area of concentration, adding just one course in accounting and changing one non-accounting business course. Though the course changes involved are relatively minor, the addition of accounting content into the curriculum can help our students pass the rigorous CPA exam more quickly. In recent years, CPA exam scores for Maryland candidates have been lower than for candidates in most other state jurisdictions. It is reasonable to suggest that this BS in Accounting program could help improve the performance of our students on the CPA exam, thereby strengthening the accounting profession in the state of Maryland.

D. Reasonableness of Program Duplication

According to the State Program Inventory, the following schools currently offer undergraduate accounting degrees in Maryland:

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 ECONOMICS	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
Towson University	ACCOUNTING	Bachelor's Degree
Univ. of Maryland Eastern Shore	ACCOUNTING	Bachelor's Degree
Univ. of Maryland University College	ACCOUNTING	Bachelor's Degree
Univ. of Maryland, College Park	ACCOUNTING	Bachelor's Degree
Washington Adventist University	ACCOUNTING	Bachelor's Degree

We do not believe providing a BS in Accounting degree will adversely affect programs at other schools because UB already has market share from the accounting concentration; as noted above, many local firms employ UB graduates as partners. In addition, the relatively large number of existing programs is not saturating the Maryland market for accountants, especially for highly trained accountants prepared to pass the CPA exam.

E. Relevance to High-Demand Programs at Historically Black Institutions

Because of the high demand for highly trained professional accountants, Maryland can employ several hundred accounting graduates. While some of Maryland's HBIs have accounting bachelor's degrees, the number of graduates does not exceed the State's demand, and the programs have not been growing rapidly. Coppin's bachelor's in accounting was approved in 2012, and MHEC's *Trends in Degrees by*

Program shows that it had 8 graduates in 2016. It had fewer graduates in 2016 (8) than in 2015 (11). UMES has been offering the degree since 1984, and its program size has held steady over the past dozen years. Using the same MHEC report, we see that UMES graduates for the period 2003 to 2016 are as follows: 13-14-11-23-22-16-15-22-20-26-24-25-15-15. Morgan’s number of graduates for the same period is as follows: 33-36-26-39-41-51-49-40-25-51-39-31-34-35.

Only UMUC, which was approved to offer its degree in 2000, has been expanding its accounting program at a rapid rate: 2003-2016 graduates are as follows: 41-88-164-162-202-192-200-253-278-278-308-258-276-282. UB believes that there is room for both programs and all the HBI programs, and Maryland may well still have unmet need. UB is AACSB accredited, which is a different accreditation from UMUC’s, and UB provides greater delivery options with more face-to-face courses available.

E. Relevance to Identity of Historically Black Institutions

Accounting is not a program unique to any of the HBIs in Maryland, so UB’s continued instruction in this field should not pose a competitive problem to the HBIs.

F. Adequacy of curriculum design & delivery to related learning outcomes consistent with Regulation

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

Program Component	Current Program: BS in Business Administration – Accounting Concentration	New Program: BS Accounting
General Education		No change
Lower-Division Business Core (24 credits)		No change
Upper-Division Business Core*		6 fewer credits
Accounting - required courses		
Accounting electives		6 more credits
<i>*Changes are that Human Resource Mgmt and Business Application of Decision Science are not required but Excel for Financial Analysis is. Mgmt 339 or 475 is also no longer required.</i>		

Course Descriptions – These are all existing courses that are offered in the accounting concentration within the BS in Business Administration.

A maximum of 6 upper-level transfer credits, excluding Intermediate Accounting II (ACCT 302), may be applied to the BS in Accounting.

Upper-Division Business Core Requirements (22 credits)

ECON 308	Money and Banking (3)- Money and Banking focuses on financial markets and their interaction with the stability and growth of the U.S. economy. The course will be useful for all undergraduate business majors and will encourage a sound understanding and appreciation of topics frequently cited in the business press.
FIN 330	Excel for Financial Analysis (3)- Provides students with skills in the use of EXCEL spreadsheets to prepare and present analyses for personal, corporate, real estate and investment finance. prerequisite: Prior or concurrent enrollment in FIN 331
FIN 331	Financial Management (3)- An overview and understanding of fundamental principles of financial decision-making and their application to internal and external problem-solving by the business enterprise. Topics include financial statement analysis and forecasting, time value of money and security valuation, corporate capital budgeting, cost of capital and capital structure. Thematic coverage encompasses the traditional, international and ethical dimensions of financial decision-making. Prerequisites: ACCT 201, ECON 200 or 3 hours of micro- or macroeconomics, and MATH 115
INSS 300	Management Information Systems (3)- Provides a fundamental knowledge of information systems and technology (IS&T) issues from the perspective of business professionals. This includes information technology concepts and vocabulary as well as insights into IS&T applications in business organizations. Topics include searching and extracting information to solve business problems; the role of organizational context in IS&T effectiveness; the economic, social, legal and ethical impacts of IS&T; the systems life cycle approach; and key technologies such as the Internet, networking and database management systems. This course satisfies the University's information literacy requirement in addition to the computer literacy general-education requirement. [General Education Elective] [Information Literacy] [Technological Fluency]
MGMT 301	Management and Organizational Behavior (3)- An exploration into the functions of management, management history, individual behavior, interpersonal relationships in organizations, the nature of work, values and ethics, motivation and morale, teamwork, communication and group dynamics, leadership and supervision, and organizational structure and culture. Course coverage includes global perspectives and significant research from the behavioral sciences. prerequisite: WRIT 300
MGMT 330	Personal and Professional Skills for Business (1)- Provides students with the skills necessary to advance their career development. Strategies and practices that allow the student to successfully interface with potential employers are explored and applied. Course modules include business etiquette and professional behavior, appropriate use of workplace communication techniques, written business communications, and showcasing career-building talents and skills within an organizational context. There is a lab fee associated with this course.
MKTG 301	Marketing Management (3)- A basic course in the contribution of marketing to the firm or organization that includes decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Students also build skills in oral and written communication. [Information Literacy]
Global Business Elective (choose 1)	
FIN 433	International Financial Management (3) ¹ - In global financial markets, exchange rate risk exposure demands careful management and the use of financial instruments for hedging currency risk. These include currency options, futures and swaps. Working capital management and long-term financing and investment

decisions are also crucial to today's financial managers and need to be understood in the context of expanding global financial markets. Prerequisite: FIN 331.

MGMT 302 Global Business Environment (3)- This course enhances students' abilities to operate successfully in today's multicultural, global environment. Students will gain a theoretical basis for understanding key aspects of the global business environment, as applied to small companies, multinational corporations, multilateral institutions and non-governmental organizations. Students will explore the impacts of globalization at home and abroad. Course modules aim to broaden the students' understanding of similarities and differences among national political economics, legal systems and sociocultural environments, including world religions, business ethics and social responsibility. Students will survey business functions as they are applied to expand and manage international operations. [Global Awareness and Diverse Perspectives]

Accounting Specialization Requirements (33 credits)

Required Courses (21 credits)

ACCT 301 Intermediate Accounting I (3)- A study of financial accounting standard setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition, and accounting for current assets, and current liabilities. Prerequisite: ACCT 202 with a minimum grade of C.

ACCT 302 Intermediate Accounting II (3)- This class is the second course of the three-semester sequence of intermediate financial accounting. This course focuses on issues related to the reporting and analysis of financial accounting information. The objective in this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets; 2) Time value of money; 3) Bonds and long-term notes; 4) Leases; 5) Employee benefits and pensions. Prerequisite: ACCT 301 or equivalent with a minimum grade of C.

ACCT 306 Cost Accounting (3)- A study of cost behavior, overhead cost allocations, cost systems design, and an introduction to activity-based costing and control systems. Emphasis is on case studies and other practical applications. Prerequisite: ACCT 202 with minimum grade of C.

ACCT 310 Intermediate Accounting III (3)² - The third course in a three-course sequence for accounting majors. A comprehensive view of financial accounting concepts and principles, an intensive look at the nature and determination of the major financial statements, and an examination of current accounting practice, theory, and literature. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

ACCT 401 Auditing (3)- A study of Generally Accepted Auditing Standards and other standards. Topics covered include professional standards, professional ethics, audit planning, internal control, audit evidence, completing the audit, audit reports and standards for different assurance and non-assurance services. Prerequisites: Acct 302 with a minimum grade of C / Merrick School of Business student or by permission of the instructor.

ACCT 403 Advanced Financial Reporting (3)- A study of business combinations and the preparation of consolidated financial statements for consolidated enterprises, fund-type accounting for governmental units and not-for-profit entities, accounting for partnerships, and accounting for multi-national enterprises. Prerequisite: ACCT 302 or equivalent with a minimum grade of C.

ACCT 405 Income Taxation (3)- A study and analysis of the federal income tax structure with emphasis upon the taxation of individuals. Topics include income determination, deductions, property transactions, credits, procedures, and an introduction to corporation and partnership taxation, tax planning and ethical issues. Prerequisite: ACCT 202 or equivalent with a minimum grade of C.

Electives (12 credits)

Choose four courses from below.

ACCT 317 Accounting Information Systems (3)- A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and database implementation and the internal controls of accounting information. Projects use AIS applications of the revenue, expense, production and payroll cycles.

ACCT 402 Seminar in Assurance Services (3)³ - A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside the college textbook. Special emphasis is given to legal liability, statistical sampling, audits of SEC registrants, research using the AICPA auditing database, and other assurance services. A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. Prerequisite: OPRE 202 and ACCT 401 or equivalent with a minimum grade of C.

ACCT 406 Advanced Taxation (3)¹ - A continuation of the study of the federal income tax structure with emphasis on the taxation of business entities, including corporations, partnerships and entities taxed as partnerships and S corporations. Also introduces gift and estate taxes and income taxation of estates and trusts. Prerequisite: ACCT 405 or equivalent.

ACCT 411 Seminar in Accounting (3)- A detailed study of current problems and contemporary developments in accounting literature, reports, and bulletins and a review of financial accounting theory as it relates to current accounting practices. Prerequisite: ACCT 302 or equivalent with a minimum grade of B-. Merrick School of Business student, or by permission of the instructor.

ACCT 412 Introduction to Forensic Accounting (3)- Provides an overview of the field of forensic accounting, focusing on the roles, responsibilities and requirements of a forensic accountant in both litigation and fraud engagements. Examines basic litigation and fraud examination theory, identifies financial fraud schemes, explores the legal framework for damages and fraud and damage assessments and methodologies, and reviews earning management and financial reporting fraud. Other topics include computer forensics and corporate governance and ethics. Actual litigation and fraud cases are used to highlight the evolving roles of forensic accounting.

ACCT 413 Ethical Issues in Accounting (3)- Considers business ethics issues within an accounting context from a multiple stakeholder perspective. Ethical theories, codes of ethics relevant to accountants, corporate governance and professional and corporate social responsibility are covered. The course emphasizes the application of concepts such as professionalism, integrity, independence and objectivity to individual decision-making.

ACCT 414 Federal and State Government Accounting (3)- The course covers the basics of federal, state and local (municipal) accounting with particular focus on fund accounting and issues specific to the accounting by the US Federal Government. The course coverage will roughly approximate the curriculum of Part II and III of Exam II of Certified Government Financial Manager examination.

ACCT 420 Law, Regulation and Professional Responsibilities (3)¹ - The course provides rigorous overview of theoretical and practical aspects of Law, Regulation, and

Professional Responsibilities for Certified Public Accountants. The course covers legal issues pertaining to agency, contracts, debtor-creditor relationships, securities and employment law. The course also covers ethical and professional standards for certified public accountants.

ACCT 495

Accounting Internship (3)- Provides students with real-world accounting experience. The course requires approximately 175 hours of practical work with a qualified firm based on explicit statements of student responsibilities and faculty/firm monitoring mechanisms. Students will work closely with both the firm and a faculty member. It is recommended that students complete an internship in their junior year. prerequisites: Completion of nine semester hours of accounting with a minimum GPA of 3.0. Completion of MGMT 330 or permission of the instructor. Permission of the instructor is required.

¹Seeking approval to satisfy global diversity graduation requirement

²Capstone course

³Recommended for CPA exam candidates

2. Describe the educational objectives and intended student learning outcomes.

The BS in Accounting has the following program Learning Goals and corresponding Student Learning Objectives:

Goal 1: Analytical Thinking and Problem Solving Skills-Graduates will possess the analytical and critical thinking skills needed by accounting professionals.

L.O. 1.1 Graduates will understand and apply the regulatory environment surrounding the accounting profession, as it pertains to external reporting.

L.O. 1.2 Graduates will use statistical and financial data and interpret their findings to solve business problems.

L.O. 1.3 Graduates will evaluate cost and control systems for their effectiveness in measuring performance.

Goal 2: Effective Communication Skills-Graduates will have the skills to communicate both financial and nonfinancial information persuasively, professionally, and in a clear and concise manner.

L.O. 2.1 Graduates will prepare an effective written report, using appropriate data, analysis and conclusions.

Goal 3: Ethical Perspective-Graduates will incorporate ethical considerations in their decision making.

L.O. 3.1 Graduates will identify and analyze ethical dilemmas and recommend appropriate resolutions.

Goal 4: An Understanding of Information Technology-Graduates will use information systems and technology to solve business and accounting problems.

L.O. 4.1 Students will be able to define the information needs to a business context, and specify the technological solution to meet those needs.

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

Students in the BS in Accounting receive a program graduation guide to help them understand

how the UB graduation requirements, which include general education (GE) requirements, will be met. Students must meet the following requirements for this program, which exceed State and UB GE requirements:

First-Year Seminar: Intro to Univ. Learning (<i>only for UB freshmen</i>)	IDIS 101	3
Introduction to Information Literacy (<i>only for UB freshmen</i>)	INFO 110	3
Arts & Humanities (AH)		3
Arts & Humanities (AH) (<i>must be different discipline from the first</i>)		3
Oral communication graduation requirement	CMAT 201 or 303	3
Social & Behavioral Sciences	ECON 200	3
Social & Behavioral Sciences (<i>must be different discipline from ECON</i>)		
Bio & Physical Sciences ¹ (BPS)		3
Bio & Physical Sciences (<i>with lab</i>) ¹ (BPSL)		3-4
English Composition (COMP) [lower division]	WRIT 101	3
Upper-Division Writing (UCOMP) (<i>placement test required</i>)	WRIT 300	3
Mathematics (UB requires 3; program has 6)	MATH 111 and 115	6
Upper-Division Ethics (AHE)	IDIS 302	3
Info literacy and tech fluency grad requirement (UB requires 3; program has at least 6, depending on electives)	MKTG 301 and INSS 300	6
Global awareness & diverse perspectives graduation requirement	MGMT 302	3
UB has a capstone graduation requirement.	ACCT 310	3

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

As noted above, UB’s Merrick School of Business is accredited by AACSB, the international accrediting body of choice for schools of business. Students in this program have no specialized accreditation or graduate certification requirements to meet to complete the degree; however, students earning the BS in Accounting degree will be qualified in the State of Maryland to take the Certified Public Accountant (CPA) examination. CPA pass rates are public.

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

Not applicable

G. Adequacy of Articulation

UB has explicit articulation agreements with various community colleges and participates in ARTSYS, the State transfer equivalency system. Given the lack of fundamental change in requirements (as indicated in Section G, Part 1), all existing community college articulations and transfer policies of accounting courses from community college to the University of Baltimore remain in effect with the transition from BSBA-Accounting to BS Accounting. Students earning a BS in Accounting degree would be well-prepared for graduate study at UB or other schools. In some ways, the new structure of our accounting program (BS vs. concentration in the BS in BA) is more transfer-friendly as it allows more elective credit, which may mean that a student could transfer in more credits.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11)

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

The faculty of the program are evaluated through the AACSB accreditation process, which has research and teaching requirements. The faculty are well qualified.

Most courses in the BS in Accounting program would be taught by full-time accounting faculty:

- **Kate Demarest**, lecturer, received an M.S. in Tax from the University of Baltimore. Her research and teaching interests include accounting pedagogy, taxation, financial accounting, and managerial accounting.
- **Robert Felix**, assistant professor, received his doctoral degree from the University of Maryland, College Park and is a CPA. His research and teaching interests include financial reporting, corporate governance, managerial accounting, financial accounting, and auditing.
- **Greg Gaynor**, associate professor, received his doctoral degree from Florida State University and is a CPA. His research and teaching interests include the areas of capital markets as well as the CPA examination and licensure process. He serves as a contributing editor for the CPA Exam Performance books published by the National Association of State Boards of Accountancy (NASBA).
- **Phillip Korb**, associate professor, is chair of the Department of Accounting and is a CPA. He received an M. S. degree from the University of Baltimore and an MBA from the University of Maryland, College Park. His research and teaching interests are in the areas of income taxation of individuals and estates and trusts. He is the education member of the Maryland Board of Public Accountancy.
- **Mikhail Pevzner**, associate professor, is the director of the MS in Accounting and Business Advisory Services. He received his doctoral degree from Washington University and is a CPA. During the 2016-17 academic year he was a visiting academic fellow at the Professional Practice Group, Office of the Chief Accountant, at the Securities and Exchange Commission. He holds the Ernst & Young Chair in Accounting and the Yale Gordon Distinguished Teaching Co-Chair. His research and teaching interests include capital markets research, auditing, disclosure, international accounting, and finance.
- **Lourdes White**, professor, received her doctoral degree from Harvard University in business with an accounting concentration. She holds the Lockheed Martin Chair and has been teaching online since 1999 as a member of the pioneer faculty group who designed and taught the online MBA at UB. Her research and teaching interests are in the areas of management accounting and control, including performance management, cost and control systems, and accounting ethics. She has also published in the areas of quality assurance and student engagement in online education, and has presented her work on the scholarship of online education at

national and international academic conferences.

- **Jan Williams**, associate professor, received her doctoral degree from Morgan State University and is a CPA. Her research and teaching interests include financial accounting and reporting, tax, and ethics.

Besides accounting faculty, other full-time business faculty teaching courses include:

- **Anil Aggarwal**, professor, received a Ph.D. from the University of Houston. His research and teaching interests are in the areas of web education, databases, cloud computing and decision making among distributed groups. He has edited two books on web-based education and was a pioneer in teaching information systems online.
- **Danielle Fowler**, associate professor, received a Ph.D. from Swinburne University in Australia. She is the chair of the Department of Information Systems and Decision Science. Her research and teaching interests include cyber education and management information systems.
- **Rajesh Mirani**, associate professor, received a Ph.D. from the University of Pittsburgh. His research and teaching interests cover management information systems, including applications to healthcare and business-information technology alignment, as well as governance and public sector information technology initiatives.

Adjunct faculty teaching in the BS in Accounting program include:

- **William Bavis**, adjunct faculty in forensic accounting, received an MS degree in Taxation from the University of Baltimore and is a CPA. He is also Accredited in Business Valuation, Certified in Financial Forensics, an Accredited Senior Appraiser, and a Certified Valuation Analyst. He is an active member of the American Institute of CPAs, having served on the Business Valuation Committee and the Forensic and Valuation Services Section. He is also a member of the Maryland Association of CPAs, where he serves on the Valuation/Forensic Litigation Services Committee.
- **Allen Schueldenfrei** – adjunct faculty in advanced tax, received a LL.M. (master in law degree) in taxation from New York University School of Law and a J. D. from Yeshiva University's Cardozo Law School. As a lawyer, Allen has nearly 30 years of experience serving individuals and businesses throughout the Harford County area. He is a certified public accountant (CPA). His professional accomplishments include work experience in the tax department of Price Waterhouse and as a former Internal Revenue Service agent. He is a member of the Maryland Criminal Defense Attorney's Association and a former director of the graduate tax program at the University of Baltimore.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Langsdale Library has sufficient library resources for both face-to-face and online students. Langsdale is a member of the University System of Maryland and Affiliated Institutions library consortium, which provides among the most robust interlibrary loan services in the country. Faculty and students have

remote access to research database searches and electronic journals, and there is 24/7 reference help available.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The Merrick School of Business is housed in the William Thumel Business Center, a five-story academic building with the classroom and technology resources to provide courses through a variety of electronic media. Faculty all have computers, there are student computer labs, an advising center, a business incubator, and ample classrooms and faculty offices. The University uses the Sakai learning management system, which has 24/7 support from Sakai, plus support from UB’s Office of Technology Services. Faculty are supported in online learning by the Bank of America Center for Excellence in Learning, Teaching and Technology. UB has extensive experience and expertise offering both face-to-face and online classes.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)




1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure\(pdf\)](#).  [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: Resources					
Resources Categories	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<u>1. Reallocated Funds</u>	N/A	N/A			
<u>2. Tuition/Fee Revenue c+g below</u>	\$ 135,733.33	\$ 203,600.00	\$ 271,466.67	\$ 339,333.33	\$ 475,066.67
<u>a. #F.T Students^a</u>	10	15	20	25	35
<u>b. Tuition/Fee Rate^b (per course fee + cr hr charge; assume 15 credits per semester)</u>	\$294.13	\$294.13	\$294.13	\$294.13	\$294.13
<u>c. Annual Full Time Revenue (a x b)</u>	\$ 88,240.00	\$ 132,360.00	\$ 176,480.00	\$ 220,600.00	\$ 308,840.00
<u>d. #Part Time Students</u>	10	15	20	25	35
<u>e. Credit Hour Rate^c</u>	\$395.78	\$395.78	\$395.78	\$395.78	\$395.78
<u>f. Annual Credit Hours per student (assuming 2 classes per semester)</u>	12	12	12	12	12

<u>g. Total Part Time Revenue (d x e x f)</u>	\$ 47,493.33	\$ 71,240.00	\$ 94,986.67	\$ 118,733.33	\$ 166,226.67
<u>3. Grants, Contracts, & Other External Sources</u> ³	N/A	\$ -			
<u>4. Other Sources</u>	\$ -	\$ -			
<u>TOTAL (Add 1 - 4)</u>	\$ 135,733.33	\$ 203,600.00	\$ 271,466.67	\$ 339,333.33	\$ 475,066.67
Table 2: Expenditures					
Expenditures Categories	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<u>1. Total Faculty Expenses (4 adjuncts)</u> ^a	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00	\$ 15,118.00
<u>2. Additional academic support costs</u> ^b	\$ 20,000.00	\$ 30,000.00	\$ 40,000.00	\$ 50,000.00	\$ 70,000.00
<u>3. Equipment</u>	\$ 13,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00	\$ 11,000.00
<u>4. Library</u>	\$ -	\$ -	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
<u>5. Other Expenses - IT Support Cost</u> ^c	\$ 15,000.00	\$ 17,000.00	\$ 19,000.00	\$ 21,000.00	\$ 23,000.00
<u>6. ALC/CELTT Support</u> ^d	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 35,000.00
<u>TOTAL (Add 1 - 6)</u>	\$ 73,118.00	\$ 43,118.00	\$ 50,118.00	\$ 53,118.00	\$ 56,118.00

^a Four adjunct faculty to teach additional sections

^b Cost of Academic advising staff time

^c IT support costs - estimated cost of OTS staff time

^d Tutoring/Online Learning Support

Equipment Costs

Video Production \$ 1000

Software

Additional Web \$ 1000

Cameras

<u>Note-taking/close captioning software (ADA accommodations)</u>	\$ 11,000
<u>Total</u>	\$13,000

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Discuss procedures for evaluating courses, faculty and student learning outcomes.

The Merrick School of Business is accredited by AACSB, which involves a self-study process and peer review of assurance of student learning. Faculty scholarship is also part of the review. Faculty are also evaluated through student evaluation of courses, annual review, promotion and tenure review, and post-tenure review.

The BS in Accounting faculty engage in the assessment of program student learning outcomes to satisfy UB, University System of Maryland, and AACSB requirements for program review. Assessment of program learning objectives is conducted every two years, and recommendations for continuous improvement are prepared and implemented by faculty teaching in the program, under the guidance of the program director and the chair of the Department of Accounting.

The associate dean of the Merrick School coordinates academic assessment for the School. UB uses TaskStream software for academic assessment to track the evaluation of student learning outcomes. The assistant provost for assessment, advising and retention, in conjunction with the Academic Core Assessment Team, oversees academic assessment processes at the university. The assistant provost provides a check to ensure that all academic assessment is on file within the software.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education). Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The University of Baltimore has a majority minority population and is one of the most ethnically and racially diverse institutions in Maryland (see <http://www.ubalt.edu/campus-life/diversity-and-culture-center/diversity-profile.cfm> and comparative information from the MHEC *Data Book*, 2017). Like all University System of Maryland institutions, UB considers its impact on social mobility and strives to close the achievement gap between races and income groups. The relatively high employment value of the BS in Accounting degree will assist UB in its efforts to increase the incomes and social mobility of its student population.

Throughout its history, UB has equipped students with the education they need to advance professionally and personally. Now, as in the past, a large percentage of UB students work full- or part-time while earning a degree. This program serves working professionals as well as those students about to begin their career, thus enabling UB to continue its proud commitment to minority student access and success.

O. Relationship to low productivity programs identified by the Commission: *If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.*



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Council of University System Faculty Proposed Constitutional Amendment

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The proposed constitutional amendment is viewed as a house cleaning measure designed to eliminate duplication in the campus review process. The proposed change would eliminate the need for CUSF constitutional amendments to be referred to constituent institutions for consideration. However, the constitution would still require review of amendments to the constitution by the Council members representing their constituent campuses at two separate meetings. Therefore, via institutional reps, campus review is retained. BOR approval would also be maintained. Sections of this memo include the motion as passed by CUSF, the text after the amendment, and the chronology of the approval process.

In accordance with current constitutional procedures, the motion was passed by the CUSF Council, distributed to the campuses for comment, repassed by Council, and is now being forwarded to the Board of Regents for its approval.

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

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposed amendments to the constitution of the Council of University System Faculty.

COMMITTEE RECOMMENDATION: Approval

DATE: March 27, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

301-445-1992

jboughman@usmd.edu



COUNCIL of UNIVERSITY
SYSTEM FACULTY

TO: Board of Regents
FROM: Robert B. Kauffman, Chair, CUSF
SUBJECT: Amendment to CUSF Constitution
DATE: January 22, 2018

The proposed constitutional amendment is viewed as a house cleaning measure designed to eliminate duplication in the campus review process. In accordance with current constitutional procedures, the motion was passed by the CUSF Council, distributed to the campuses for comment, repassed by Council and forwarded to the BOR for its approval. As proposed, the change would require review of amendments to the constitution by the Council members representing their constituent campuses at two separate meetings and by the BOR. Both the campus review and BOR approval are retained after passage of the amendment. Sections of this memo include the motion as passed by CUSF, the text after the amendment, and the chronology of the approval process.

MOTION AS PASSED BY CUSF:

ARTICLE IV

Section 1. Amendment.

Amendments to this constitution may be proposed either by a constituent institution or by a member of the Council. Adoption of amendments will occur according to the following procedures: (1) ~~initial~~ approval by a two-thirds vote of the Council **at two different meetings**; ~~(2) referral of the proposed amendment to the faculty governing bodies of the constituent institutions for consideration and comment~~; ~~(3) final approval by a two-thirds vote of the Council~~; and ~~(4)~~**(2)** acceptance by the Board of Regents.

TEXT AFTER THE AMENDMENT:

ARTICLE IV

Section 1. Amendment.

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

CHRONOLOGY OF THE APPROVAL PROCESS:

Article IV, Section 1. Amendment of the CUSF Constitution states a four step process to amend the Constitution. The following chronology is linked to the four steps.

Step #1: “(1) initial approval by a two-thirds vote of the Council;”

At the November 15, 2017 meeting of the CUSF Council, the Membership and Rules Committee brought forth a constitutional amendment to modify the CUSF Constitution (see Motion). The motion was seconded, voted upon, and passed unanimously.

Step #2: “(2) referral of the proposed amendment to the faculty governing bodies of the constituent institutions for consideration and comment;”

Dated November 17, 2017, the CUSF Chair sent an email to the Senate Chairs. The email contained the motion, rationale for the motion, and a request for a response to the motion prior to December 31st. It should be noted that “consideration and comment” is not defined in the Constitution. In consultation with the Membership and Rules Committee, the procedure of sending the motion to the Senate Chairs for their comment was decided as the most appropriate method of consulting with the campuses. The methodology was shared with Council.

Two responses were received from the campuses. One was supportive and one was not supportive of the proposed amendment. No other comments were received.

Step #3: “(3) final approval by a two-thirds vote of the Council;”

At the January 18th meeting of the CUSF Council, the motion was removed from the table and voted upon. The two comments were shared with Council and were included as attachments to the agenda. The amendment passed unanimously.

Step #4: “(4) acceptance by the Board of Regents.”

The motion is being brought forth to the BOR for their action. This is the current action.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Program 5-Year Enrollment Review

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: As part of the ongoing program review process, the attached data has been updated with Fall 2017 enrollments to provide the Committee with information regarding the actual enrollments in new programs approved since FY 2012. It is important to note that not all programs are implemented in the year that it is approved. Dependent upon the date of Board and MHEC approval, recruitment and admission to the program may not begin until the following year and therefore no enrollments are reported. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and so, enrollments would be reported two years after implementation. These enrollment data reflect the relative accuracy in the projected enrollments that are included in all new program proposals.

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

FISCAL IMPACT: This report is for information only.

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

COMMITTEE RECOMMENDATION: Information Only

DATE: March 27, 2018

BOARD ACTION: Information Only

DATE:

SUBMITTED BY: Ellen Herbst

301-445-1923

eherbst@usmd.edu

Joann A. Boughman

301-445-1992

jboughman@usmd.edu

New Program Enrollment Review Fall 2012 to Fall 2016

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	220600	Geography ^[1]	Bachelor's	12/2/11	25	0	42	1	54	0	61	0	68	0
CSU	050200	Accounting	Bachelor's	4/13/12	50	47	70	54	95	60	115	49	145	54
CSU	050604	Management	Bachelor's	4/13/12	45	73	57	161	78	149	95	161	120	161
CSU	050900	Marketing	Bachelor's	6/22/12	37	8	47	22	68	23	90	41	115	34
CSU	070200	Management Information Systems	Bachelor's	6/22/12	40	7	55	17	70	17	85	22	105	25
FSU	082700	Educational Leadership	Doctorate	2/17/12	25	25	46	48	67	69	67	74	67	78
FSU	070210	Secure Computing & Information Assurance	Bachelor's	4/13/12	8	0	23	18	38	26	57	46	76	68
TU	100702	Acting ^[2]	Bachelor's - (BFA)	6/22/12		0	16	3	32	48	48	66	64	72
UB	050612	Innovation Management & Technology Commercialization	Post-Bacc. Cert. & Master's	12/2/11	5	0	10	0	20	1	30	2	30	1
UB	221000	Global Affairs & Human Security	Master's	2/17/12	16	12	30	45	43	57	43	63	43	65
UB	069903	Digital Communication	Bachelor's	4/13/12	18	0	39	0	67	125	123	186	167	160
UMBC	100105	Design ^[3]	Bachelor's - (BFA)	4/13/12	0/95	0	2/150	34	7/165	56	12/175	72	12/177	75
UMBC	160100	Texts, Technologies and Literature	Master's	6/22/12	9	0	17	6	28	12	42	18	50	13
UMCP	080500	Higher Education, Student Affairs & Int'l Ed Policy	Master's - (MA/M.Ed) & Doctorate (R/S)	4/13/12	116	0	116	100	116	118	116	120	116	125
UMCP	110103	Second Language Acquisition ^[4]	Post-Bacc. Cert. & Master's	4/13/12	10	0	20	1	20	7	20	11	20	12
UMCP	101000	Film Studies	Bachelor's	6/22/12	36	0	36	20	51	34	51	35	51	38
UMUC	070215	Digital Forensics & Cyber Investigation	Post-Bacc. Cert. & Master's	4/13/12	15	0	33	188	48	266	73	347	118	368

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years. 1349

[1] Coppin's Geography program was discontinued in 2017 due to low enrollment

[2] Because Acting had been in place for many years as a track within the existing theatre major, no projected enrollments were given. TU anticipated that they would continue to admit 16-20 students per year.

[3] The first number represents new students to the program. The second number represents the anticipated shift from the existing BA (Design emphasis) to the BFA in Design.

[4] UMCP's Second Language Acquisition program includes any remaining students in the Master's level HEGIS code 110102

Updated March 2017 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2013 to Fall 2017

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	080201	Elementary and Middle School Dual Certification ^[1]	Bachelor's ^[1]	4/12/13	36	0	36	13	40	53	48	45	48	45
SU	082901	Contemporary Curriculum Theory	Doctorate (R/S) - Ed.D	4/12/13	15	0	27	17	38	26	39	33	40	40
SU	051700	Business Economics	Bachelor's	6/21/13	40	0	80	92	90	118	100	129	100	122
SU	051300	International Business	Bachelor's	6/21/13	80	1	80	39	90	54	100	61	100	41
TU	039904	Leadership in Jewish Educ. & Communal Service ^[2]	Master's ^[2]	6/21/13	12	2	13	11	14	5	15	7	16	9
UB	210506	Forensic Science – High Tech Crime	Master's	2/15/13	16	0	22	59	28	93	34	98	40	105
UB	210202	Nonprofit Management and Social Entrepreneurship	Master's	4/12/13	10	0	25	35	35	66	35	69	35	66
UB	050603	Forensic Science – Forensic Accounting ^[3]	Master's	6/21/13	25	0	25	1	30	0	30	NA	30	NA
UMB	129958	Regulatory Science	Master's	2/15/13	10	0	30	56	50	86	50	62	50	51
UMB	129960	Health Science	Master's	6/21/13	40	0	80	39	120	75	132	109	132	91
UMB	129961	Pharmacometrics	Master's	6/21/13	50	33	55	36	55	42	55	36	55	42
UMB	499900	Research Ethics	Post-Bacc. Cert.	6/21/13	10	12	14	10	16	19	20	13	24	12
UMBC	221000	Global Studies	Bachelor's	2/15/13	30	15	62	60	91	83	126	99	155	107
UMCP	050400	Finance	Master's	6/21/13	280	0	280	180	280	287	280	319	280	227
UMES	050900	Marketing	Bachelor's	6/21/13	20	0	25	2	30	20	35	34	35	36
UMES	050400	Finance	Bachelor's	6/21/13	20	0	25	8	30	17	35	19	35	15
UMES	100500	Jazz and Popular Music	Bachelor's	6/21/13	10	0	15	1	20	2	25	7	25	6
UMUC	050300	Data Analytics	Master's	2/15/13	50	45	75	193	100	284	125	357	125	363
UMUC	120200	Health Services Management	Bachelor's	2/15/13	25	152	53	518	82	848	114	1061	148	1207
UMUC	210201	Public Safety Administration	Bachelor's	2/15/13	200	59	300	197	400	307	500	348	600	382
UMUC	120300	Nursing	Bachelor's	2/15/13	50	7	95	119	104	239	113	387	122	588

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

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[1] FSU's Elementary & Middle School Dual Certification enrollment are only the students in the newly approved Bachelor's program that includes dual teacher certification.

[2] TU's Leadership in Jewish Educ. & Communal Service includes all Master's students, not just the newly approved concentrations

[3] UB's Forensic Science-Forensic Accounting program was discontinued July 2016 due to low enrollment

Updated December 2017 -- University System of Maryland Office of Institutional Research

April 20, 2018 Board of Regents Meeting - Public Session Agenda

New Program Enrollment Review Fall 2014 to Fall 2018

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120300	Nursing ^[1]	Master's	4/11/14	6/29	10	11/49	23	17/73	31	19/81	23	24/102	
UB	210504	Justice Leadership and Management ^[2]	Master's	6/27/14	20	0	30	0	30	4	30	7	30	
UMB	140102	Law ^[3]	Master's	2/14/14	20	0	40	29	50	86	70	72	80	
UMB	120732	Forensic Medicine	Master's	6/27/14	8/0	0	9/1	0	10/1	9	10/1	14	15/1	
UMBC	089207	Biology Education ^[4]	Bachelor's	6/27/14	2	0	2	0	2	0	2	15	2	
UMCP	050200	Accounting	Master's	4/11/14	155	0	155	268	155	326	155	299	155	
UMCP	070202	Information Systems	Master's	4/11/14	100	0	100	188	100	226	100	231	100	
UMCP	050901	Marketing Analytics	Master's	4/11/14	40	0	40	35	40	48	40	44	40	
UMCP	051000	Supply Chain Management	Master's	4/11/14	150	0	150	87	150	79	150	68	150	
UMCP	082702	Teaching and Learning, Policy and Leadership	Doctorate	4/11/14	90/24	15	100/24	31	100/24	54	100/24	73	100/24	
UMES	129957	Pharmaceutical Sciences	Master's	6/27/14	5	0	5	1	5	2	10	1	10	
UMES	129957	Pharmaceutical Sciences	Doctorate	6/27/14	5	0	5	3	5	3	10	8	10	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years. **855**

^[1] FSU MS in Nursing added two concentrations: 1) Family Nurse Practitioner, and 2) Psychiatric and Mental Health Nurse Practitioner in March 2018 to the program.

^[2] UB MPS in Justice Leadership and Management enrollment projections are for part-time students only.

^[3] UMB MS in Law enrollment projections are for part-time students only.

^[4] UMBC BA in Biology Education enrollment projections are new enrollments beyond the 2-3 students per year who typically enrolled in the prior Biology specialization for secondary teacher certification.

Updated December 2017 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2015 to Fall 2019

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	120102	Health Sciences	Bachelor's	6/19/15	40	0	78	0	141	0	215		215	
FSU	210302	Adventure Sports Mgmt.	Bachelor's	2/13/15	12	0	24	9	26	5	30		34	
FSU	120100	Health Science	Bachelor's	4/10/15	5	50	20	130	26	167	31		35	
FSU	083300	Secondary Teacher Education	Bachelor's	4/10/15	2	0	4	0	4	0	6		6	
SU	083505	Athletic Training	Master's	12/12/14	12	0	24	5	24	8	24		24	
TU	089911	Interdisciplinary Arts Infusion	Master's	9/19/14	8	11	8	20	20	23	12		24	
TU	050900	Marketing Intelligence	Master's	9/19/14	5	8	8	26	10	46	15		15	
TU	050901	Marketing Intelligence	Post Bacc. Cert.	9/19/14	5	2	9	3	12	0	15		15	
UB	150901	Philosophy, Society and Applied Ethics	Bachelor's	2/13/15	10	0	19	8	30	17	39		45	
UMBC	100502	Jazz Studies	Bachelor's	6/19/15	22	0	22	0	22	13	22		22	
UMBC	100501	Music Composition	Bachelor's	6/19/15	14	0	14	3	14	10	14		14	
UMBC	100503	Music Education	Bachelor's	6/19/15	39	0	39	0	39	18	39		39	
UMBC	100400	Music Performance	Bachelor's	6/19/15	45	0	45	9	45	28	45		45	
UMBC	100504	Music Technology	Bachelor's	6/19/15	55	0	55	0	55	39	55		55	
UMES	070210	Cybersecurity Engineering Tech.	Master's	4/10/15	30	0	35	8	50	14	50		55	
UMUC	070203	Cloud Computing Architecture	Master's	2/13/15	50	0	100	0	110	54	120		130	
UMUC	082500	Learning Design & Technology	Master's	6/19/15	15	0	34	20	43	61	53		63	

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

New Program Enrollment Review Fall 2016 - Fall 2020

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
UMB	120100	Palliative Care	MS	6/10/16	20	0	50	61	63		64		68	
UMCP	070101	Information Science	BS	10/6/15	50	91	100	367	150		200		200	
UMCP	050300	Business Analytics	MS	4/15/16	30	0	30	74	40		41		42	
UMCP	210200	Public Policy	BA	6/10/16	50	0	100	78	200		300		300	

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Updated December 2017 -- University System of Maryland Office of Institutional Research

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New Program Enrollment Review Fall 2017 - Fall 2021

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	2/1/2017	17	7	18		24		25		25	
UMB	149900	CYBERSECURITY LAW	MS	11/14/16	28	20	68		113		142		167	
UMB	149901	HOMELAND SECURITY & CRISIS MANAGEMENT LA	MS	11/14/16	28	13	68		113		142		167	
UMCP	170300	QUANTITATIVE FINANCE	MS	5/25/17	100	148	100		100		100		100	
UMCP	121404	ENVIRONMENTAL SCIENCE	MS/PHD	9/27/17	15	0	15		15		15		15	
UMUC	050610	HOMELAND SECURITY	BS	5/11/17	125	204	325		500		675		850	
UMUC	050629	TRANSFORMATIONAL LEADERSHIP	MS	6/12/17	25	0	53		63		73		83	
UMBC	N/A	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY	BS	4/18/17	16	0	36		54		71		87	

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Created December 2017 -- University System of Maryland Office of Institutional Research

Revised January 2018



TOPIC: *SAT Percentile Distribution of First-Time Undergraduates; Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates* report; and *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success*

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 27, 2018

SUMMARY: The three information items are provided to the Education Policy and Student Life Committee for the purposes of understanding undergraduate enrollment at the University. Fall New First-time, Full-time students and Maryland Community College new transfers represent most of the new enrollment at the traditional institutions. When looked at as a whole, the three reports provide a useful overview including the various pipelines that feed undergraduate enrollment, the academic profile of incoming first-time students, student success and persistence after enrollment, and, in the end, bachelor’s degree attainment.

SAT Percentile Distributions of First-Time Undergraduates: For new freshmen, a key admissions component correlated with student success is the entering students’ SAT scores. SAT scores are also used by external organizations for various purposes, including quality rankings. Differences in SAT scores can partially explain differences in student success across the USM. Regents should also be aware that admitting students with lower SATs often yields challenges for the completion agenda.

Retention and Graduation Rates of First-time Full-time Degree Seeking Undergraduates: Fall new First-time, Full-time students at USM continue to be an academically strong group. The increased attention to completion and closing the achievement gaps has increased student success. Overall, USM is maximizing this pipeline by producing nearly seven graduates for every ten that enter as new freshmen. From a board perspective, the continuation of initiatives that emphasize completion should be encouraged.

Transfer Students to the University System of Maryland: Overall, transfers comprise approximately two-thirds of the new students who enter USM institutions in a fiscal year. Of those Maryland community college transfers who enrolled in FY 2014, 56% graduated within four years and rates are higher at regional centers. In the charge of ensuring access and completion, USM is meeting its goals via the transfer pipeline. From a board perspective, the continuation of initiatives that emphasize transfer enrollment and completion should be encouraged.

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

FISCAL IMPACT: This report is for information only.

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

COMMITTEE RECOMMENDATION: Information Only DATE: March 27, 2018

BOARD ACTION: Information Only DATE:

SUBMITTED BY: Ellen Herbst	301-445-1923	eherbst@usmd.edu
Joann Boughman	301-445-1992	jboughman@usmd.edu



UNIVERSITY SYSTEM
of **MARYLAND**

**SAT PERCENTILE DISTRIBUTIONS OF
FIRST-TIME UNDERGRADUATES
FALL 2017 Report**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)

**Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
March 2018**

Background

This report provides the 25th and 75th percentiles of the combined math and reading scores for first-time, full-time, and part-time undergraduates at all USM institutions (except UMB and UMUC). The USM institutions report SAT scores of first-time undergraduates to MHEC annually. These data are also submitted to the U.S. Department of Education’s national data system (IPEDS) and are used by external organizations (such as *U.S. News*) for various purposes, including calculations of institutional quality rankings. Also included in this report are summary findings on Maryland trends from the College Board as well as peer data for fall 2016 students.

The information in this report is part of a series of reports about the USM undergraduate student body. This report provides some explanatory information for the outcomes presented in the *Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates* report and complements information about transfer preparedness found in the *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success* report. Together, all three reports provide context for the USM’s Enrollment Projections. For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737.

USM Scores

As displayed in Table 1, in Fall 2016 the majority (10,423) of the 13,989 freshmen who enrolled at a USM institution were reported in the official SAT scores. Not all USM freshmen take the SAT. The proportion of the freshmen cohort with SAT scores may be lower either because of a student’s choice to submit alternative standardized test scores or the application of an admission policy exemption by the institution.

Table 1
Trends in SAT 25th and 75th Percentile Scores

	2013		2014		2015		2016		2017 ¹	
	25th	75th	25th	75th	25th	75th	25th	75th	25th	75th
UMCP	1230	1390	1230	1400	1240	1400	1240	1400	1250	1410
UMBC	1130	1300	1120	1290	1120	1290	1130	1300	1170	1320
SU	1100	1210	1090	1210	1100	1210	1090	1210	1130	1240
TU	1010	1160	1010	1150	1010	1160	990	1140	1060	1200
FSU	880	1060	880	1070	870	1050	860	1060	930	1110
UB	840	1030	830	1020	870	1070	820	1030	900	1000
BSU	870	930	820	930	800	930	800	930	870	1000
CSU	810	930	810	950	810	950	770	890	860	995
UMES	800	940	780	920	760	910	800	930	870	1020

¹ The College Board has redesigned the SAT and institutional scores from this year, 2017, reflect these new scores only. It is unclear how it will mirror historic trends and correlate with future student success.

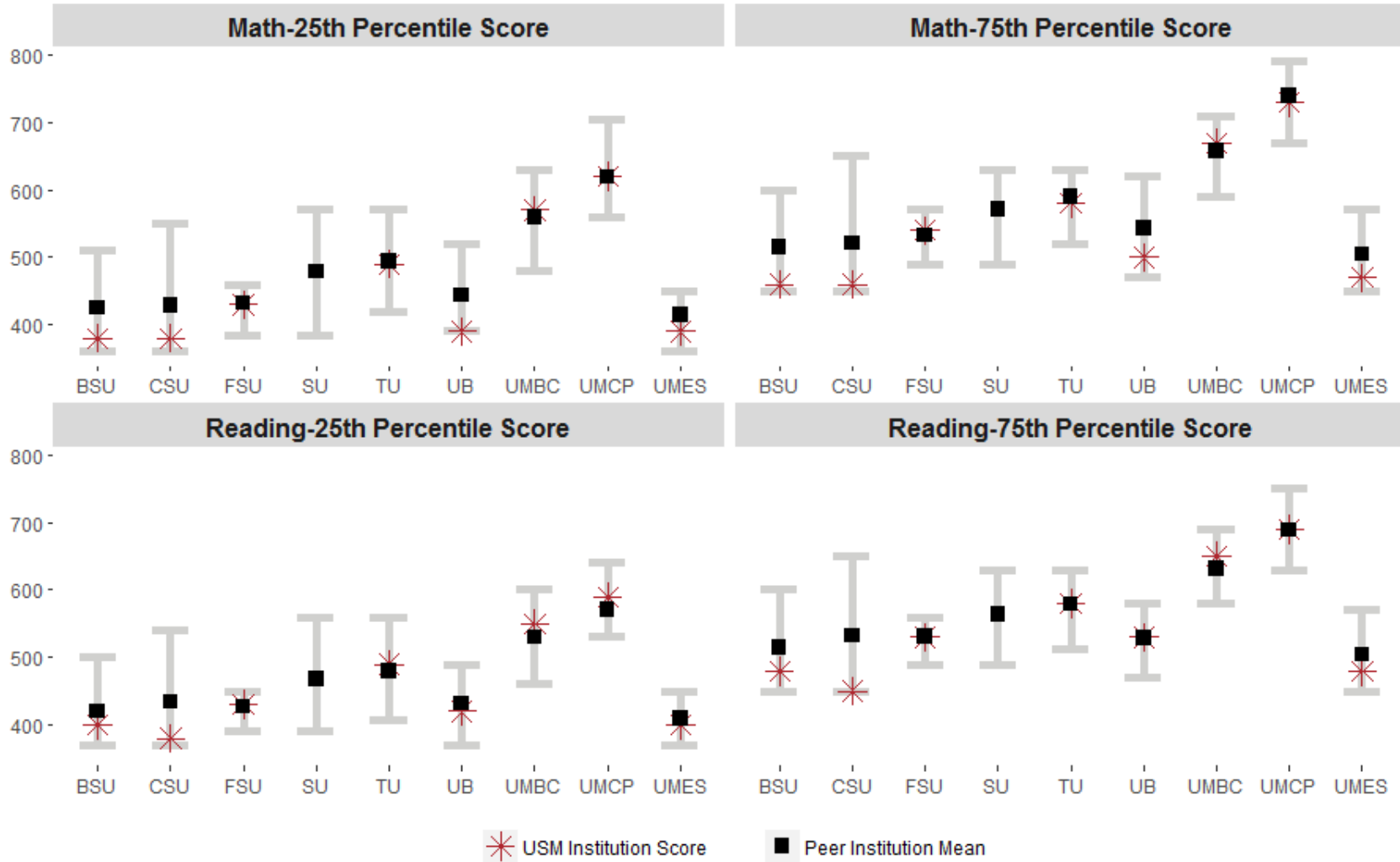
Maryland High School Graduates Trends (per the College Board)

- Last year 42,919 Maryland high school graduates completed the SAT. This represented nearly 69% of the high school graduates in Maryland. There was a 9.5% decrease in the number of students who completed the SAT in the 2016-17 school year from the year before. The mean Maryland scores were slightly below national means in at least one area.
 - The Math mean in Maryland was 524 compared to 527 nationally
 - The Evidence-Based Reading and Writing mean in Maryland was 536 compared to 533 nationally.
- Less than half (22,738) of the Maryland high school graduates who completed the SAT sent their test scores to USM institutions. However, the average score for those students who did submit them to a USM institution was slightly higher than the average score for Maryland and the nation. Prospective applicants who sent their scores to USM institutions had the following:
 - 550 Math mean for USM applicants (15,790 scored 500 or above)
 - 561 Reading mean for USM applicants (16,837 scored 500 or above)
 - USM prospective students' percentile distributions were 1,250 (75th); 1,110 (50th); and 970 (25th).
 - 20,123 prospective students reported a high school GPA of 3.00 or above.

National Trends from the National Center for Education Statistics (IPEDS)

Nationally, USM institutions are competitive with peer institutions from their MHEC-approved "competitor states" on the 25th and 75th percentiles of math and reading scores. Table 2 displays fall 2015 SAT data (the most recently available) for critical reading and mathematics scores. Tables 3-8 are the SAT data for the peer institutions.

USM SAT Percentile Scores Compared to Peer Institutions



Peers for Bowie State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Bowie State University	MD	380	460	400	480
California State University-Bakersfield	CA	NA	NA	NA	NA
Humboldt State University	CA	430	540	440	550
Fitchburg State University	MA	450	540	440	550
New Jersey City University	NJ	390	510	370	480
William Paterson University of New Jersey	NJ	450	540	440	540
State University of New York at New Paltz	NY	510	600	500	600
North Carolina Central University	NC	410	470	400	470
Winston-Salem State University	NC	400	470	400	470
East Stroudsburg University of Pennsylvania	PA	420	520	420	520
Virginia State University	VA	360	450	370	450
Peer Average		424.4	515.6	420.0	514.4
Point Difference between USM Inst. and Peer Average		-44.4	-55.6	-20.0	-34.4
Percent Difference between USM Inst. and Peer Average		-10.5%	-10.8%	-4.8%	-6.7%

Peers for Coppin State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Coppin State University	MD	380	460	380	450
California State University-Channel Islands	CA	NA	NA	NA	NA
California State University-Monterey Bay	CA	NA	NA	NA	NA
California State University-San Marcos	CA	430	540	430	520
Humboldt State University	CA	430	540	440	550
SUNY College at Geneseo	NY	550	650	540	650
Fayetteville State University	NC	400	470	390	480
University of North Carolina at Pembroke	NC	420	490	420	520
Winston-Salem State University	NC	400	470	400	470
Virginia State University	VA	360	450	370	450
The Evergreen State College	WA	440	560	480	620
Peer Average		428.8	521.3	433.8	532.5
Point Difference between USM Inst. and Peer Average		-48.8	-61.3	-53.8	-82.5
Percent Difference between USM Inst. and Peer Average		-11.4%	-11.8%	-12.4%	-15.5%

Peers for Frostburg State University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Frostburg State University	MD	430	540	430	530
California State University-Northridge	CA	400	520	400	510
Sonoma State University	CA	440	540	440	540
Bridgewater State University	MA	450	540	440	550
Fitchburg State University	MA	450	540	440	550
University of Massachusetts-Dartmouth	MA	460	570	450	560
Kean University	NJ	420	510	410	500
SUNY Buffalo State	NY	385	490	390	490
SUNY College at Potsdam	NY	NA	NA	NA	NA
Western Carolina University	NC	460	560	450	560
Clarion University of Pennsylvania	PA	420	520	420	52
Peer Average		431.7	532.2	426.7	479.1
Point Difference between USM Inst. and Peer Average		-1.7	7.8	3.3	50.9
Percent Difference between USM Inst. and Peer Average		-0.4%	1.5%	0.8%	10.6%

Peers for Salisbury University					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
Salisbury University	MD	NA	NA	NA	NA
Framingham State University	MA	450	550	440	540
Rowan University	NJ	520	630	500	600
William Paterson University of New Jersey	NJ	450	540	440	540
SUNY Buffalo State	NY	385	490	390	490
SUNY College at Brockport	NY	470	570	450	550
SUNY College at Oswego	NY	510	590	500	590
University of North Carolina Wilmington	NC	570	630	560	630
Western Carolina University	NC	460	560	450	560
West Chester University of Pennsylvania	PA	490	580	480	570
Radford University	VA	NA	NA	NA	NA
Peer Average		478.3	571.1	467.8	563.3
Point Difference between USM Inst. and Peer Average					
Percent Difference between USM Inst. and Peer Average					

Peers for Towson University						
Institution	State	Math 25	Math 75	Reading 25	Reading 75	
Towson University	MD	490	580	490	580	
California State University-Fullerton	CA	470	570	450	550	
University of Massachusetts-Dartmouth	MA	460	570	450	560	
Minnesota State University-Mankato	MN	478	593	408	513	
Montclair State University	NJ	NA	NA	NA	NA	
Appalachian State University	NC	520	620	510	620	
University of North Carolina at Charlotte	NC	520	610	510	590	
University of North Carolina Wilmington	NC	570	630	560	630	
Indiana University of Pennsylvania-Main Campus	PA	420	520	420	530	
West Chester University of Pennsylvania	PA	490	580	480	570	
James Madison University	VA	520	610	510	610	
Western Washington University	WA	490	600	500	620	
Peer Average		493.8	590.3	479.8	579.3	
Point Difference between USM Inst. and Peer Average		-3.8	-10.3	10.2	0.7	
Percent Difference between USM Inst. and Peer Average		-0.8%	-1.7%	2.1%	0.1%	

Peers for University of Baltimore						
Institution	State	Math 25	Math 75	Reading 25	Reading 75	
University of Baltimore	MD	390	500	420	530	
California State University-East Bay	CA	NA	NA	NA	NA	
California State University-Stanislaus	CA	NA	NA	NA	NA	
University of Massachusetts-Dartmouth	MA	460	570	450	560	
New Jersey City University	NJ	390	510	370	480	
Rutgers University-Camden	NJ	450	570	440	550	
CUNY Brooklyn College	NY	520	620	490	580	
CUNY Lehman College	NY	460	540	450	540	
North Carolina Central University	NC	410	470	400	470	
East Stroudsburg University of Pennsylvania	PA	420	520	420	520	
Radford University	VA	NA	NA	NA	NA	
Peer Average		444.3	542.9	431.4	528.6	
Point Difference between USM Inst. and Peer Average		-54.3	-42.9	-11.4	1.4	
Percent Difference between USM Inst. and Peer Average		-12.2%	-7.9%	-2.6%	0.3%	

Peers for University of Maryland-Baltimore County					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland-Baltimore County	MD	570	670	550	650
University of California-Riverside	CA	480	610	460	580
University of California-Santa Cruz	CA	540	660	520	630
University of Massachusetts-Amherst	MA	580	680	550	650
University of Massachusetts-Lowell	MA	550	640	520	620
New Jersey Institute of Technology	NJ	590	680	520	630
SUNY at Albany	NY	500	590	490	580
SUNY at Binghamton	NY	630	710	600	690
North Carolina State University at Raleigh	NC	600	690	570	660
Miami University-Oxford	OH	590	690	540	660
George Mason University	VA	530	630	530	620
Peer Average		559.0	658.0	530.0	632.0
Point Difference between USM Inst. and Peer Average		11.0	12.0	20.0	18.0
Percent Difference between USM Inst. and Peer Average		2.0%	1.8%	3.8%	2.8%

Peers for University of Maryland-College Park					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland-College Park	MD	620	730	590	690
University of California-Berkeley	CA	650	790	620	750
University of California-Los Angeles	CA	590	760	570	710
University of Illinois at Urbana-Champaign	IL	705	790	580	690
University of Michigan-Ann Arbor	MI	670	770	640	730
University of Minnesota-Twin Cities	MN	620	750	560	700
Rutgers University-New Brunswick	NJ	580	700	530	650
University of North Carolina at Chapel Hill	NC	610	720	600	700
Ohio State University-Main Campus	OH	620	740	540	670
Pennsylvania State University-Main Campus	PA	560	670	530	630
University of Washington-Seattle Campus	WA	580	710	540	660
Peer Average		618.5	740.0	571.0	689.0
Point Difference between USM Inst. and Peer Average		1.5	-10.0	19.0	1.0
Percent Difference between USM Inst. and Peer Average		0.2%	-1.4%	3.3%	0.1%

Peers for University of Maryland Eastern Shore					
Institution	State	Math 25	Math 75	Reading 25	Reading 75
University of Maryland Eastern Shore	MD	390	470	400	480
California State University-Bakersfield	CA	NA	NA	NA	NA
New Jersey City University	NJ	390	510	370	480
Rutgers University-Camden	NJ	450	570	440	550
SUNY at Fredonia	NY	450	550	450	570
Fayetteville State University	NC	400	470	390	480
North Carolina A & T State University	NC	430	510	420	500
University of North Carolina at Pembroke	NC	420	490	420	520
Winston-Salem State University	NC	400	470	400	470
Lock Haven University	PA	430	520	420	520
Virginia State University	VA	360	450	370	450
	Peer Average	414.4	504.4	408.9	504.4
	Point Difference between USM Inst. and Peer Average	-24.4	-34.4	-8.9	-24.4
	Percent Difference between USM Inst. and Peer Average	-5.9%	-6.8%	-2.2%	-4.8%



UNIVERSITY SYSTEM
of **MARYLAND**

**RETENTION AND GRADUATION RATES OF FIRST-
TIME FULL-TIME DEGREE-SEEKING
UNDERGRADUATES**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)

Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland Office
March 2018

Background

The purpose of this report is to provide the most recent information available on how well new first-time, full-time freshmen students entering a USM institution in the fall semester are being retained and progressing toward a bachelor's degree. New first-time, full-time students, often referred to as "traditional students," represent the student population most often referenced when higher education enrollment, retention, and graduation data are discussed. While new first-time, full-time new students only comprise a third of the new students matriculating at USM institutions each fiscal year, they have an outsized impact on our System and its institutions because they drive reporting for most federal and state retention and graduation rates, as well as a host of other reputation measures used by the various national ranking systems. For this reason a significant portion of institutional aid is directed towards these students. Further, this population of students also figures heavily in the System's ability to meet many of its strategic plan goals, including degree completion, STEM production, and achievement gap reduction.

The data provided in this report are for freshmen who entered USM institutions in the fall semesters. Second-, third-, and fourth-year retention rates, as well as fourth-, fifth-, and sixth-year graduation rates are presented for the following groups: all USM students, USM African-American students, USM Hispanic students, and USM Pell Grant recipients. A set of tables in the Appendix shows the rates for the USM as a whole and for each institution, with data for each new freshmen cohort presented separately. In addition, a brief discussion of the trends we witnessed this past year with regard to the size and diversity of USM's first-time, full-time new freshmen cohorts, as well as the performance of the most recent cohorts on the traditional higher education measures of second-year retention and six-year graduation rates, is presented below.

This analysis was prepared by combining data collected each fall semester on students who are enrolled at USM institutions with data collected each year on degrees and financial aid awarded. Retention and graduation rates are reported for those students re-enrolling at or graduating from any USM institution, and for USM students re-enrolling at or graduating from their institution of initial entry. This report does not reflect changes to student cohorts from eligible exclusions and student ID changes, and may not align with the official calculations of each campus (as reported to the Department of Education). Unlike the nationally-focused Student Achievement Measure (SAM), the report also does not account for students who may have transferred or graduated from an institution outside the USM. Although UMUC enrolls some students identified as first-time, full-time, this report will focus on the nine USM residential institutions that recruit and competitively admit this cohort each fall.

The information in this report reflects the most recent updates to the fall new freshmen data. It is also part of a series of reports about the undergraduate pipeline including *SAT Percentile Distribution of First-Time Undergraduates* report, the *Transfer Students to the University System of Maryland: Patterns of Enrollment and Success* report and provides context for the USM's Enrollment Projections. For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737 or Laura Walker, alwalker@usmd.edu, 301-445-1966.

Impact on Institutional Enrollment and Degree Production

New first-time, full-time (FTFT) students are the most prominent group of new students on campus. Most of the applications received by a traditional institution are from students seeking admission for the fall semester with the intent to study full-time. The size, diversity, and success rate (i.e., retention and graduation rates) of each cohort of these first-time, full-time students will be highlighted in guidebooks and will partially determine the institution's reputation. Such information will figure into decisions of future students when deciding to apply and/or enroll if admitted.

Institutions that enroll significant numbers of FTFT students depend heavily on generating significant levels of prospective interest (i.e., applications) among just-graduating high school seniors planning to enter higher education in the fall. However, generating more applications does not always yield more students because the quality of the applicant pool ultimately determines the number of admissible students. Further, because fall first-time, full-time admission is competitive, applicants often apply to multiple institutions, and the most sought-after prospective students are often admitted to multiple institutions. Without decreasing the quality of the admitted cohort, an institution's ability to increase or maintain the size of the fall first-time cohort is often determined by student choice.

More recently some institutions have sought to increase access to first-time students by offering students the opportunity to start in the spring semester, after space has become available due to winter graduation and fall attrition. An institution will defer a student's fall application until spring, and students willing to wait a semester will then attend in the spring. However, many will choose another institution where they may enroll in the fall. The University of Maryland, College Park's Freshmen Connection program solves this problem by providing their spring-admitted students an opportunity to connect with the campus during the fall term through a self-supported academic unit that provides first-year credit courses. [Before fall 2017, these students were only reported in spring. However, due to recent changes, the University of Maryland included these students as fall first-time, full-time reflecting the enrollment in fall credit courses.] Freshmen Connection has been successful at increasing the total enrollment at the University of Maryland by effectively increasing the yield of their fall applicant pool.

In summary, the total enrollment at a campus is comprised of both the new student "yield" (i.e., the number of new students who were admitted and chose to enroll) plus the retention of returning students from previous cohorts. Therefore, retention of prior cohorts is essential for maintaining or increasing enrollment and degree completion because an increase from new students in the fall is not always feasible nor the applicant pool available nor the student willing to delay enrollment.

Trends in the Size and Diversity of the USM's Fall First-time, Full-time New Cohort

As the data in Table 1 below show, the size of the entering new first-time, full-time (FTFT) freshmen cohort at each campus varies from year-to-year. As mentioned in the previous section, in Fall 2017, UMCP included the Freshmen Connection new spring students in their fall

first-time, full-time numbers because of the credit course enrollment opportunities pursued by these students in the fall semester. Other than UMCP’s reporting change, Bowie continues to increase its fall FTFT students and UMBC increased for the first time in five years. Frostburg, UMES and UB continue to experience decreases in fall FTFT students. Coppin, Salisbury, and Towson remained steady compared to the enrollment last year.

Table 1
Fall First-time, Full-time New Students
by USM Institution

	2011	2012	2013	2014	2015	2016	2017
Bowie	573	477	625	594	559	958	1,075
Coppin	478	425	353	267	242	383	383
Frostburg	825	813	889	957	931	829	774
Salisbury	1,246	1,230	1,241	1,144	1,186	1,328	1,326
Towson	2,536	2,463	2,747	2,711	2,708	2,750	2,735
UB	155	215	236	226	137	138	107
UMBC	1,416	1,547	1,653	1,616	1,543	1,518	1,759
UMCP	3,989	3,893	4,011	4,128	3,934	4,543	5,178
UMES	748	882	604	756	1,011	698	560
USM	11,966	11,945	12,359	12,399	12,251	13,145	13,897

The aggregate changes also include changes in the demographic diversity occurring within the new FTFT cohort. The most recent 2017 FTFT cohort was approximately 7.1% (or 997 students) Hispanic and continues to increase in size year after year. African-Americans made up 25% (3,656) of the 2017 cohort with fewer than half (49% or 1,688) enrolled at the USM’s Historically Black Institutions (HBIs)—also a multi-year trend. Finally, the number of low-income students continued to increase, as over one quarter (26%) of the 2016 freshmen cohort received a Pell grant. In short, the USM freshmen cohort is more diverse than ever and increasing in the number of low-income students.

Trends in Retention and Graduation Rates

The USM’s overall retention and graduation rates are determined by two interacting factors: 1) the rate at which new FTFT students are retained and graduated by each campus, and 2) the size of the new FTFT cohort at each campus. Both factors play a role in determining the System’s overall success rates and degree production.

Second-Year Retention Rate. The second-year retention rate of USM FTFT (at institution of initial entry) remained strong in 2017 with 84% (11,084) of the fall 2016 cohort returning. Although the overall second-year retention rate remained unchanged, there was a four percent decrease for African-American students, 77% (2,688) and a two percent increase for Pell Grant

recipients to 80% (2,827). However, the second-year retention rate for Hispanic students increased one percent to 87% (818).

Broken down by campus, the USM saw declines in second-year retention at six of the nine campuses: After a dramatic cohort size increase, Bowie's retention rate dropped three points to 71% (682). Frostburg also dropped three points to 73% (605). Salisbury decreased two points to 80% (1,065). Towson dropped a point to 84% (2,323). UB fell by five points to 67% (92). The three campuses that increased or remained flat were: UMCP and UMBC, which maintained very high retention rates of 95% (4,336) and 85% (1,295), respectively, and UMES, whose retention rate improved six percent to 63% (442) but was still nearly 10 percent lower than its high point achieved a few years earlier. As can be seen by these rates and the increases or decreases of students (Table 1), the interaction between volume and success shapes the USM average and explains why the USM average did not change.

Six-Year Graduation Rate. The most recent graduating cohort consisted of 11,966 new first-time, full-time students, who entered a USM institution in fall 2011. It was the smallest cohort since 2004. The six-year graduation rate reported for the 2011 cohort was 66% at the "Institution of Initial Entry," and 70% if the definition was expanded to include graduating "Anywhere within the USM." Both represented historically-high rates.

Similarly, strong graduation rates were reported by subgroups. Although the cohort size decreased by nearly 250 students, the 53% (1,635) graduation rate of African-Americans who graduated "Anywhere within the USM" improved three percent and became USM's historical high point. The rate for Hispanic students who graduated "Anywhere within the USM" set a new historically high mark of 74% (498) for this subgroup. The percentage of Pell Grant students graduating "Anywhere with the USM" also set a new historical high point for this subgroup a 56% (1,795). It is clear that the improvement in graduation rates for these subgroups positively impacted the overall USM graduation rates.

Summary

Fall first-time, full-time new students at USM continue to be an academically strong and well-prepared population group. As indicated in the USM's *SAT Percentile Distribution of First-Time Undergraduates*, the academic profile for this group exceeded Maryland averages at most institutions. In addition, since the *Closing Achievement Gap* initiative began in spring 2008, the preparedness of the students at entry, as well as the institutions' focus on increasing student success, has meant an improvement in the second-year retention rates and the six-year graduation rates for first-time, full-time students. The most recent graduating cohort, fall 2011, reported a Systemwide graduation rate of 70% (8,317) with the retention rates of the subsequent cohorts over 80%. All leading indicators predict sustained rates of success for the fall 2012 cohort and beyond. Thus, the USM is maximizing this pipeline by producing seven graduates for every ten that enter as new fall first-time, full-time students.

APPENDIX



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (10,761)	82% (8,855)	73% (7,847)	68% (7,347)	35% (3,774)	56% (6,045)	61% (6,578)	3% (282)	85% (9,137)	77% (8,328)	74% (7,950)	36% (3,903)	59% (6,391)	65% (7,047)	5% (497)
2001	100% (11,796)	83% (9,844)	73% (8,571)	68% (7,984)	37% (4,403)	57% (6,702)	61% (7,229)	2% (273)	86% (10,112)	77% (9,083)	73% (8,629)	38% (4,536)	60% (7,062)	65% (7,710)	4% (523)
2002	100% (11,421)	82% (9,403)	72% (8,257)	68% (7,777)	39% (4,401)	58% (6,590)	62% (7,079)	2% (285)	85% (9,705)	77% (8,775)	74% (8,447)	40% (4,564)	61% (6,994)	66% (7,592)	4% (494)
2003	100% (11,518)	82% (9,500)	73% (8,353)	68% (7,877)	39% (4,487)	58% (6,659)	62% (7,143)	2% (279)	85% (9,803)	77% (8,918)	75% (8,581)	40% (4,664)	62% (7,101)	67% (7,702)	4% (471)
2004	100% (11,736)	82% (9,622)	72% (8,475)	68% (7,941)	39% (4,553)	57% (6,742)	62% (7,254)	3% (312)	85% (9,938)	77% (9,059)	74% (8,681)	40% (4,753)	61% (7,194)	67% (7,821)	5% (569)
2005	100% (12,379)	81% (9,971)	70% (8,632)	65% (8,083)	39% (4,841)	56% (6,922)	60% (7,376)	3% (380)	83% (10,299)	74% (9,213)	71% (8,797)	41% (5,032)	59% (7,347)	64% (7,925)	5% (633)
2006	100% (12,479)	81% (10,076)	71% (8,827)	67% (8,374)	37% (4,661)	56% (6,942)	61% (7,557)	3% (323)	83% (10,365)	75% (9,368)	72% (9,012)	39% (4,849)	59% (7,328)	65% (8,074)	4% (551)
2007	100% (12,893)	82% (10,602)	72% (9,265)	68% (8,767)	39% (5,053)	58% (7,426)	62% (7,999)	3% (337)	84% (10,879)	76% (9,786)	73% (9,400)	40% (5,218)	61% (7,819)	66% (8,508)	4% (572)
2008	100% (12,945)	82% (10,615)	72% (9,381)	69% (8,890)	39% (5,038)	58% (7,519)	62% (8,075)	2% (314)	84% (10,884)	76% (9,894)	74% (9,517)	40% (5,199)	61% (7,912)	66% (8,606)	4% (541)
2009	100% (12,643)	83% (10,514)	74% (9,412)	70% (8,886)	41% (5,240)	61% (7,657)	65% (8,189)	2% (299)	85% (10,767)	78% (9,891)	75% (9,501)	43% (5,408)	64% (8,035)	69% (8,714)	4% (501)
2010	100% (12,331)	83% (10,260)	74% (9,102)	70% (8,590)	42% (5,127)	60% (7,387)	64% (7,921)	2% (266)	85% (10,492)	77% (9,545)	75% (9,191)	43% (5,265)	63% (7,730)	68% (8,393)	4% (464)
2011	100% (11,966)	84% (10,041)	75% (8,989)	71% (8,524)	43% (5,164)	62% (7,449)	66% (7,892)	2% (220)	85% (10,216)	79% (9,399)	76% (9,054)	44% (5,281)	65% (7,772)	70% (8,317)	4% (436)
2012	100% (11,945)	84% (10,017)	75% (9,015)	71% (8,493)	45% (5,372)	63% (7,474)			86% (10,220)	79% (9,422)	76% (9,047)	46% (5,511)	65% (7,817)		
2013	100% (12,359)	85% (10,538)	76% (9,412)	72% (8,909)	45% (5,580)				87% (10,724)	80% (9,872)	77% (9,499)	46% (5,734)			
2014	100% (12,399)	84% (10,422)	75% (9,355)	72% (8,885)	1% (131)				86% (10,640)	79% (9,826)	77% (9,489)	1% (133)			
2015	100% (12,251)	84% (10,263)	75% (9,225)		0% (3)				86% (10,477)	79% (9,678)		0% (3)			
2016	100% (13,145)	84% (11,084)							86% (11,279)						
2017	100% (13,897)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
University System of Maryland
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
- Race/Ethnicity: Black
2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (2,377)	76% (1,813)	63% (1,502)	56% (1,338)	19% (446)	37% (877)	43% (1,030)	4% (98)	79% (1,874)	68% (1,611)	62% (1,472)	19% (461)	39% (935)	47% (1,113)	8% (181)
2001	100% (2,968)	76% (2,284)	61% (1,828)	53% (1,588)	21% (620)	36% (1,088)	42% (1,244)	4% (126)	78% (2,344)	66% (1,976)	59% (1,775)	22% (649)	39% (1,176)	45% (1,357)	8% (231)
2002	100% (2,747)	75% (2,063)	61% (1,682)	54% (1,490)	21% (570)	37% (1,027)	42% (1,163)	4% (106)	77% (2,113)	66% (1,808)	60% (1,660)	21% (585)	40% (1,093)	46% (1,260)	6% (175)
2003	100% (3,106)	75% (2,343)	62% (1,927)	54% (1,679)	20% (628)	37% (1,139)	42% (1,295)	4% (129)	78% (2,412)	67% (2,068)	60% (1,869)	21% (643)	39% (1,213)	45% (1,406)	7% (210)
2004	100% (2,933)	74% (2,171)	60% (1,750)	53% (1,548)	19% (558)	34% (1,003)	40% (1,183)	5% (146)	76% (2,221)	64% (1,890)	59% (1,723)	20% (583)	37% (1,071)	44% (1,287)	8% (235)
2005	100% (3,612)	74% (2,656)	57% (2,064)	51% (1,825)	20% (726)	36% (1,301)	41% (1,469)	5% (191)	75% (2,720)	61% (2,220)	56% (2,028)	21% (751)	38% (1,378)	44% (1,588)	8% (293)
2006	100% (3,619)	74% (2,682)	60% (2,164)	55% (1,974)	19% (678)	36% (1,320)	43% (1,549)	4% (146)	76% (2,748)	65% (2,340)	60% (2,173)	19% (696)	39% (1,400)	46% (1,671)	7% (237)
2007	100% (3,406)	75% (2,551)	60% (2,057)	55% (1,870)	19% (646)	37% (1,268)	43% (1,476)	4% (151)	77% (2,626)	65% (2,220)	61% (2,066)	20% (670)	40% (1,349)	47% (1,601)	7% (253)
2008	100% (3,567)	75% (2,661)	60% (2,153)	55% (1,974)	20% (708)	38% (1,354)	43% (1,551)	4% (136)	77% (2,743)	65% (2,316)	61% (2,170)	20% (725)	40% (1,433)	47% (1,685)	7% (234)
2009	100% (3,337)	74% (2,470)	62% (2,066)	56% (1,879)	19% (646)	38% (1,277)	45% (1,492)	4% (143)	76% (2,533)	66% (2,208)	62% (2,058)	20% (671)	41% (1,355)	49% (1,623)	7% (219)
2010	100% (3,231)	77% (2,476)	63% (2,022)	57% (1,831)	20% (654)	39% (1,261)	46% (1,472)	4% (132)	79% (2,551)	67% (2,173)	63% (2,021)	21% (661)	42% (1,345)	49% (1,599)	7% (215)
2011	100% (2,975)	78% (2,321)	66% (1,972)	62% (1,840)	24% (717)	45% (1,330)	50% (1,477)	3% (91)	80% (2,367)	70% (2,091)	67% (1,994)	25% (738)	47% (1,400)	53% (1,584)	6% (173)
2012	100% (2,860)	77% (2,204)	67% (1,903)	61% (1,738)	25% (724)	44% (1,272)			79% (2,265)	71% (2,029)	67% (1,905)	26% (790)	47% (1,357)		
2013	100% (2,937)	81% (2,381)	68% (1,991)	63% (1,848)	28% (819)				83% (2,433)	73% (2,133)	69% (2,015)	28% (832)			
2014	100% (3,019)	80% (2,414)	68% (2,059)	64% (1,918)	0% (9)				82% (2,484)	73% (2,208)	69% (2,093)	0% (9)			
2015	100% (3,235)	76% (2,443)	64% (2,063)		0% (2)				78% (2,521)	69% (2,230)		0% (2)			
2016	100% (3,490)	77% (2,688)							79% (2,762)						
2017	100% (3,656)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
University System of Maryland
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
Race/Ethnicity : Hispanic
2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year	7th Year	2nd Year	Year	4th Year	4-Year	5-Year	6-Year	7th Year
2000	100% (303)	85% (258)	76% (229)	72% (217)	33% (99)	59% (179)	66% (199)	2% (5)	86% (262)	79% (238)	75% (228)	33% (99)	60% (182)	68% (205)	5% (15)
2001	100% (338)	84% (285)	73% (248)	71% (239)	29% (99)	58% (197)	64% (216)	1% (5)	85% (288)	77% (259)	75% (252)	30% (100)	60% (204)	67% (227)	3% (11)
2002	100% (331)	85% (282)	76% (250)	73% (242)	37% (124)	60% (200)	67% (222)	3% (9)	87% (288)	79% (261)	78% (258)	39% (128)	63% (210)	71% (235)	4% (13)
2003	100% (388)	86% (333)	75% (290)	70% (273)	37% (144)	57% (222)	63% (245)	2% (8)	88% (342)	80% (310)	76% (294)	39% (151)	61% (237)	68% (262)	5% (20)
2004	100% (357)	85% (303)	77% (274)	74% (265)	39% (138)	61% (217)	65% (233)	4% (13)	88% (314)	81% (288)	79% (281)	39% (141)	63% (226)	68% (244)	6% (23)
2005	100% (421)	79% (333)	70% (294)	65% (273)	36% (150)	56% (235)	60% (251)	2% (8)	80% (337)	73% (307)	69% (291)	37% (155)	58% (243)	62% (260)	4% (18)
2006	100% (478)	82% (393)	72% (343)	70% (334)	39% (188)	59% (280)	63% (299)	2% (11)	84% (400)	75% (359)	74% (356)	41% (194)	61% (292)	66% (314)	4% (21)
2007	100% (468)	83% (398)	75% (351)	73% (341)	41% (191)	61% (286)	66% (309)	3% (16)	87% (406)	79% (368)	77% (362)	42% (198)	64% (301)	70% (329)	5% (23)
2008	100% (515)	82% (421)	73% (378)	70% (362)	37% (191)	60% (307)	63% (326)	2% (11)	84% (431)	77% (398)	75% (385)	38% (197)	63% (322)	67% (344)	5% (25)
2009	100% (521)	86% (447)	76% (398)	73% (382)	38% (199)	62% (325)	66% (346)	2% (10)	88% (457)	80% (415)	79% (412)	39% (203)	65% (341)	71% (371)	4% (20)
2010	100% (616)	85% (525)	75% (463)	74% (453)	42% (257)	64% (397)	69% (423)	3% (16)	86% (532)	78% (479)	77% (477)	42% (261)	66% (407)	71% (439)	4% (24)
2011	100% (672)	88% (588)	78% (525)	76% (514)	43% (286)	67% (448)	72% (483)	3% (17)	88% (593)	80% (537)	79% (532)	43% (288)	67% (453)	74% (498)	5% (31)
2012	100% (708)	84% (597)	76% (537)	72% (507)	45% (318)	64% (455)			85% (604)	78% (553)	76% (538)	46% (326)	67% (473)		
2013	100% (797)	85% (676)	76% (607)	72% (570)	42% (331)				86% (686)	79% (630)	75% (599)	43% (339)			
2014	100% (806)	84% (676)	75% (608)	70% (568)	1% (7)				85% (684)	79% (635)	75% (606)	1% (7)			
2015	100% (838)	86% (719)	78% (656)						87% (733)	81% (682)					
2016	100% (940)	87% (818)							88% (828)						
2017	100% (997)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
 University System of Maryland
 Retention and Graduation Rates
 First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
 - Pell-Grant Recipients
 2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2003	100% (2,019)	80% (1,625)	69% (1,385)	62% (1,246)	25% (509)	45% (908)	51% (1,027)	4% (83)	83% (1,670)	73% (1,480)	68% (1,371)	27% (536)	48% (974)	56% (1,121)	6% (120)
2004	100% (2,305)	77% (1,770)	65% (1,487)	57% (1,315)	22% (509)	40% (922)	46% (1,069)	5% (121)	80% (1,846)	70% (1,620)	64% (1,476)	23% (541)	44% (1,012)	52% (1,189)	8% (175)
2005	100% (2,451)	76% (1,870)	60% (1,474)	53% (1,311)	23% (560)	39% (958)	43% (1,061)	5% (114)	79% (1,944)	65% (1,605)	60% (1,464)	24% (594)	42% (1,032)	48% (1,167)	7% (177)
2006	100% (2,581)	76% (1,973)	63% (1,627)	58% (1,491)	23% (587)	42% (1,072)	47% (1,225)	4% (104)	79% (2,042)	69% (1,774)	64% (1,656)	24% (617)	45% (1,154)	52% (1,344)	6% (160)
2007	100% (2,701)	78% (2,099)	63% (1,711)	57% (1,550)	22% (595)	41% (1,103)	47% (1,268)	4% (113)	81% (2,179)	69% (1,856)	64% (1,716)	23% (629)	44% (1,185)	51% (1,385)	7% (184)
2008	100% (2,733)	78% (2,125)	64% (1,753)	58% (1,598)	24% (643)	42% (1,143)	47% (1,293)	4% (100)	80% (2,192)	69% (1,888)	64% (1,750)	25% (670)	44% (1,215)	51% (1,406)	7% (178)
2009	100% (2,993)	79% (2,354)	67% (2,006)	60% (1,804)	25% (737)	45% (1,348)	51% (1,512)	3% (103)	81% (2,422)	72% (2,142)	66% (1,976)	26% (770)	48% (1,442)	55% (1,648)	5% (156)
2010	100% (3,370)	79% (2,678)	67% (2,270)	61% (2,061)	27% (896)	46% (1,560)	52% (1,744)	3% (104)	82% (2,750)	71% (2,400)	66% (2,236)	27% (923)	49% (1,641)	55% (1,869)	5% (179)
2011	100% (3,183)	78% (2,495)	68% (2,159)	63% (2,011)	28% (891)	48% (1,539)	53% (1,685)	3% (93)	80% (2,549)	72% (2,278)	68% (2,155)	29% (912)	51% (1,618)	56% (1,795)	5% (161)
2012	100% (3,100)	79% (2,448)	69% (2,134)	63% (1,968)	31% (946)	50% (1,554)			81% (2,519)	73% (2,268)	69% (2,129)	31% (972)	53% (1,644)		
2013	100% (3,141)	82% (2,585)	70% (2,192)	65% (2,050)	31% (981)				84% (2,642)	75% (2,342)	71% (2,222)	32% (1,008)			
2014	100% (3,279)	80% (2,612)	69% (2,249)	63% (2,080)	1% (19)				82% (2,692)	74% (2,421)	70% (2,283)	1% (19)			
2015	100% (3,401)	78% (2,644)	68% (2,304)		0% (2)				80% (2,729)	73% (2,474)		0% (2)			
2016	100% (3,538)	80% (2,827)							82% (2,892)						

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Bowie State University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year	7th Year	2nd Year	Year	4th Year	4-Year	5-Year	6-Year	7th Year
2000	100% (361)	73% (264)	62% (223)	52% (188)	12% (45)	29% (104)	36% (130)	7% (27)	76% (273)	66% (237)	56% (203)	12% (45)	30% (108)	39% (140)	11% (39)
2001	100% (594)	75% (444)	58% (346)	52% (311)	15% (89)	29% (174)	37% (217)	7% (43)	77% (456)	63% (375)	58% (343)	15% (91)	31% (186)	40% (235)	11% (66)
2002	100% (566)	70% (396)	60% (338)	55% (310)	18% (101)	36% (202)	41% (233)	6% (35)	72% (410)	64% (362)	60% (342)	19% (105)	38% (213)	44% (249)	8% (48)
2003	100% (762)	73% (555)	60% (459)	51% (386)	13% (98)	32% (245)	39% (299)	4% (33)	75% (572)	65% (496)	56% (429)	14% (104)	34% (261)	42% (322)	7% (50)
2004	100% (627)	77% (480)	60% (375)	53% (332)	15% (92)	31% (192)	38% (236)	8% (53)	78% (490)	65% (406)	58% (362)	15% (94)	32% (202)	40% (253)	11% (72)
2005	100% (923)	71% (658)	56% (513)	45% (412)	22% (203)	35% (327)	41% (374)	8% (76)	73% (677)	60% (557)	50% (466)	23% (210)	37% (346)	43% (400)	11% (104)
2006	100% (765)	71% (541)	54% (413)	49% (377)	11% (83)	27% (209)	35% (266)	7% (50)	72% (552)	58% (441)	53% (405)	11% (87)	29% (220)	37% (282)	8% (65)
2007	100% (820)	69% (569)	57% (465)	48% (392)	13% (106)	27% (222)	35% (289)	7% (55)	72% (593)	61% (504)	53% (434)	14% (113)	29% (241)	38% (312)	9% (76)
2008	100% (664)	69% (461)	54% (357)	47% (315)	8% (52)	26% (175)	33% (217)	6% (42)	72% (480)	59% (391)	53% (353)	8% (56)	29% (192)	37% (245)	10% (65)
2009	100% (635)	71% (450)	59% (374)	53% (338)	11% (71)	31% (194)	41% (262)	7% (43)	72% (460)	62% (396)	59% (373)	12% (75)	32% (204)	44% (281)	9% (58)
2010	100% (608)	75% (454)	57% (348)	49% (299)	12% (73)	27% (167)	37% (226)	6% (39)	78% (472)	62% (379)	56% (338)	13% (79)	30% (180)	41% (247)	10% (58)
2011	100% (573)	71% (405)	57% (326)	53% (302)	15% (88)	34% (196)	39% (225)	3% (20)	71% (408)	60% (346)	57% (327)	15% (88)	36% (205)	42% (240)	8% (44)
2012	100% (477)	70% (335)	61% (290)	54% (258)	15% (72)	35% (168)			73% (350)	65% (309)	61% (289)	16% (74)	38% (179)		
2013	100% (625)	74% (463)	58% (362)	55% (346)	16% (100)				76% (473)	63% (394)	60% (374)	16% (101)			
2014	100% (594)	71% (420)	58% (345)	53% (316)	0% (1)				73% (436)	64% (378)	61% (360)	0% (1)			
2015	100% (559)	75% (420)	59% (329)						77% (430)	62% (348)					
2016	100% (958)	71% (682)							73% (698)						
2017	100% (1,075)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Coppin State University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (417)	71% (296)	50% (208)	40% (166)	5% (21)	12% (52)	19% (78)	7% (31)	73% (305)	53% (222)	43% (179)	5% (22)	14% (58)	21% (86)	10% (41)
2001	100% (540)	70% (376)	46% (248)	38% (204)	6% (33)	14% (76)	18% (99)	6% (34)	71% (386)	49% (263)	41% (223)	7% (37)	16% (88)	21% (113)	9% (46)
2002	100% (578)	69% (398)	48% (280)	37% (216)	5% (29)	13% (76)	16% (91)	6% (37)	69% (400)	50% (289)	40% (231)	5% (30)	14% (81)	17% (98)	9% (53)
2003	100% (571)	65% (373)	49% (279)	36% (207)	5% (27)	11% (60)	14% (78)	9% (49)	67% (380)	52% (295)	39% (225)	5% (27)	12% (68)	16% (92)	11% (62)
2004	100% (588)	63% (372)	43% (253)	35% (205)	4% (21)	10% (58)	15% (88)	9% (51)	64% (377)	46% (273)	38% (226)	4% (23)	11% (62)	17% (99)	11% (64)
2005	100% (661)	63% (415)	39% (259)	32% (213)	4% (24)	12% (78)	15% (96)	7% (47)	65% (430)	42% (279)	36% (238)	4% (28)	13% (88)	17% (111)	9% (62)
2006	100% (494)	60% (295)	42% (209)	34% (170)	5% (24)	12% (58)	16% (79)	7% (37)	62% (304)	45% (220)	38% (186)	5% (24)	13% (64)	18% (91)	10% (48)
2007	100% (555)	58% (321)	37% (205)	32% (176)	3% (18)	9% (48)	13% (71)	8% (43)	59% (329)	40% (221)	34% (188)	4% (21)	10% (53)	14% (79)	10% (55)
2008	100% (570)	62% (354)	42% (242)	35% (202)	4% (24)	12% (67)	16% (94)	5% (29)	62% (355)	44% (252)	38% (214)	4% (24)	12% (71)	18% (101)	7% (38)
2009	100% (541)	61% (330)	44% (240)	35% (189)	5% (29)	14% (78)	18% (97)	7% (38)	62% (338)	46% (251)	38% (206)	5% (29)	15% (80)	19% (104)	9% (47)
2010	100% (511)	64% (328)	40% (204)	31% (160)	6% (29)	14% (69)	17% (89)	5% (26)	66% (336)	43% (220)	35% (179)	6% (31)	15% (77)	20% (102)	7% (34)
2011	100% (478)	64% (307)	46% (218)	37% (179)	9% (43)	18% (86)	21% (102)	5% (24)	66% (314)	49% (233)	40% (193)	9% (45)	19% (92)	23% (110)	8% (38)
2012	100% (425)	60% (254)	41% (174)	34% (144)	9% (38)	16% (67)			60% (257)	43% (184)	37% (159)	9% (39)	17% (72)		
2013	100% (353)	68% (241)	45% (159)	38% (135)	12% (41)				69% (244)	49% (173)	43% (153)	12% (41)			
2014	100% (267)	69% (185)	48% (127)	42% (113)					71% (190)	51% (137)	46% (122)				
2015	100% (242)	61% (148)	43% (105)						63% (152)	47% (114)					
2016	100% (383)	64% (244)							66% (251)						
2017	100% (383)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Frostburg State University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year	7th Year	2nd Year	Year	4th Year	4-Year	5-Year	6-Year	7th Year
2000	100% (1,028)	70% (719)	58% (600)	55% (563)	19% (200)	42% (435)	47% (484)	2% (19)	75% (772)	66% (683)	65% (669)	21% (220)	48% (492)	55% (561)	6% (57)
2001	100% (923)	76% (700)	63% (578)	57% (527)	22% (204)	46% (429)	51% (473)	1% (7)	79% (728)	70% (649)	67% (616)	23% (213)	52% (478)	59% (542)	4% (33)
2002	100% (999)	70% (702)	59% (589)	54% (538)	22% (220)	43% (425)	48% (476)	2% (19)	75% (750)	67% (672)	65% (648)	24% (242)	49% (493)	57% (566)	5% (45)
2003	100% (988)	74% (729)	61% (604)	56% (558)	22% (216)	45% (443)	49% (486)	2% (17)	79% (778)	71% (697)	67% (665)	24% (235)	53% (523)	60% (591)	3% (34)
2004	100% (955)	70% (673)	58% (558)	54% (518)	22% (207)	43% (408)	48% (455)	2% (22)	75% (718)	67% (639)	64% (609)	24% (227)	50% (473)	56% (534)	6% (54)
2005	100% (928)	72% (666)	57% (526)	54% (502)	20% (181)	41% (379)	45% (422)	2% (19)	75% (697)	63% (582)	63% (584)	21% (196)	45% (422)	52% (484)	6% (56)
2006	100% (1,011)	68% (683)	56% (571)	52% (530)	17% (175)	39% (397)	44% (445)	2% (23)	72% (730)	64% (647)	62% (625)	19% (196)	45% (450)	52% (527)	6% (58)
2007	100% (1,057)	74% (785)	60% (635)	55% (577)	22% (233)	41% (433)	47% (492)	2% (19)	78% (822)	68% (721)	65% (683)	24% (249)	47% (496)	56% (591)	5% (57)
2008	100% (1,030)	72% (741)	59% (606)	54% (561)	20% (201)	44% (449)	49% (502)	1% (12)	75% (770)	65% (669)	62% (642)	21% (217)	48% (497)	55% (568)	6% (58)
2009	100% (1,028)	74% (761)	62% (636)	57% (587)	21% (217)	46% (474)	51% (528)	2% (22)	78% (801)	70% (715)	68% (695)	23% (241)	53% (541)	61% (624)	4% (45)
2010	100% (1,028)	71% (728)	60% (614)	54% (554)	22% (223)	43% (438)	47% (484)	2% (18)	73% (752)	66% (680)	63% (650)	23% (236)	48% (497)	55% (564)	5% (51)
2011	100% (825)	72% (595)	60% (497)	57% (468)	26% (212)	45% (368)	49% (405)	2% (17)	75% (618)	67% (553)	66% (543)	27% (226)	50% (409)	56% (466)	5% (38)
2012	100% (813)	77% (624)	66% (533)	59% (483)	27% (223)	47% (386)			79% (646)	72% (584)	67% (542)	29% (236)	52% (421)		
2013	100% (889)	75% (665)	60% (536)	56% (502)	25% (222)				78% (690)	68% (602)	66% (585)	27% (238)			
2014	100% (957)	76% (725)	62% (598)	58% (556)	1% (5)				78% (750)	70% (667)	67% (640)	1% (5)			
2015	100% (931)	76% (703)	60% (554)						78% (729)	68% (634)					
2016	100% (829)	73% (605)							76% (631)						
2017	100% (774)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Salisbury University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (940)	83% (778)	75% (707)	71% (668)	51% (481)	66% (623)	69% (648)	1% (7)	86% (807)	81% (766)	79% (742)	54% (507)	71% (671)	75% (707)	2% (23)
2001	100% (945)	81% (769)	73% (688)	71% (669)	45% (428)	65% (610)	68% (639)	1% (7)	85% (803)	79% (744)	77% (731)	47% (447)	69% (655)	74% (698)	3% (24)
2002	100% (908)	80% (727)	73% (664)	71% (641)	45% (412)	64% (580)	68% (613)	1% (10)	84% (761)	79% (718)	78% (705)	47% (430)	68% (621)	74% (669)	3% (25)
2003	100% (947)	81% (769)	72% (681)	69% (656)	46% (431)	62% (591)	66% (621)	2% (15)	84% (798)	78% (743)	78% (736)	48% (455)	68% (645)	73% (688)	3% (26)
2004	100% (982)	83% (815)	75% (734)	71% (694)	46% (455)	66% (644)	69% (680)	1% (8)	87% (856)	81% (796)	79% (774)	49% (480)	71% (701)	76% (747)	2% (20)
2005	100% (956)	81% (772)	72% (690)	69% (655)	46% (435)	62% (591)	65% (624)	1% (11)	84% (807)	78% (748)	75% (719)	48% (462)	67% (636)	71% (679)	3% (33)
2006	100% (1,028)	80% (827)	73% (755)	70% (720)	48% (495)	64% (653)	67% (690)	1% (12)	83% (858)	78% (799)	76% (781)	50% (518)	68% (701)	73% (747)	3% (26)
2007	100% (1,143)	82% (941)	73% (830)	68% (782)	46% (529)	63% (723)	66% (757)	2% (19)	85% (973)	78% (894)	76% (867)	49% (556)	69% (784)	72% (825)	4% (41)
2008	100% (1,199)	80% (955)	72% (869)	69% (824)	44% (529)	63% (754)	65% (785)	1% (10)	83% (995)	78% (938)	76% (913)	46% (548)	68% (813)	72% (867)	3% (37)
2009	100% (1,275)	80% (1,023)	73% (926)	69% (876)	45% (574)	64% (817)	66% (847)	0% (6)	84% (1,070)	79% (1,013)	78% (990)	47% (601)	70% (888)	74% (948)	3% (32)
2010	100% (1,250)	82% (1,028)	74% (925)	71% (888)	47% (589)	65% (815)	68% (847)	1% (12)	85% (1,066)	80% (995)	78% (979)	49% (616)	70% (876)	74% (927)	3% (35)
2011	100% (1,246)	83% (1,037)	75% (933)	71% (890)	48% (600)	67% (839)	70% (871)	0% (6)	85% (1,063)	80% (998)	78% (973)	50% (623)	72% (899)	76% (945)	2% (25)
2012	100% (1,230)	79% (976)	72% (891)	68% (834)	48% (591)	63% (778)			82% (1,010)	77% (950)	74% (911)	50% (610)	67% (827)		
2013	100% (1,241)	81% (1,004)	73% (903)	70% (863)	50% (617)				83% (1,034)	78% (968)	77% (955)	52% (642)			
2014	100% (1,144)	79% (905)	71% (814)	67% (763)	1% (16)				81% (930)	75% (863)	73% (832)	1% (17)			
2015	100% (1,186)	82% (976)	73% (869)						84% (1,002)	77% (919)					
2016	100% (1,328)	80% (1,065)							82% (1,092)						
2017	100% (1,326)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
Towson University
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester
2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (1,981)	82% (1,626)	75% (1,489)	70% (1,378)	31% (606)	54% (1,078)	61% (1,203)	3% (54)	85% (1,676)	79% (1,562)	74% (1,464)	32% (630)	58% (1,141)	65% (1,279)	4% (71)
2001	100% (1,910)	86% (1,638)	76% (1,443)	72% (1,370)	34% (647)	59% (1,119)	64% (1,217)	3% (52)	88% (1,688)	80% (1,526)	77% (1,468)	35% (676)	62% (1,180)	68% (1,293)	4% (77)
2002	100% (2,198)	84% (1,842)	75% (1,649)	72% (1,575)	36% (797)	60% (1,318)	65% (1,427)	3% (62)	87% (1,905)	79% (1,745)	77% (1,695)	38% (839)	64% (1,414)	70% (1,539)	4% (84)
2003	100% (1,755)	84% (1,482)	79% (1,395)	76% (1,336)	42% (742)	66% (1,164)	71% (1,245)	2% (35)	87% (1,535)	83% (1,460)	81% (1,414)	44% (778)	70% (1,224)	75% (1,317)	3% (46)
2004	100% (2,077)	82% (1,705)	76% (1,575)	72% (1,502)	37% (766)	60% (1,253)	66% (1,378)	3% (52)	86% (1,793)	81% (1,687)	79% (1,638)	39% (818)	65% (1,355)	72% (1,499)	4% (76)
2005	100% (2,315)	79% (1,834)	73% (1,680)	68% (1,583)	37% (858)	58% (1,337)	62% (1,441)	4% (87)	84% (1,937)	78% (1,812)	75% (1,734)	40% (917)	62% (1,444)	68% (1,572)	5% (114)
2006	100% (2,690)	81% (2,176)	73% (1,977)	69% (1,866)	35% (952)	58% (1,562)	64% (1,725)	2% (62)	84% (2,266)	78% (2,110)	75% (2,023)	38% (1,019)	62% (1,674)	69% (1,865)	4% (95)
2007	100% (2,652)	81% (2,145)	73% (1,923)	69% (1,837)	37% (994)	58% (1,550)	64% (1,688)	3% (67)	84% (2,219)	77% (2,029)	73% (1,947)	39% (1,042)	62% (1,641)	67% (1,789)	4% (93)
2008	100% (2,824)	83% (2,344)	76% (2,147)	73% (2,055)	40% (1,126)	62% (1,753)	67% (1,879)	3% (77)	85% (2,407)	79% (2,234)	77% (2,164)	41% (1,164)	65% (1,837)	70% (1,967)	3% (96)
2009	100% (2,397)	84% (2,015)	77% (1,853)	74% (1,764)	42% (1,001)	64% (1,546)	69% (1,649)	2% (54)	87% (2,078)	81% (1,952)	78% (1,871)	44% (1,046)	68% (1,627)	73% (1,749)	3% (82)
2010	100% (2,427)	84% (2,028)	77% (1,860)	73% (1,765)	43% (1,034)	63% (1,540)	68% (1,647)	2% (51)	86% (2,091)	80% (1,945)	77% (1,879)	44% (1,071)	66% (1,611)	72% (1,737)	3% (78)
2011	100% (2,536)	85% (2,157)	79% (1,997)	75% (1,905)	43% (1,098)	66% (1,683)	70% (1,783)	2% (45)	87% (2,210)	82% (2,086)	79% (2,013)	45% (1,135)	70% (1,769)	74% (1,882)	3% (75)
2012	100% (2,463)	86% (2,107)	77% (1,906)	74% (1,829)	44% (1,096)	67% (1,641)			88% (2,159)	82% (2,008)	79% (1,952)	46% (1,139)	70% (1,731)		
2013	100% (2,747)	83% (2,289)	76% (2,087)	72% (1,986)	43% (1,194)				85% (2,345)	80% (2,193)	77% (2,112)	45% (1,246)			
2014	100% (2,711)	84% (2,272)	77% (2,097)	75% (2,027)	1% (21)				86% (2,318)	81% (2,195)	79% (2,153)	1% (22)			
2015	100% (2,708)	85% (2,291)	79% (2,133)						87% (2,343)	82% (2,226)					
2016	100% (2,750)	84% (2,323)							86% (2,378)						
2017	100% (2,735)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
University of Baltimore
Retention and Graduation Rates
First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2004 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2007	100% (143)	68% (97)	55% (78)	49% (70)	18% (26)	31% (45)	36% (51)	5% (7)	72% (103)	65% (93)	62% (89)	19% (27)	38% (54)	44% (63)	9% (13)
2008	100% (163)	82% (133)	63% (103)	56% (92)	15% (24)	35% (57)	43% (70)	11% (18)	83% (136)	71% (115)	63% (103)	17% (28)	39% (64)	48% (78)	13% (22)
2009	100% (174)	76% (133)	53% (93)	47% (81)	8% (14)	22% (38)	32% (55)	9% (15)	80% (139)	60% (105)	55% (95)	9% (16)	26% (45)	38% (66)	11% (20)
2010	100% (155)	77% (120)	54% (83)	54% (83)	12% (18)	27% (42)	34% (53)	8% (12)	79% (122)	58% (90)	58% (90)	12% (18)	29% (45)	36% (56)	11% (17)
2011	100% (155)	72% (112)	54% (84)	48% (74)	8% (13)	26% (41)	32% (50)	3% (4)	74% (114)	57% (89)	52% (80)	8% (13)	27% (42)	34% (53)	8% (12)
2012	100% (215)	67% (143)	55% (118)	48% (104)	14% (31)	31% (66)			70% (151)	59% (127)	56% (121)	15% (33)	34% (74)		
2013	100% (236)	79% (186)	62% (147)	53% (124)	15% (35)				81% (191)	69% (162)	59% (139)	17% (39)			
2014	100% (226)	71% (160)	54% (123)	47% (107)	1% (2)				75% (169)	62% (139)	57% (129)	1% (2)			
2015	100% (137)	72% (99)	56% (77)						77% (105)	63% (86)					
2016	100% (138)	67% (92)							69% (95)						
2017	100% (107)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
 University of Maryland, Baltimore County
 Retention and Graduation Rates
 First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere In the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (1,307)	82% (1,068)	69% (896)	64% (831)	27% (356)	47% (620)	54% (704)	4% (49)	87% (1,142)	77% (1,009)	74% (967)	30% (391)	54% (712)	63% (821)	6% (80)
2001	100% (1,333)	82% (1,098)	72% (958)	66% (884)	32% (425)	51% (681)	57% (758)	4% (50)	87% (1,164)	78% (1,045)	75% (997)	34% (455)	57% (755)	64% (855)	6% (84)
2002	100% (1,356)	82% (1,109)	71% (961)	65% (877)	28% (385)	49% (661)	56% (757)	4% (57)	88% (1,197)	79% (1,077)	76% (1,028)	32% (430)	56% (761)	65% (878)	8% (104)
2003	100% (1,489)	82% (1,222)	71% (1,055)	67% (992)	32% (474)	51% (754)	57% (850)	4% (53)	88% (1,316)	80% (1,198)	78% (1,161)	35% (520)	59% (876)	67% (999)	6% (88)
2004	100% (1,403)	81% (1,139)	69% (968)	64% (898)	31% (438)	50% (708)	55% (774)	3% (49)	87% (1,221)	79% (1,102)	76% (1,070)	35% (492)	59% (832)	66% (920)	6% (91)
2005	100% (1,415)	82% (1,161)	68% (963)	63% (888)	30% (426)	48% (682)	53% (753)	5% (65)	88% (1,241)	78% (1,103)	74% (1,054)	34% (470)	57% (804)	64% (902)	8% (108)
2006	100% (1,419)	84% (1,198)	72% (1,023)	67% (953)	33% (470)	52% (732)	58% (829)	4% (56)	89% (1,257)	79% (1,128)	76% (1,076)	37% (523)	58% (826)	67% (944)	6% (92)
2007	100% (1,424)	87% (1,236)	75% (1,065)	70% (995)	33% (464)	56% (795)	61% (875)	4% (55)	90% (1,283)	80% (1,141)	76% (1,089)	35% (493)	61% (863)	67% (959)	6% (90)
2008	100% (1,557)	84% (1,303)	71% (1,105)	67% (1,046)	30% (469)	52% (803)	58% (899)	4% (59)	87% (1,357)	78% (1,211)	76% (1,176)	33% (519)	58% (901)	66% (1,020)	6% (99)
2009	100% (1,524)	83% (1,271)	72% (1,102)	68% (1,040)	33% (504)	52% (800)	59% (899)	3% (53)	87% (1,319)	78% (1,185)	74% (1,135)	35% (541)	57% (875)	65% (998)	6% (98)
2010	100% (1,485)	84% (1,240)	74% (1,098)	69% (1,018)	32% (469)	53% (788)	60% (889)	4% (52)	86% (1,277)	79% (1,173)	76% (1,127)	34% (499)	58% (856)	66% (981)	5% (80)
2011	100% (1,416)	84% (1,192)	72% (1,022)	67% (948)	34% (481)	54% (759)	59% (838)	4% (51)	86% (1,222)	78% (1,100)	74% (1,048)	36% (504)	58% (827)	65% (920)	6% (84)
2012	100% (1,547)	85% (1,320)	75% (1,157)	70% (1,077)	38% (587)	57% (885)			87% (1,347)	79% (1,216)	75% (1,166)	40% (620)	61% (950)		
2013	100% (1,653)	87% (1,432)	75% (1,247)	71% (1,170)	37% (607)				89% (1,463)	81% (1,339)	78% (1,287)	39% (649)			
2014	100% (1,616)	82% (1,330)	72% (1,163)	68% (1,097)	1% (23)				85% (1,381)	78% (1,266)	76% (1,227)	1% (23)			
2015	100% (1,543)	85% (1,312)	76% (1,166)		0% (2)				87% (1,343)	81% (1,244)		0% (2)			
2016	100% (1,518)	85% (1,295)							87% (1,323)						
2017	100% (1,759)														

Source: USM Institutional Research Information System



2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		7th Year	2nd Year	Year	4th Year	4-Year	5-Year	
2000	100% (3,947)	91% (3,588)	84% (3,306)	81% (3,189)	49% (1,918)	74% (2,902)	78% (3,071)	2% (72)	92% (3,612)	85% (3,372)	83% (3,269)	49% (1,935)	75% (2,946)	80% (3,145)	3% (128)
2001	100% (4,357)	91% (3,972)	84% (3,645)	81% (3,513)	53% (2,318)	74% (3,211)	78% (3,381)	1% (53)	92% (3,994)	85% (3,715)	83% (3,627)	54% (2,340)	75% (3,264)	79% (3,462)	3% (117)
2002	100% (3,896)	92% (3,594)	85% (3,312)	83% (3,226)	58% (2,256)	77% (3,011)	80% (3,134)	1% (48)	93% (3,612)	87% (3,375)	85% (3,307)	58% (2,275)	78% (3,050)	82% (3,187)	2% (91)
2003	100% (4,055)	92% (3,734)	85% (3,427)	83% (3,371)	57% (2,327)	77% (3,126)	80% (3,263)	1% (51)	92% (3,749)	86% (3,502)	86% (3,489)	58% (2,363)	79% (3,187)	82% (3,336)	3% (102)
2004	100% (4,178)	92% (3,843)	85% (3,563)	82% (3,423)	58% (2,407)	77% (3,221)	80% (3,351)	1% (53)	92% (3,863)	87% (3,649)	85% (3,556)	58% (2,438)	79% (3,283)	82% (3,434)	3% (130)
2005	100% (4,198)	91% (3,828)	85% (3,551)	82% (3,437)	61% (2,563)	78% (3,265)	80% (3,372)	1% (45)	92% (3,842)	86% (3,611)	84% (3,523)	61% (2,580)	79% (3,308)	82% (3,427)	2% (98)
2006	100% (3,945)	92% (3,637)	85% (3,368)	84% (3,295)	59% (2,319)	77% (3,043)	81% (3,181)	1% (51)	92% (3,649)	87% (3,418)	85% (3,357)	59% (2,328)	78% (3,068)	82% (3,222)	3% (103)
2007	100% (4,224)	93% (3,938)	86% (3,646)	84% (3,557)	61% (2,566)	80% (3,362)	83% (3,494)	1% (54)	94% (3,955)	88% (3,696)	86% (3,646)	61% (2,592)	81% (3,412)	84% (3,565)	2% (97)
2008	100% (3,900)	93% (3,612)	88% (3,419)	85% (3,317)	62% (2,420)	80% (3,139)	84% (3,259)	1% (37)	93% (3,632)	89% (3,472)	87% (3,384)	63% (2,446)	82% (3,183)	85% (3,312)	2% (63)
2009	100% (4,193)	95% (3,967)	89% (3,742)	86% (3,617)	65% (2,710)	83% (3,472)	85% (3,573)	1% (42)	95% (3,981)	90% (3,782)	88% (3,686)	65% (2,733)	84% (3,511)	86% (3,624)	2% (72)
2010	100% (3,923)	94% (3,694)	88% (3,458)	86% (3,384)	65% (2,547)	82% (3,236)	85% (3,346)	1% (33)	94% (3,707)	89% (3,494)	88% (3,433)	65% (2,560)	83% (3,264)	86% (3,389)	2% (61)
2011	100% (3,989)	93% (3,726)	88% (3,509)	85% (3,391)	62% (2,488)	81% (3,227)	84% (3,341)	1% (39)	94% (3,736)	89% (3,549)	87% (3,456)	63% (2,497)	82% (3,252)	85% (3,386)	2% (88)
2012	100% (3,893)	94% (3,673)	89% (3,470)	86% (3,346)	66% (2,557)	82% (3,183)			95% (3,682)	90% (3,501)	88% (3,411)	66% (2,569)	83% (3,221)		
2013	100% (4,011)	95% (3,823)	91% (3,642)	87% (3,505)	66% (2,638)				95% (3,823)	91% (3,660)	89% (3,559)	66% (2,651)			
2014	100% (4,128)	95% (3,916)	89% (3,672)	86% (3,548)	1% (59)				95% (3,926)	90% (3,708)	87% (3,607)	1% (59)			
2015	100% (3,934)	95% (3,735)	90% (3,556)		0% (1)				95% (3,750)	92% (3,604)		0% (1)			
2016	100% (4,543)	95% (4,336)							96% (4,350)						
2017	100% (5,178)														

Source: USM Institutional Research Information System


UNIVERSITY SYSTEM
of MARYLAND
 University of Maryland, Eastern Shore
Retention and Graduation Rates
 First-Time, Full-Time, Degree-Seeking Freshmen in Fall Semester

2000 - 2017

Cohort Year	Cohort	Institution of First-Time Entry							Anywhere in the USM						
		Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates			Enrolled
		2nd Year	3rd Year	4th Year	4-Year	5-Year	6-Year		2nd Year	Year	4th Year	4-Year	5-Year	6-Year	
2000	100% (780)	66% (516)	54% (418)	47% (364)	19% (147)	30% (231)	33% (260)	3% (23)	71% (553)	62% (480)	56% (440)	20% (153)	34% (264)	40% (310)	7% (58)
2001	100% (1,194)	71% (847)	56% (663)	42% (506)	22% (259)	34% (402)	37% (445)	2% (27)	75% (895)	64% (768)	52% (626)	23% (278)	38% (458)	43% (514)	6% (76)
2002	100% (918)	69% (635)	51% (464)	43% (394)	22% (201)	35% (317)	38% (348)	2% (17)	73% (670)	58% (537)	53% (490)	23% (213)	39% (361)	44% (406)	5% (44)
2003	100% (951)	67% (636)	48% (453)	39% (371)	18% (172)	29% (276)	32% (301)	3% (26)	71% (679)	56% (530)	49% (465)	19% (183)	33% (318)	38% (358)	7% (64)
2004	100% (926)	64% (595)	48% (449)	40% (369)	18% (167)	28% (258)	32% (292)	3% (26)	67% (622)	55% (509)	48% (448)	20% (181)	31% (288)	36% (337)	7% (62)
2005	100% (983)	65% (637)	46% (450)	40% (393)	15% (151)	27% (263)	30% (294)	3% (30)	68% (671)	53% (523)	49% (481)	16% (160)	31% (301)	36% (352)	6% (58)
2006	100% (1,127)	64% (719)	45% (511)	41% (463)	13% (143)	26% (288)	30% (342)	3% (32)	67% (754)	54% (608)	50% (562)	14% (155)	29% (327)	35% (398)	6% (64)
2007	100% (875)	65% (570)	48% (418)	44% (381)	13% (117)	28% (248)	32% (282)	2% (18)	69% (604)	56% (486)	52% (458)	14% (125)	31% (275)	37% (325)	6% (50)
2008	100% (1,038)	69% (712)	51% (533)	46% (478)	19% (193)	31% (322)	36% (370)	3% (30)	72% (752)	59% (612)	55% (568)	19% (197)	34% (354)	41% (428)	6% (63)
2009	100% (876)	64% (564)	51% (446)	45% (394)	14% (120)	27% (238)	32% (279)	3% (26)	67% (583)	56% (494)	52% (452)	14% (126)	30% (265)	37% (321)	5% (48)
2010	100% (944)	68% (640)	54% (512)	47% (439)	15% (145)	31% (292)	36% (340)	2% (23)	71% (672)	61% (572)	55% (518)	17% (156)	35% (326)	42% (392)	5% (51)
2011	100% (748)	68% (510)	54% (403)	49% (367)	19% (141)	33% (250)	37% (277)	2% (14)	71% (533)	60% (447)	57% (423)	20% (151)	37% (278)	42% (317)	4% (32)
2012	100% (882)	66% (585)	54% (476)	47% (418)	20% (177)	34% (300)			70% (620)	62% (545)	56% (497)	22% (191)	39% (342)		
2013	100% (604)	72% (435)	54% (329)	46% (278)	21% (126)				76% (462)	63% (382)	56% (336)	21% (128)			
2014	100% (756)	67% (509)	55% (416)	47% (358)	1% (4)				72% (543)	63% (476)	56% (422)	1% (4)			
2015	100% (1,011)	57% (579)	43% (436)						62% (623)	50% (503)					
2016	100% (698)	63% (442)							67% (465)						
2017	100% (560)														

Source: USM Institutional Research Information System



**UNIVERSITY SYSTEM
of MARYLAND**

**TRANSFER STUDENTS TO THE
UNIVERSITY SYSTEM OF MARYLAND:
Patterns of Enrollment and Success
*Updated through FY 2017***

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

**Office of Institutional Research
Vice Chancellor for Administration and Finance
University System of Maryland
March 2018**

Background

The purpose of this report is to provide information about new students who begin at USM as transfers, meaning that they have completed a significant number of credits at other higher education institutions and then transferred into one of our institutions. Transfer students now comprise approximately two-thirds of all new students entering USM institutions each fiscal year. While the majority of this report focuses on transfer students coming from Maryland community colleges, providing data on their demographic characteristics, enrollment status, enrollment trends, and graduation rates from University System of Maryland institutions, basic information about the total number of transfers coming into the USM, including those who transferred across USM institutions, from a non-USM Maryland institution, or from an out-of-state institution, is also included. Most of that information appears in tables in the appendix of this report. Overall, the transfer data confirm these students continue to represent a vital segment of our undergraduate population and are critical for USM to meet its degree production share of the state's 55% degree completion goal.

The information in this report reflects the most recent updates to the transfer data (from FY 2012 through FY 2017). It is also part of a series of reports about the undergraduate student body including *SAT Percentile Distribution of First-Time Undergraduates* Report, the *Retention and Graduation Rates of First-time, Full-time Degree-Seeking Undergraduates* report, and provides context for the USM's Enrollment Projections.

For further information, please contact Chad Muntz, cmuntz@usmd.edu, 301-445-2737.

Transfer Highlights and Trends

- The total number of transfer students entering a USM institution as a new student in FY 2017 was 35,898, up by over 3,000 students compared to FY 2016.
- Of the total number of transfer students entering a USM institution as a new student in FY 2017, UMUC accounted for more than half: 62% or 22,328. UMUC also accounted for 80% of all new USM students who transferred from a non-Maryland institution.
- Maryland community college (MDCC) transfers accounted for 34% of all new USM transfers in 2017, with 12,154 new transfers coming from an MDCC institution (a record high).
- The number of new USM students who are entering as transfers from a Maryland Community Colleges has consistently exceeded 11,000 for six straight years.
- In FY 2017, 82% of the Maryland Community College students who transferred to the USM transferred to just five institutions: UMUC (3,303), Towson (2,552), UMCP (1,986), UMBC (1,311), and Salisbury (786)
- USM's institutional research analytics initiative tracked positive improvements with more MDCC students transferring at the sophomore or junior level increasing the chances of finishing a bachelor's degree within 4 years after transfer
- The overall four-year graduation rate for transfers remained at the high of 56% for USM and 62% if UMUC is excluded
- MDCC Transfers who begin at a regional center continued to have higher 4-year graduation rates (71% at USG and 65% at USMH)

Transfers to USM¹

First-time transfers make up a substantial part (at least two-thirds) of newly enrolled undergraduate students at USM institutions. Nearly 36,000 students transferred into USM institutions in FY 2017 (which includes the summer 2016, fall 2016, winter 2017 and spring 2017 semesters), an increase of over 3,000 transfers from FY 2016. In FY 2017, 12,154 of the students who transferred to a USM institution transferred from a Maryland community college (MDCC). Non-Maryland community college transfers included students transferring from other Maryland institutions as well as out-of-state institutions. In total, the Non-Maryland community college transfers totaled 23,744 students, with 21,258 (90%) of these transferring to the USM from institutions outside Maryland.

Most of the transfer growth and the transfer population was at University of Maryland University College. UMUC, with its unique institutional mission and national reach, primarily serves transfer students and accounted for 84% of the “other/out-of-state” transfers or students transferring credit from non-Maryland institutions to USM. Although MDCC students did not represent the majority of UMUC’s new transfers in FY 2017, they still represented a significant proportion (3,303 of the 22,328), with more MDCC transfers choosing UMUC than any other USM institution.

Unlike UMUC, the other ten USM institutions primarily served and received transfers from Maryland community colleges. The ten residential campuses received a total of 13,570 new transfer students, with 65% (8,851) coming from Maryland community colleges, 7% (1,015) from other USM institutions, 3% (384) from other non-USM institutions inside Maryland, and 24% (3,320) from institutions outside the state.

Although there are many non-MDCC transfers, the focus of the following sections will be the Maryland community college transfers. USM institutions have cultivated strong relationships with the community colleges in Maryland, and together they have created well-defined articulation pathways to ease transfer between institutions. These pathways include the 2+2 programs tied to USM’s regional centers.

Maryland Community College Transfer Trends in FY 2017

In fiscal year 2017, a record high number of 12,154 new students transferred from a Maryland community college to a USM institution up 5.3% from 11,544 in FY 2016. Despite overall enrollment decreases in the Maryland community college sector, the MDCC transfer pipeline to USM remains strong with more than 11,000 transfers in each of the past six years.

The five USM institutions enrolling the largest share of new Maryland community college transfers were: UMUC (3,303), Towson (2,552), UMCP (1,986), UMBC (1,311), and Salisbury (786).

¹ For cohorts up through FY 2013, first-time transfers were defined as students transferring for the first time from a higher education institution with 12 or more credits and reported in the TSS (Transfer Student System) files. Beginning with FY 2014, however, first-time transfer status was based on how institutions identify the students in their most recent EIS (Enrollment Information System) files.

Together, these five institutions enrolled 82% of all Maryland community college transfers to the USM in FY 2017.

African-American students made up 27% of the transfer students from Maryland community colleges entering USM institutions in FY 2017, with 82% of the African-American transfers enrolling at one of the USM's non-Historically Black Institutions. The 18% (n=604) of African-American transfer students who enrolled in an HBI in FY 2017 did represent something of a reversal in recent USM trends, which had witnessed a decreasingly smaller proportion and number of African-American student transfers enrolling at USM HBIs—in FY 2014, 21% (n=566) of the African-American MDCC transfer enrolled in a USM HBI, followed by 18% (n=557) in FY 2015 and 16% (n=472) in FY 2016. Hispanic students comprised 9% of the Maryland community college, and easily represented the fastest growing segment of the USM community college transfer population, growing 147% since FY 2007. The proportion of community college transfers who are white continues to decline and represented less than half (45%) of the community college transfers entering a USM institution. White transfers have steadily decreased as a proportion of the community college student body since FY 2000, when they represented 61%.

Most (71%) of the Maryland community college students transferring to the USM in FY 2017 came from just six of the state's 16 public two-year institutions. All six were located within or close to the Baltimore-Washington Region (See Table 5). Of the Maryland community college students who transferred to USM in FY 2017, 18% entered programs in business and management, 7% in the social sciences, 14% in computer & information science, 5% in education, 7% in the health professions, and 3% in the biological sciences. Seven percent of these students had an undeclared major at transfer (See Table 7). The academic programs receiving most of the transfers in FY 2017 were consistent with past trends in transfer demand, with the demand for health professions and computer & information science up slightly.

Fall Attendance Patterns and Student Level

The attendance status of transfer students (i.e., full-time or part-time) and the number of credits completed at the time of transfer significantly influence graduation rates for transfer students. Of the community college students who transferred to a USM institution in FY 2017, 64% attended on a full-time basis. The largest proportion of Maryland community college students entered as either sophomores or juniors (the 82% of transfers entering at the sophomore/junior level remains a high point). In general, the trend of having a greater percentage of MDCC transfer students entering with more credits is a positive one because it helps contribute to decreased time to degree, increased efficiency, and increased success rates. Additionally, students who attend full-time and transfer in high numbers of credit hours are more likely to complete within 4 years because fewer credits are required. However, achievement gaps may still remain given that a larger proportion of African-American students transfer before their sophomore year and fewer attend full-time.

Graduation Rates

Of those Maryland community college transfers who enrolled at a USM institution in FY 2014, 56% graduated within four years. This was a slight improvement over the 55% rate for the FY 2013 cohort.

Attendance status appeared to impact graduation rates for transfer students significantly. Transfers students attending part-time made up 32% of the entering student cohort (FY 2014). If the four-year graduation rate excluded these part-time students, however, and was calculated for only those transfers who attended full-time, it was slightly below the new first-time, full-time student cohort (65% rate for the FY 2014 full-time Maryland community college transfers comparable to the 70% rate of the fall 2011 full-time new freshmen six-year rate anywhere at USM). Further, there was still a large percentage of transfers entering at the freshmen level with minimal credits.

It is encouraging see higher proportions of full-time and upper-level students entering as transfers because the future time-to-degree ratio for students will be positively affected, which will contribute to increased degree production and other efficiency improvements.

Regional Centers—Universities at Shady Grove and USM-Hagerstown

Another avenue of success for Maryland community college transfers is enrolling in programs at the USM regional centers. The first cohort available to measure the four-year graduation rate was the FY 2009 group of transfers. For the purposes of this analysis, the regional center cohort was defined as any Maryland community college transfer who enrolled in at least one regional center course in the fall semester of the fiscal year of transfer. The graduation rates for these students are found in the Appendix. It is important to note that the students identified in these cohorts are a subset of the total population of Maryland community college transfers who have been identified and discussed earlier in this report. Additionally, it is important to note that the regional center students are included in, and will continue to be included in, the institutional numbers presented in previous sections of this report, as they have been in all previous transfer reports.

The number of Maryland community college transfers at the two regional centers and the graduation rates are encouraging, with over 40% of the cohort graduating within two years for both Hagerstown and Shady Grove (compared to a rate of 16% for transfers at USM campuses overall). The most recent four-year graduation data available for analysis was the FY 2014 cohort of students that began in fall 2013. Based on this cohort, the data showed a four-year graduation rate of 65% for Hagerstown and 71% for Shady Grove. Although the rates were down compared to last year, this finding means that students taking courses at the regional centers are graduating at similar rates as first-time, full-time new freshmen at USM institutions. Thus, the regional centers have increased not just the capacity of the USM but its overall efficiency as well.

APPENDIX

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
USM					
FY 2007	8,974	920	3,004	4,299	4,928
FY 2008	8,993	969	3,188	4,575	5,169
FY 2009	9,468	1,134	3,544	4,984	5,609
FY 2010	9,456	1,120	3,488	4,917	5,529
FY 2011	10,029	1,239	3,961	5,467	6,066
FY 2012	11,033	1,483	4,421	6,076	6,764
FY 2013	11,882	1,512	4,766	6,506	7,292
FY 2014	11,182	1,445	4,587	6,276	
FY 2015	11,603	1,622	4,970		
FY 2016	11,544	1,734			
USM w/out UMUC					
FY 2007	6,603	809	2,660	3,791	4,236
FY 2008	6,875	878	2,867	4,045	4,487
FY 2009	7,167	1,004	3,111	4,309	4,778
FY 2010	6,834	983	2,989	4,145	4,623
FY 2011	7,279	1,051	3,370	4,611	5,045
FY 2012	8,036	1,248	3,788	5,139	5,628
FY 2013	9,042	1,267	4,129	5,598	6,193
FY 2014	8,608	1,236	3,963	5,381	
FY 2015	8,528	1,331	4,134		
FY 2016	8,413	1,379			
Bowie					
FY 2007	281	29	84	133	159
FY 2008	302	26	81	127	159
FY 2009	292	16	72	127	154
FY 2010	279	16	76	126	152
FY 2011	238	17	66	110	133
FY 2012	315	26	97	155	188
FY 2013	353	26	97	170	197
FY 2014	310	30	116	161	
FY 2015	419	45	131		
FY 2016	227	18			
Coppin					
FY 2007	214	7	35	60	80
FY 2008	199	18	51	80	103
FY 2009	242	15	40	76	102
FY 2010	199	18	55	73	93
FY 2011	200	35	72	98	106
FY 2012	236	37	79	105	119
FY 2013	238	33	71	99	114
FY 2014	256	38	74	101	
FY 2015	186	26	59		
FY 2016	267	29			

Percent Graduating					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
USM					
FY 2007		10%	33%	48%	55%
FY 2008		11%	35%	51%	57%
FY 2009		12%	37%	53%	59%
FY 2010		12%	37%	52%	58%
FY 2011		12%	39%	55%	60%
FY 2012		13%	40%	55%	61%
FY 2013		13%	40%	55%	61%
FY 2014		13%	41%	56%	
FY 2015		14%	43%		
FY 2015		15%			
USM w/out UMUC					
FY 2007		12%	40%	57%	64%
FY 2008		13%	42%	59%	65%
FY 2009		14%	43%	60%	67%
FY 2010		14%	44%	61%	68%
FY 2011		14%	46%	63%	69%
FY 2012		16%	47%	64%	70%
FY 2013		14%	46%	62%	
FY 2014		14%	46%		
FY 2015		16%			
FY 2015		16%			
Bowie					
FY 2007		10%	30%	47%	57%
FY 2008		9%	27%	42%	53%
FY 2009		5%	25%	43%	53%
FY 2010		6%	27%	45%	54%
FY 2011		7%	28%	46%	56%
FY 2012		8%	31%	49%	60%
FY 2013		7%	27%	48%	56%
FY 2014		10%	37%	52%	
FY 2015		11%	31%		
FY 2015		8%			
Coppin					
FY 2007		3%	16%	28%	37%
FY 2008		9%	26%	40%	52%
FY 2009		6%	17%	31%	42%
FY 2010		9%	28%	37%	47%
FY 2011		18%	36%	49%	53%
FY 2012		16%	33%	44%	50%
FY 2013		14%	30%	42%	48%
FY 2014		15%	29%	39%	
FY 2015		14%	32%		
FY 2015		11%			

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
Frostburg					
FY 2007	283	41	120	165	181
FY 2008	313	61	150	199	220
FY 2009	323	68	147	198	212
FY 2010	344	61	155	202	218
FY 2011	354	67	177	218	235
FY 2012	379	77	170	228	248
FY 2013	412	92	210	261	280
FY 2014	476	110	232	293	
FY 2015	564	118	291		
FY 2016	525	118			
Salisbury					
FY 2007	601	57	251	371	402
FY 2008	524	76	270	361	387
FY 2009	657	100	319	444	478
FY 2010	632	99	300	430	460
FY 2011	673	92	311	442	485
FY 2012	736	130	366	497	529
FY 2013	841	120	430	548	601
FY 2014	730	108	355	482	
FY 2015	847	135	392		
FY 2016	726	121			
Towson					
FY 2007	1,630	211	706	1,027	1,116
FY 2008	1,729	223	758	1,077	1,179
FY 2009	1,889	274	871	1,188	1,315
FY 2010	1,607	258	775	1,051	1,162
FY 2011	2,017	300	1,001	1,353	1,467
FY 2012	2,430	419	1,200	1,607	1,754
FY 2013	2,848	402	1,277	1,745	1,980
FY 2014	2,142	294	982	1,343	
FY 2015	1,937	300	1,010		
FY 2016	2,311	370			
UB					
FY 2007	872	94	288	389	448
FY 2008	843	85	282	402	456
FY 2009	793	76	290	381	440
FY 2010	753	82	279	382	434
FY 2011	664	55	243	335	368
FY 2012	654	61	247	346	390
FY 2013	690	62	269	372	411
FY 2014	630	67	239	343	
FY 2015	651	65	280		
FY 2016	655	81			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
Frostburg				
FY 2007	14%	42%	58%	64%
FY 2008	19%	48%	64%	70%
FY 2009	21%	46%	61%	66%
FY 2010	18%	45%	59%	63%
FY 2011	19%	50%	62%	66%
FY 2012	20%	45%	60%	65%
FY 2013	22%	51%	63%	68%
FY 2014	23%	49%	62%	
FY 2015	21%	52%		
FY 2016	22%			
Salisbury				
FY 2007	9%	42%	62%	67%
FY 2008	15%	52%	69%	74%
FY 2009	15%	49%	68%	73%
FY 2010	16%	47%	68%	73%
FY 2011	14%	46%	66%	72%
FY 2012	18%	50%	68%	72%
FY 2013	14%	51%	65%	71%
FY 2014	15%	49%	66%	
FY 2015	16%	46%		
FY 2016	17%			
Towson				
FY 2007	13%	43%	63%	68%
FY 2008	13%	44%	62%	68%
FY 2009	15%	46%	63%	70%
FY 2010	16%	48%	65%	72%
FY 2011	15%	50%	67%	73%
FY 2012	17%	49%	66%	72%
FY 2013	14%	45%	61%	70%
FY 2014	14%	46%	63%	
FY 2015	15%	52%		
FY 2016	16%			
UB				
FY 2007	11%	33%	45%	51%
FY 2008	10%	33%	48%	54%
FY 2009	10%	37%	48%	55%
FY 2010	11%	37%	51%	58%
FY 2011	8%	37%	50%	55%
FY 2012	9%	38%	53%	60%
FY 2013	9%	39%	54%	60%
FY 2014	11%	38%	54%	
FY 2015	10%	43%		
FY 2016	12%			

University System of Maryland
Maryland Community College Transfer Student Four-Year Graduation Rates
FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
UMB					
FY 2007	156	67	125	127	130
FY 2008	164	60	130	137	137
FY 2009	162	63	115	128	129
FY 2010	164	77	129	135	137
FY 2011	128	51	93	94	95
FY 2012	137	48	106	111	116
FY 2013	177	73	117	138	138
FY 2014	298	30	158	173	
FY 2015	280	107	226		
FY 2016	297	129			
UMBC					
FY 2007	961	69	307	453	558
FY 2008	1,052	89	329	524	603
FY 2009	1,059	83	350	548	627
FY 2010	1,181	83	365	596	706
FY 2011	1,267	102	441	663	771
FY 2012	1,368	117	495	750	860
FY 2013	1,418	109	499	762	870
FY 2014	1,351	121	494	750	
FY 2015	1,350	113	508		
FY 2016	1,380	118			
UMCP					
FY 2007	1,557	229	731	1,046	1,136
FY 2008	1,652	232	784	1,088	1,188
FY 2009	1,658	300	873	1,175	1,273
FY 2010	1,578	280	830	1,117	1,219
FY 2011	1,665	314	931	1,252	1,335
FY 2012	1,695	319	990	1,291	1,363
FY 2013	1,930	322	1,097	1,425	1,513
FY 2014	2,234	425	1,260	1,652	
FY 2015	2,142	406	1,192		
FY 2016	1,911	387			
UMES					
FY 2007	48	5	13	20	26
FY 2008	97	8	32	50	55
FY 2009	92	9	34	44	48
FY 2010	97	9	25	33	42
FY 2011	73	18	35	46	50
FY 2012	86	14	38	49	61
FY 2013	135	28	62	78	89
FY 2014	181	13	53	83	
FY 2015	152	16	45		
FY 2016	114	8			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
UMB				
FY 2007	43%	80%	81%	83%
FY 2008	37%	79%	84%	84%
FY 2009	39%	71%	79%	80%
FY 2010	47%	79%	82%	84%
FY 2011	40%	73%	73%	74%
FY 2012	35%	77%	81%	85%
FY 2013	41%	66%	78%	78%
FY 2014	10%	53%	58%	
FY 2015	38%	81%		
FY 2016	43%			
UMBC				
FY 2007	7%	32%	47%	58%
FY 2008	8%	31%	50%	57%
FY 2009	8%	33%	52%	59%
FY 2010	7%	31%	50%	60%
FY 2011	8%	35%	52%	61%
FY 2012	9%	36%	55%	63%
FY 2013	8%	35%	54%	61%
FY 2014	9%	37%	56%	
FY 2015	8%	38%		
FY 2016	9%			
UMCP				
FY 2007	15%	47%	67%	73%
FY 2008	14%	47%	66%	72%
FY 2009	18%	53%	71%	77%
FY 2010	18%	53%	71%	77%
FY 2011	19%	56%	75%	80%
FY 2012	19%	58%	76%	80%
FY 2013	17%	57%	74%	78%
FY 2014	19%	56%	74%	
FY 2015	19%	56%		
FY 2016	20%			
UMES				
FY 2007	10%	27%	42%	54%
FY 2008	8%	33%	52%	57%
FY 2009	10%	37%	48%	52%
FY 2010	9%	26%	34%	43%
FY 2011	25%	48%	63%	68%
FY 2012	16%	44%	57%	71%
FY 2013	21%	46%	58%	66%
FY 2014	7%	29%	46%	
FY 2015	11%	30%		
FY 2016	7%			

University System of Maryland
 Maryland Community College Transfer Student Four-Year Graduation Rates
 FY 2007 - 2016 Cohorts

Number of Community College Transfers					
	Cohort Size	Graduation Rates			
		2-year	3-year	4-year	5-year
UMUC					
FY 2007	2,371	111	344	508	692
FY 2008	2,118	91	321	530	682
FY 2009	2,301	130	433	675	831
FY 2010	2,622	137	499	772	906
FY 2011	2,750	188	591	856	1,021
FY 2012	2,997	235	633	937	1,136
FY 2013	2,840	245	637	907	1,099
FY 2014	2,574	209	624	895	
FY 2015	3,075	291	836		
FY 2016	3,131	355			
Hagerstown*					
FY 2009	50	18	24	31	33
FY 2010	42	18	29	32	33
FY 2011	71	29	46	50	53
FY 2012	76	38	53	57	59
FY 2013	83	35	53	56	
FY 2014	88	33	56	57	
FY 2015	85	41	56		
FY 2016	64	30			
Shady Grove*					
FY 2009	400	184	270	297	314
FY 2010	479	211	321	359	373
FY 2011	438	200	299	326	338
FY 2012	532	245	352	393	409
FY 2013	497	227	332	373	
FY 2014	609	275	407	435	
FY 2015	592	258	411		
FY 2016	568	275			

Percent Graduating				
	Graduation Rates			
	2-year	3-year	4-year	5-year
UMUC				
FY 2007	5%	15%	21%	29%
FY 2008	4%	15%	25%	32%
FY 2009	6%	19%	29%	36%
FY 2010	5%	19%	29%	35%
FY 2011	7%	21%	31%	37%
FY 2012	8%	21%	31%	38%
FY 2013	9%	22%	32%	39%
FY 2014	8%	24%	35%	
FY 2015	9%	27%		
FY 2016	11%			
Hagerstown				
FY 2009	36%	48%	62%	66%
FY 2010	43%	69%	76%	79%
FY 2011	41%	65%	70%	75%
FY 2012	50%	70%	75%	78%
FY 2013	42%	64%	67%	
FY 2014	38%	64%	65%	
FY 2015	48%	66%		
FY 2016	47%			
Shady Grove				
FY 2009	46%	68%	74%	79%
FY 2010	44%	67%	75%	78%
FY 2011	46%	68%	74%	77%
FY 2012	46%	66%	74%	77%
FY 2013	46%	67%	75%	
FY 2014	46%	67%	71%	
FY 2015	44%	69%		
FY 2016	48%			

Source: MHECTSS, MHEC EIS, MHEC DIS and USM Fall Regional Center Registration

* Regional Center students are determined from fall registration and are also included in the USM institutional counts



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

March 29, 2018

University of Maryland, Baltimore

Minutes of the Public Session

Regent Pevenstein called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:35 a.m. Regent Pevenstein read the *Convening in Closed Session statement* citing State Government Article Section 3-305 of the Open Meetings Act to discuss issues specifically exempted in the Act from the requirement for public consideration. Regent Pevenstein moved and Regent Gossett seconded to convene in closed session. In response to the motion, the Committee members voted unanimously to convene in closed session at 10:35 a.m. for the reasons stated on the *Convening in Closed Session statement*. The session adjourned at 11:00 a.m.

The Committee reconvened in public session at 11:04 a.m. Regents participating in the session included: Mr. Pevenstein, Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Ms. Johnson, Mr. Neall, Mr. Rauch, Mr. Pope, and Mr. Shorter. Also present were: Chancellor Caret, Ms. Herbst, Mr. Neal, Dr. Boughman (via phone), Assistant Attorneys General Bainbridge and Lord, Dr. Hrabowski, Dr. Nowaczyk, Ms. Amyot, Mr. Atkins, Mr. Campbell, Mr. Colella, Mr. Lockett, Ms. Martin, Ms. Murphy, Mr. Pyles, Ms. Rhodes, Ms. Schaefer, Mr. Beck, Mr. Hickey, Mr. Page, Ms. Denson, Ms. West, Ms. Mann, Ms. Skolnik, Dr. Muntz, Mr. Lurie, Ms. Simpson, Mr. Dawson, Mr. Fabbi, Ms. McMann, and other members of the USM community and the public.

Regent Pevenstein opened the meeting with a moment of silence, in remembrance of former Regent Chair Clifford Kendall who had passed away the previous day.

1. University of Maryland, Baltimore County: Facilities Master Plan Update

President Hrabowski opened the presentation by discussing the institution's history and accomplishments. After holding its first classes 52 years ago, UMBC has grown to over 13,600 students, of which nearly 18% are graduate students. Over 4,000 students live on-campus. UMBC is situated on a 500-acre campus with 73 buildings providing approximately 4 million gross square feet.

Following the president's presentation, Ms. Schaefer, vice president for administrative affairs, discussed the plan itself, which builds on the orderly circular layout of the original 1960s framework and on the successes of the 2009 plan that led to the development of many of new academic buildings, renewed outdoor spaces, the Event Center, and recent residential community renovations. Looking forward, Ms. Schaefer indicated that it was important for the University to maintain its status as a highly residential campus.

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Campus engagement was critical to the success of the planning process, including drawing input from ten stakeholder groups made up of faculty, staff, undergraduate, and graduate students. The Plan is aligned with UMBC's Strategic Plan and is based on seven guiding principles, including: accommodating enrollment growth and interdisciplinary scholarship; providing a welcoming and accessible campus; goals related to environmental stewardship, and the responsible utilization of existing resources.

The 2018 Facilities Master Plan serves as: a framework consistent with the university mission and strategic plan; a cohesive approach to renew existing buildings, upgrade utilities, construct new buildings, and enhance site features; a path forward to support a more sustainable future; and is the basis of UMBC's ten year capital request to the Board that will be considered later this Spring.

Regent Pevenstein thanked President Hrabowski and his staff for their presentation, and reminded everyone that the Master Plan Update would be placed on the committee's June agenda for its consideration and approval.

The item was accepted for information purposes. The presentation is available online at <http://www.usmd.edu/regents/agendas/>

2. USM Enrollment Projections: 2018-2027

Regent Pevenstein stated that the enrollment projections are presented annually to the Committee for action and help to determine the basis for MHEC's statewide projections. He then introduced Dr. Muntz, head of the System's Institutional Research Office, who presented the FY 2018 - FY 2027 enrollment projections. Per the USM Policy on Enrollment, the committee was provided enrollment projections that reflected future shifts in Maryland high school graduate demographics, national enrollment migration, individual campus demand, and student retention. These factors suggest USM will grow headcount at an approximate rate of slightly less than 1% per year. Inclusive in this trajectory are some institutions that are estimating higher projected growth and other institutions that are estimating lower projected growth. In total, USM's headcount growth will increase from 175,178 students and 131,062 FTE in FY 2018 to 187,357 students and 139,415 FTE in FY 2028.

The Finance Committee recommended that the Board of Regents approve the enrollment projections. The presentation is available online <http://www.usmd.edu/regents/agendas/>

(Regent Pevenstein moved recommendation, seconded by Regent Attman; unanimously approved)

3. University System of Maryland: Self-Support Charges and Fees for FY 2019

Regent Pevenstein explained that the subject schedule contains the proposed charges for room, board and parking, essentially the "user" fees that fund self-support operations on the campuses. He noted that there were campus vice presidents and representatives available from each institution if anyone had specific questions. The Chancellor added that the institutions have been doing their best to not exceed the rate of inflation, however in some cases there are older facilities in need of renovation.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2019 as set forth in the item's schedule.

(Regent Gossett moved recommendation, seconded by Regent Attman; unanimously approved)

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4. Frostburg State University: Increase in Project Authorization for New Residence Hall

Regent Pevenstein offered that the University is requesting approval for an increase in authorization for its New Residence Hall. He reminded the committee that last June, as part of the System Funded Construction Program, the Board approved a project budget of \$36.58M. He continued that the project cost is now expected to increase by an additional \$6M, even after undertaking several value engineering actions. This increase will be funded from a combination of bonds, revolving equipment loans, and institutional fund balance. Regent Gossett asked President Nowaczyk to discuss what drove the costs up and what in turn brought the project cost down. Dr. Nowaczyk responded that they had value-engineered the cost down by \$10 million—as much as they thought they could—meanwhile hurricanes and potential steel tariffs were sending the costs upward. One decision was to “stick build” the upper levels. He added that the newest residence hall is at 98% occupancy and that Annapolis Hall, with 168 beds, is undergoing renovation.

The Finance Committee recommended that the Board of Regents approve an increase in the project authorization for the New Residence Hall at Frostburg State University not to exceed \$6.315M, for a total project authorization of \$42.895M.

(Regent Pevenstein moved recommendation, seconded by Regent Gossett; unanimously approved)

5. University System of Maryland: Proposed Amendment to Policy VIII-2.50—Policy on Student Tuition, Fees, and Charges

Regent Pevenstein introduced the item. Last spring, students from University of Maryland, College Park voiced concerns regarding the implementation of a new international student fee. While responding to those concerns, it was determined by staff that several technical adjustments to the policy would be helpful in an effort to provide more clarity regarding the definitions of mandatory versus non-mandatory fees, as well as clean up some outdated timeline process language. Regent Pevenstein then asked Ms. Herbst to go through the proposed revisions to the policy.

Ms. Herbst began by explaining that in amending the policy, it was the goal to accomplish three things. First, the amended policy should provide clarification on the definitions of certain types of fees. She described that mandatory fees are those fees that are charged and applicable to all of the undergraduate and/or graduate students on the campus. She noted that these fees provide revenue for the support of operations that are available and for use of the entire student body. She then described non-mandatory fees as fees that are only applicable to a smaller subset of the student population on a campus. Some of the examples include individually charged fees for student teaching, a Kinesiology Department’s Scuba Diving Supplies Fee, the Nursing Simulation Learning Fee, and the study abroad fee. Next, Ms. Herbst indicated the desire for the policy to more accurately reflect the intended use of the fee revenue generated by the fees. And finally, Ms. Herbst explained that it was necessary to update and streamline the policy language. As part of the effort to streamline the policy language, all references to mandatory fees were contained in Section I and all references to programmatic / academic non-mandatory fees were now delineated in Section III. Ms. Herbst also provided a few overarching thoughts. She pointed out that the current policy provided for student consultation and the amended policy would continue to provide for student consultation. While it is an annual requirement for the mandatory fees, it remains a requirement for the non-mandatory fees whenever a new fee is to be established. She noted that the set of recommended policy changes are at Systemwide level, appropriate to all institutions. She reminded everyone that the proposed changes to policy are not intended to take the place of institutional procedures.

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Following Ms. Herbst's remarks, Regent Pevenstein then recognized Caden Fabbi, the student chair of the USM Student Council, who had requested to address the committee. Mr. Fabbi cited several concerns with the proposed revisions to the policy, chief among them being the continued concern that student consultation and input during the non-mandatory fees process would be lessened by the proposed changes to the language. Specifically, the current requirement of consultation with advisory committees or groups would in the future merely *require a discussion with affected student groups at the time of the establishment* of the proposed fee. Mr. Fabbi pointed out that this new language would not appear to provide students with adequate consultation opportunities *prior to* the time of the establishment of a new non-mandatory fee. Mr. Fabbi also referenced the international student fee that had been implemented by the College Park campus and expressed the belief that the policy had not been followed with regard to the requirements for student consultation.

Regent Pevenstein thanked Mr. Fabbi for his remarks. Following a brief discussion that included an attempt to revise a portion of the language prior to initiating a vote, Regent Pevenstein requested that the staff continue to work on the proposed amendment to the policy, and return to the committee at its next meeting.

6. University System of Maryland: Proposed Policy VIII-18.00—Policy on Unrestricted Fund Balances
7. University System of Maryland: Proposed Amendment to Policy VIII-12.00—Policy on Debt Management

Regent Pevenstein addressed the next set of policies together, noted that they respond to the recommendations of the legislative workgroup on fund balances that met last year several times, and reported out a set of recommendations in early December. The two policies—a newly created Policy on Unrestricted Fund Balances which sets forth the process and expectations of institutions for the use of reserves—and revisions to the Policy on Debt Management, which updates the metrics used for managing the balance between reserves and debt authorizations, are expected to be finalized and provided to the State and its budget committees by June 1 of this year. He pointed out that Ms. Herbst and Mr. Page worked with the institutions to be responsive to the legislative workgroup recommendations, and not limit the financial flexibility of the Board and the System as a whole.

The Finance Committee recommended that the Board of Regents approve the proposed policy amendment to Policy VIII-12.00—Policy on Debt Management and proposed the Policy on Unrestricted Fund Balances.

(Regent Pevenstein moved recommendation, seconded by Regent Attman; unanimously approved)

8. Biennial Adjustment to the Exempt Salary Structures for Fiscal Years 2019 and 2020

Regent Pevenstein summarized the item. Every other year, the compensation and classification committee of the Systemwide Human Resources Committee does a market study and recommends whether the Exempt Salary Structures should be adjusted. Regent Pevenstein reported that for July 1, the committee is recommending no change to either of the structures used by the institutions. Although the study shows that the salary market increased approximately 2.5% in 2017 and a similar increase is expected to occur in 2018, several factors support the committee's recommendation. The previous structure increases included a 2.025% increase above the market to mitigate the anticipated impact on salaries of an expected revision to the federal overtime eligibility rule under the Fair Labor

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Standards Act. Mr. Pevenstein noted that ultimately, the federal rule was never revised. The structures will be adjusted on January 1, 2019 to reflect the COLA authorized by the Maryland General Assembly. The COLA is scheduled to be 2%, but could increase to 2.5%, depending on State revenues. In closing, he added that several institutions are currently paying above the market rate for certain positions, and the current salary structure minimums are above the market rate for certain positions. Regent Gooden inquired about the potential for a bonus payment, as included in the item. Ms. Herbst responded that the bonus was specified in legislative budget language.

The Finance Committee recommended that the Board of Regents increases to the USM Exempt Salary Structures on the effective date and in the amount of any cost of living increases granted by the General Assembly.

(Regent Pevenstein moved recommendation, seconded by Regent Johnson; unanimously approved)

9. University System of Maryland: Proposed Amendments to Faculty and Staff Family and Medical Leave & Parental Leave Policies

Regent Pevenstein stated that the item involved amendments to two sets of Board policies, the faculty and staff policies on family and medical leave, and the faculty and staff policies on parental leave. The policies are required to be updated to address current employment standards and conditions. He explained that many of the amendments had been recommended by the Attorney General's Office to comply with changes in the federal Family and Medical Leave Act.

The Finance Committee recommended that the Board of Regents approve the four amended policies as presented.

(Regent Pevenstein moved recommendation, seconded by Regent Gooden; unanimously approved)

10. University of Maryland, Baltimore: Dental Student Clinics Management Contract Renewal

Regent Pevenstein stated that UMB seeks to renew its contract with U.M. FDSP Associates for the day-to-day operations of the student dental clinics for one year. FDSP receives no compensation other than the reimbursement for personnel expenses and reasonable out-of-pocket expenses to manage and operate the Dental Student Clinics. The estimated dollar amount for the upcoming contract year is \$11.6 million.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, Baltimore the request to exercise the second one-year renewal option with U.M. FDSP Associates, P.A. as described in the item.

(Regent Johnson moved recommendation, seconded by Regent Pevenstein; unanimously approved)

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11. Towson University: Dining Services Contract Renewal

Regent Pevenstein stated that Towson was requesting approval to exercise its dining services contract with Compass Group, USA, Inc. - Chartwells Division for a period of five years. The contract is a revenue generating contract that is expected to provide \$41 million for Towson over the renewal term as well as \$6.5 million in capital investments by the contractor to Towson dining facilities.

The Finance Committee recommended that the Board of Regents approve for Towson University to renew the contract with Compass Group USA, Inc. by and through its Chartwells Division for a term of five (5) years in the amount of approximately \$87 million to commence on July 1, 2018.

(Regent Pevenstein moved recommendation, seconded by Regent Gooden; unanimously approved)

12. University System of Maryland: Report on FY 2017 Procurement Contracts

The report was accepted for information purposes.

The meeting was adjourned at 12:32 p.m.

Respectfully submitted,

Robert L. Pevenstein
Chairman, Committee on Finance



**BOARD OF REGENTS
COMMITTEE ON FINANCE**
March 29, 2018
University of Maryland, Baltimore

Minutes of the Closed Session

Regent Pevenstein called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 10:35 a.m. in the Board Room at the Saratoga Building.

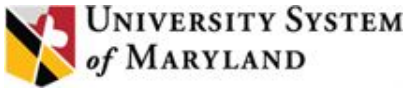
Regents participating in the session included: Mr. Pevenstein, Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Ms. Johnson, Mr. Neall, Mr. Rauch, Mr. Pope, and Mr. Shorter. Also taking part in the meeting were: Chancellor Caret, Ms. Herbst, Mr. Neal, Assistant Attorneys General Bainbridge and Lord, Mr. Hickey, and Ms. McMann. Ms. Petronka and Ms. Weimer were present for a portion of the session.

1. The committee considered and unanimously recommended awarding a contract for information technology software (§3-305(b)(14)). (moved by Regent Pevenstein; seconded by Regent Gossett)
2. The committee considered and unanimously recommended awarding a contract for dining services (§3-305(b)(14)). (moved by Regent Pevenstein; seconded by Regent Gossett)
3. The committee considered and unanimously recommended the lease of property in College Park (§3-305(b)(3)). (moved by Regent Pevenstein; seconded by Regent Attman)
4. The committee considered and unanimously recommended the acquisition of property in the City of Salisbury (§3-305(b)(3)). (moved by Regent Pevenstein; seconded by Regent Johnson)

The meeting was adjourned at 11:00 a.m.

Respectfully submitted,

Robert L. Pevenstein
Chairman, Committee on Finance



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: USM Enrollment Projections: 2018-2027

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: Each year, the institutions update their enrollment projections for a 10-year period. The USM Office works in concert with the institutions to insure the accuracy of these projections by providing them with supporting data and analysis of current and past trends. Any significant issues are resolved and the projection submission is modified where necessary.

Highlights of this year's institutional projections include:

- Overall headcount is projected to increase in Fall 2018 by 0.6%, an increase from 175,000 to just over 176,000. Without UMUC, growth in Fall 2018 is expected to be approximately 0.4%. This represents the slowest projected growth in the last decade, and reflects enrollment stabilization of key institution.
- Overall projected headcount growth for the ten-year period is 7%, an increase from 175,000 to just over 187,000.
- Undergraduate enrollment is projected to expand 7% over ten years from 133,000 to over 142,000.
- Graduate enrollment is projected to grow by 7% for the ten-year period from 42,000 to around 45,000.

ALTERNATIVE(S): The Committee members may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the projected enrollment growth will depend on many factors, including availability of facilities to accommodate increased enrollments, program of study of future students, availability of faculty, and in/out-of-state residency status.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**USM Enrollment Projections
Fall 2018 through Fall 2027**



**UNIVERSITY SYSTEM
of MARYLAND**

**Submitted to the Board of Regents' Committee on Finance
March 29, 2018**

**Office of the
Vice Chancellor of Administration and Finance**

Enrollment Projections: 2018 – 2027

Overview

The USM enrollment projections for the period of 2018 through 2027 are for slow growth and stabilization of institutional enrollment. Although UMUC's is slower than in the past, they will account for more than half of total growth. For the USM overall, growth is expected to be below 1.0 per year throughout the 2018-2027 timeframe.

Long-term growth over the next ten years is expected to be around 12,000 students, with total enrollment projected to come in at just over 187,000 by 2027. In the short term, enrollment is expected to rise by around 1,000 next year and by another 1,200 in fall 2019. In the short term, 8 of 11 USM institutions expect some level of growth.

The Report

Tables 1 through 15 summarize the ten-year projections from 2018 to 2027 by institution, by student level, and by overall enrollment demand. The tables also provide detailed projections for each institution and for the entire System over this period.

Highlights of this year's projections include:

- Overall headcount enrollment for the ten-year period is projected to increase from 175,178 to 187,357, an increase of 7.0%. Between Fall 2017 and Fall 2018, headcount enrollment will rise by 0.6%, or approximately 1,000 students. If UMUC is excluded, then projected growth over the ten-year period will be 5.2% (rising from 115,799 in Fall 2017 to 121,766 in Fall 2027). In terms of one-year growth, when UMUC is excluded enrollment rises 0.4% or by less than 500 students (see Table 1 through 3).
- Undergraduate headcount enrollment over the ten-year period is projected to expand from 133,244 to 142,378, an 6.9% increase by 2027. Headcount enrollment from Fall 2017 and Fall 2018 is projected to rise by 0.6%, around 800 students. Total undergraduate growth for the ten-year period for all USM institutions, excluding UMUC, is projected to be 5.0%. Excluding UMUC, headcount enrollment will grow between Fall 2017 and Fall 2018 by 0.4%, or a little more than 300 students (see Table 1 through 3).
- In percentage terms the greatest one-year increase in headcount enrollment is projected to be at UMBC at 2.1% as that institution attempts to recover from a fall in enrollment in Fall 2018. Coppin, Frostburg, Salisbury and UMUC are planning to grow around 1%. Bowie, Towson, UMB and UMCP will add under 0.5% to their enrollment in Fall 2018. UMES will focus on stabilizing enrollment at current levels in Fall 2018. UB's enrollment will decline substantially (-4.5%) in Fall 2018 as they work to stabilize and begin to grow (see Table 4 through 14).

- One-year FTE growth is projected to be greatest in percentage terms at UMBC at 2.0%. Similarly, in most instances, change in FTE reflected changes in headcount enrollment closely. The two exceptions were UMB where FTE enrollment will decline by -0.1% and UB where FTE will fall by 5.0% (see Table 4 through 14).
- For the ten-year period, patterns projected by most of the USM institutions remain consistent with the planning of the last few years. However, institutions which have struggled to grow or (in some cases) maintain enrollment are focused on stability in the immediate term. For the long term, Coppin, UB and UMES continue to project at both graduate and undergraduate levels (between 8% and 20% growth) but only after periods of slow or no growth in the short term. Frostburg, Salisbury, and Towson plan to expand enrollment continuously but at modest rates (5%, 4% and 5% respectively). Bowie and UMBC continue to plan for relatively robust and continuous growth at 15% and 13%. UMUC plans to grow 10% over the ten-year period, reflecting robust growth within a mature online enrollment market. Finally, UMB and UMCP do not plan significant growth instead maintaining their current enrollment levels. (see Table 4 through 14).
- In terms of headcount change, UMUC remains the largest single source of headcount growth, planning to add more than 6,000 students by 2027. Bowie, Towson and UMBC plan to enroll the most new students of the traditional campuses (900, 1,100 and 1,800 respectively). UMES (adding 700) and UB (adding 400) both plan to recover and stabilize their enrollment at higher levels by 2027. UMB and UMCP plan to essentially leave enrollment unchanged through 2027. As a group, the HBCUs (UMES, Bowie and Coppin) plan to enroll nearly 1,900 students. Finally, Salisbury and Frostburg will each add around 300 students over ten years (see Tables 4 through 14).

TABLE 1
Institutional Projections
Institutional Headcount Undergraduate and Graduate Enrollment Projections
Actual Fall 2017, Projected 2018, and Projected Fall 2027

Level	Actual 2017	Projected 2018	Projected 2027	1 Year Change 2017-2018	10 Year Change 2017-2027
Undergraduate	133,244	134,024	142,378	0.6%	6.9%
Graduate	41,934	42,196	44,979	0.6%	7.3%
Total	175,178	176,220	187,357	0.6%	7.0%

USM without UMUC

Level	Actual 2017	Projected 2018	Projected 2027	1 Year Change 2017-2018	10 Year Change 2017-2027
Undergraduate	87,640	87,964	92,003	0.4%	5.0%
Graduate	28,159	28,283	29,763	0.4%	5.7%
Total	115,799	116,247	121,766	0.4%	5.2%

**Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM Total**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	175,178	176,220	177,450	178,771	180,085	181,375	182,639	183,845	185,012	186,178	187,357	12,179	7.0%
Undergraduate Total	133,244	134,024	134,953	135,940	136,889	137,854	138,843	139,746	140,618	141,488	142,378	9,134	6.9%
Full-time	86,362	86,715	87,247	87,784	88,269	88,786	89,284	89,727	90,143	90,555	90,997	4,635	5.4%
Part-time	46,882	47,308	47,707	48,156	48,620	49,068	49,559	50,018	50,475	50,932	51,381	4,499	9.6%
Grad./First Prof. Total	41,934	42,196	42,497	42,831	43,196	43,521	43,796	44,100	44,395	44,691	44,979	3,045	7.3%
Full-time	17,652	17,779	17,759	17,788	17,840	17,878	17,872	17,893	17,914	17,933	17,953	301	1.7%
Part-time	24,282	24,417	24,738	25,043	25,356	25,643	25,924	26,206	26,481	26,757	27,027	2,745	11.3%
FTDE or FTNE Students	52,457	52,784	53,188	53,629	54,056	54,480	54,878	55,237	55,593	55,957	56,275	3,818	7.3%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	131,062	131,679	132,662	133,566	134,463	135,331	136,222	137,037	137,844	138,633	139,415	8,353	6.4%
University Centers	2,631	2,700	2,818	3,004	3,062	3,157						526	20.0%
U at Shady Grove	2,181	2,242	2,302	2,455	2,496	2,565						384	17.6%
Hagerstown	320	321	347	373	388	411						91	28.5%
Southern Maryland	131	137	169	176	179	182						50	38.4%

**Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM Total without UMUC**

Fall Student Data	Actual 2017	Fall Projections										Change From Fall 2017 to Fall 2027	
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	115,799	116,247	116,878	117,592	118,296	118,967	119,607	120,182	120,713	121,236	121,766	5,967	5.2%
Undergraduate Total	87,640	87,964	88,433	88,954	89,434	89,923	90,433	90,852	91,235	91,612	92,003	4,363	5.0%
Full-time	76,648	76,904	77,338	77,776	78,161	78,576	78,972	79,312	79,624	79,931	80,267	3,619	4.7%
Part-time	10,992	11,059	11,096	11,178	11,273	11,347	11,461	11,539	11,611	11,680	11,736	744	6.8%
Grad./First Prof. Total	28,159	28,283	28,445	28,638	28,862	29,044	29,174	29,331	29,479	29,625	29,763	1,604	5.7%
Full-time	17,567	17,693	17,672	17,700	17,752	17,789	17,782	17,802	17,822	17,840	17,859	292	1.7%
Part-time	10,592	10,590	10,773	10,938	11,110	11,255	11,392	11,528	11,657	11,784	11,905	1,313	12.4%
FTDE or FTNE Students	52,457	52,784	53,188	53,629	54,056	54,480	54,878	55,237	55,593	55,957	56,275	3,818	7.3%

Fiscal Year Full-Time Equivalent Data

	Est. 2018	FISCAL YEAR Projections										Change From FY 2018 to FY 2028	
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	97,012	97,289	97,928	98,485	99,031	99,545	100,078	100,531	100,973	101,393	101,803	4,791	4.9%
University Centers	2,307	2,376	2,472	2,629	2,686	2,781						474	20.5%
U at Shady Grove	1,916	1,977	2,016	2,140	2,181	2,250						334	17.5%
Hagerstown	310	311	337	363	378	401						91	29.4%
Southern Maryland	82	88	119	126	128	131						48	58.9%

**Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Bowie State University**

Fall Student Data	Actual 2017	Fall Projections										Change From Fall 2017 to Fall 2027	
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	6,148	6,198	6,296	6,405	6,504	6,605	6,707	6,810	6,914	7,010	7,047	899	14.6%
Undergraduate Total	5,188	5,198	5,271	5,345	5,419	5,495	5,572	5,650	5,729	5,810	5,840	652	12.6%
Full-time	4,390	4,392	4,454	4,516	4,579	4,643	4,709	4,774	4,841	4,909	4,935	545	12.4%
Part-time	798	806	817	828	840	852	864	876	888	900	905	107	13.4%
Grad./First Prof. Total	960	1,000	1,025	1,060	1,085	1,110	1,135	1,160	1,185	1,200	1,207	247	25.7%
Full-time	408	410	420	435	445	455	465	476	486	492	495	87	21.3%
Part-time	552	590	605	625	640	655	670	684	699	708	712	160	29.0%
FTDE or FTNE Students	4,443	4,540	4,610	4,685	4,756	4,838	4,911	4,984	5,059	5,135	5,163	720	16.2%

Fiscal Year Full-Time Equivalent Data

FISCAL YEAR	Est. 2,018	Projections										Change From FY 2018 to FY 2028	
		2,019	2,020	2,021	2,022	2,023	2,024	2,025	2,026	2,027	2,028	Number	Percent
FTE Students	5,087	5,113	5,191	5,276	5,356	5,448	5,530	5,613	5,697	5,783	5,814	727	14.3%
University Centers	16	18	21	24	27	30	0	0	0	0	0	0	0.0%
U at Shady Grove	16	18	21	24	27	30						14	87.5%
Hagerstown												0	

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**Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: Coppin State University**

Fall Student Data	Actual 2017	Fall Projections										Change From Fall 2017 to Fall 2027	
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	2,893	2,919	2,945	2,972	2,999	3,032	3,065	3,099	3,133	3,167	3,202	309	10.7%
Undergraduate Total	2,507	2,530	2,512	2,524	2,546	2,574	2,602	2,631	2,660	2,690	2,720	213	8.5%
Full-time	1,854	1,871	1,892	1,896	1,913	1,933	1,955	1,977	1,999	2,020	2,044	190	10.2%
Part-time	653	659	620	628	634	640	648	655	661	670	677	24	3.6%
Grad./First Prof. Total	386	389	433	448	452	458	462	467	473	478	482	96	24.8%
Full-time	150	151	133	136	138	140	141	142	144	146	146	-4	-2.4%
Part-time	236	238	300	311	314	318	322	325	329	332	335	99	42.0%
FTDE or FTNE Students	1,696	1,711	1,727	1,742	1,758	1,777	1,797	1,817	1,837	1,857	1,877	181	10.7%

Fiscal Year Full-Time Equivalent Data

	Est. 2018	FISCAL YEAR Projections										Change From FY 2018 to FY 2028	
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	2,291	2,312	2,332	2,353	2,375	2,401	2,427	2,454	2,481	2,508	2,536	245	10.7%
University Centers	4	4	4	0	0	0	0	0	0	0	0	-4	-100.0%
U at Shady Grove												0	
Hagerstown	4	4	4	-	-	-						-4	-100.0%
Southern Maryland												0	

**Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM:Frostburg State University**

Fall Student Data	Actual 2017	Fall Projections										Change From Fall 2017 to Fall 2027	
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	5,396	5,451	5,551	5,616	5,635	5,624	5,633	5,643	5,652	5,661	5,671	275	5.1%
Undergraduate Total	4,725	4,775	4,845	4,880	4,894	4,878	4,882	4,886	4,890	4,894	4,898	173	3.7%
Full-time	3,849	3,885	3,945	3,970	3,974	3,978	3,982	3,986	3,990	3,994	3,998	149	3.9%
Part-time	876	890	900	910	920	900	900	900	900	900	900	24	2.7%
Grad./First Prof. Total	671	676	706	736	741	746	752	757	762	767	773	102	15.2%
Full-time	176	176	201	226	226	226	226	226	226	226	226	50	28.4%
Part-time	495	500	505	510	515	520	526	531	536	541	547	52	10.5%
FTDE or FTNE Students	3,731	3,740	3,749	3,759	3,768	3,777	3,787	3,796	3,806	3,815	3,825	94	2.5%

Fiscal Year Full-Time Equivalent Data

	Est. 2018	FISCAL YEAR Projections										Change From FY 2017 to FY 2027	
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	4,338	4,349	4,360	4,370	4,381	4,392	4,403	4,414	4,425	4,436	4,447	110	2.5%
University Centers	156	156	181	206	206	206	206	206	206	206	206	50	32.1%
U at Shady Grove												0	
Hagerstown	156	156	181	206	206	206	206	206	206	206	206	50	32.1%
Southern Maryland												0	

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**Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM:Salisbury University**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	8,714	8,774	8,809	8,840	8,887	8,912	8,937	8,962	8,987	9,012	9,037	323	3.7%
Undergraduate Total	7,782	7,792	7,813	7,836	7,862	7,879	7,901	7,923	7,945	7,967	7,989	207	2.7%
Full-time	7,191	7,160	7,180	7,201	7,225	7,240	7,261	7,281	7,301	7,321	7,341	150	2.1%
Part-time	591	632	633	635	637	639	640	642	644	646	648	57	9.6%
Grad./First Prof. Total	932	982	996	1,004	1,025	1,033	1,036	1,039	1,042	1,045	1,048	116	12.4%
Full-time	520	524	531	535	546	551	552	554	556	557	559	39	7.5%
Part-time	412	458	465	469	479	482	484	485	486	488	489	77	18.7%
FTDE or FTNE Students	6,941	6,988	7,016	7,041	7,078	7,098	7,118	7,138	7,158	7,178	7,198	257	3.7%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2017 to FY 2027	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	7,829	7,883	7,914	7,942	7,984	8,007	8,029	8,052	8,074	8,097	8,119	290	3.7%
University Centers	116	106	121	139	162	197						46	39.6%
U at Shady Grove	38	32	45	56	62	71						23	61.1%
Hagerstown	55	56	58	62	77	100						22	40.2%
Southern MD	23	18	19	21	23	26						0	1.8%

*Note-Enrollment at regional centers includes face-to-face and hybrid instruction.

Comments:

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**Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM:Towson University**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	22,705	22,750	22,864	22,978	23,093	23,208	23,324	23,441	23,558	23,676	23,794	1,089	4.8%
Undergraduate Total	19,596	19,635	19,733	19,832	19,931	20,030	20,131	20,231	20,332	20,434	20,536	940	4.8%
Full-time	17,106	17,140	17,226	17,312	17,398	17,485	17,573	17,661	17,749	17,838	17,927	821	4.8%
Part-time	2,490	2,495	2,507	2,520	2,533	2,545	2,558	2,571	2,584	2,596	2,609	119	4.8%
Grad./First Prof. Total	3,109	3,115	3,131	3,146	3,162	3,178	3,194	3,210	3,226	3,242	3,258	149	4.8%
Full-time	1,068	1,070	1,075	1,081	1,086	1,092	1,097	1,103	1,108	1,114	1,119	51	4.8%
Part-time	2,041	2,045	2,055	2,066	2,076	2,086	2,097	2,107	2,118	2,128	2,139	98	4.8%
FTDE or FTNE Students	14,775	14,804	14,878	14,953	15,027	15,103	15,178	15,254	15,330	15,407	15,484	709	4.8%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	18,568	18,661	18,920	19,015	19,110	19,205	19,301	19,398	19,495	19,592	19,690	1,122	6.0%
University Centers	213	213	213	213	213	213	0	0	0	0	0	0	0.0%
U at Shady Grove	94	94	94	94	94	94						0	0.0%
Hagerstown	90	90	90	90	90	90						0	0.0%
Southern Maryland	30	30	30	30	30	30						0	0.0%

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Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM:University of Baltimore

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	5,565	5,313	5,320	5,441	5,590	5,702	5,799	5,875	5,930	5,974	6,000	435	7.8%
Undergraduate Total	2,949	2,711	2,728	2,798	2,864	2,944	3,015	3,076	3,124	3,161	3,184	235	8.0%
Full-time	1,716	1,576	1,584	1,622	1,659	1,703	1,742	1,775	1,801	1,820	1,831	115	6.7%
Part-time	1,233	1,135	1,144	1,176	1,205	1,241	1,273	1,301	1,323	1,341	1,353	120	9.7%
Grad./First Prof. Total	2,616	2,602	2,592	2,643	2,726	2,758	2,784	2,799	2,806	2,813	2,816	200	7.6%
Full-time	1,084	1,074	1,067	1,084	1,114	1,123	1,130	1,132	1,131	1,129	1,126	42	3.9%
Part-time	1,532	1,528	1,525	1,559	1,612	1,635	1,654	1,667	1,675	1,684	1,690	158	10.3%

FTDE or FTNE Students	1,504	1,436	1,438	1,471	1,511	1,541	1,567	1,588	1,603	1,615	1,622	118	7.8%
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Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	3,946	3,749	3,754	3,836	3,936	4,013	4,080	4,131	4,168	4,196	4,211	265	6.7%
University Centers	82	86	90	92	94	94	-	-	-	-	-	12	14.6%
U at Shady Grove	82	86	90	92	94	94						12	14.6%
Hagerstown												--	--
Southern Maryland												--	--

Comments:

The University of Baltimore recognizes that its recent enrollment declines will carry forward through reduced continuing student enrollments. We believe that two (2) years are required before new student growth is sufficient to exceed these declines and move the university into enrollment growth. Accordingly, by fall 2020, we expect to see enrollment gains that will sustain through the remainder of the forecast period. The projected long-term equilibrium enrollment for the University of Baltimore is 6,000 students, which we believe represents a principled and sustainable enrollment.

The University of Baltimore expects to increase its enrollments by gains in two principal areas (a) graduate professional programs and (b) undergraduate enrollments. For the former, national declines in business and law were reflected at the university. Evidence shows that these disciplines have begun a recovery in enrollment nationally; and the University of Baltimore is particularly well-positioned to capitalize on this recovery. Undergraduate enrollments have principally decreased among first-time freshmen, and we recognize that our competing with an overly-broad curriculum does not well-position the university. Our re-aligning the undergraduate curriculum to largely reflect our excellence in undergraduate professional programs will strengthen our undergraduate recruitment and enrollment.

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**Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland Baltimore**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	6,703	6,713	6,723	6,724	6,716	6,726	6,720	6,724	6,724	6,731	6,741	38	0.6%
Undergraduate Total	929	913	917	918	918	918	918	918	918	918	918	-11	-1.2%
Full-time	718	720	725	727	727	727	727	727	727	727	727	9	1.3%
Part-time	211	193	192	191	191	191	191	191	191	191	191	-20	-9.5%
Grad./First Prof. Total	5,774	5,800	5,806	5,806	5,798	5,808	5,802	5,806	5,806	5,813	5,823	49	0.8%
Full-time	4,514	4,657	4,627	4,600	4,582	4,577	4,559	4,547	4,537	4,532	4,532	18	0.4%
Part-time	1,260	1,143	1,179	1,206	1,216	1,231	1,243	1,259	1,269	1,281	1,291	31	2.5%
FTDE or FTNE Students	6,781	6,781	6,775	6,768	6,767	6,772	6,761	6,759	6,755	6,758	6,765	-16	-0.2%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2017 to FY 2027	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	6,884	6,879	6,869	6,856	6,845	6,850	6,839	6,837	6,833	6,836	6,843	-41	-0.6%
University Centers	593.0	602	585	575	548	548	0	0	0	0	0	-45	-7.6%
U at Shady Grove	593	602	585	575	548	548						-45	-7.6%
Hagerstown	-	-	-	-	-							0	n/a

Comments: FTDES is equal to total UMB FTES less Law School Evening FTES. These are fiscal year FTDES, not fall FTDES

Comments: Regional Center Enrollment projections represent students admitted through Regional Center programs only and does not include additional instructional activity involving Baltimore Campus students enrolled in Regional Center courses

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February 16, 2018

**Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland Baltimore County**

Fall Student Data	Fall											Change From Fall 2017 to Fall 2027	
	Actual 2017	Projections										Number	Percent
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027			
Headcount Total	13,662	13,942	14,164	14,389	14,572	14,757	14,946	15,076	15,209	15,344	15,481	1,819	13.3%
Undergraduate Total	11,234	11,449	11,620	11,795	11,912	12,032	12,152	12,213	12,274	12,335	12,397	1,163	10.4%
Full-time	9,543	9,688	9,833	9,980	10,080	10,181	10,283	10,334	10,386	10,438	10,490	947	9.9%
Part-time	1,691	1,761	1,787	1,814	1,832	1,851	1,869	1,878	1,888	1,897	1,907	216	12.8%
Grad./First Prof. Total	2,428	2,494	2,543	2,594	2,659	2,726	2,794	2,864	2,935	3,009	3,084	656	27.0%
Full-time	1,126	1,147	1,150	1,153	1,156	1,158	1,160	1,162	1,164	1,165	1,166	40	3.5%
Part-time	1,302	1,347	1,394	1,442	1,503	1,568	1,634	1,702	1,772	1,844	1,918	616	47.3%
FTDE or FTNE Students	9,801	9,997	10,153	10,312	10,434	10,558	10,683	10,764	10,846	10,928	11,012	1,212	12.4%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From FY 2018 to FY 2028	
	Actual 2018	Projections										Number	Percent
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028			
FTE Students	11,223	11,448	11,627	11,808	11,948	12,091	12,235	12,327	12,421	12,517	12,613	1,390	12.4%
University Centers	356	364	369	375	381	386						30	8.3%
U at Shady Grove	356	364	369	375	381	386						30	8.3%
Hagerstown												0	

Comments: Actual FY2017 FTES are included in this report.
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**Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland College Park**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	40,521	40,695	40,645	40,595	40,595	40,620	40,620	40,620	40,595	40,570	40,620	99	0.2%
Undergraduate Total	29,868	30,100	30,075	30,050	30,050	30,075	30,100	30,100	30,075	30,050	30,100	232	0.8%
Full-time	27,708	27,900	27,875	27,875	27,875	27,900	27,900	27,900	27,875	27,850	27,900	192	0.7%
Part-time	2,160	2,200	2,200	2,175	2,175	2,175	2,200	2,200	2,200	2,200	2,200	40	1.9%
Grad./First Prof. Total	10,653	10,595	10,570	10,545	10,545	10,545	10,520	10,520	10,520	10,520	10,520	-133	-1.2%
Full-time	8,107	8,070	8,045	8,020	8,020	8,020	7,995	7,995	7,995	7,995	7,995	-112	-1.4%
Part-time	2,546	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	-21	-0.8%

FTDE or FTNE Students													
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Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	33,600	33,650	33,650	33,650	33,650	33,625	33,650	33,650	33,650	33,625	33,650	50	0.1%
University Centers	698	756	814	930	980	1,030						332	47.6%
U at Shady Grove	663	711	739	850	900	950						287	43.3%
Hagerstown	5	5	5	5	5	5						0	0.0%
Southern Maryland	30	40	70	75	75	75						45	150.0%

Comments: Shady Grove projections assume an on-time opening of the new building and base funding for planned new undergraduate programs.

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**Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland Eastern Shore**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	3,492	3,492	3,562	3,633	3,706	3,780	3,855	3,933	4,011	4,091	4,173	681	19.5%
Undergraduate Total	2,862	2,862	2,919	2,978	3,037	3,098	3,160	3,223	3,288	3,353	3,420	558	19.5%
Full-time	2,573	2,573	2,624	2,677	2,730	2,785	2,841	2,898	2,956	3,015	3,075	502	19.5%
Part-time	289	289	295	301	307	313	319	325	332	339	345	56	19.5%
Grad./First Prof. Total	630	630	643	655	669	682	696	709	724	738	753	123	19.5%
Full-time	414	414	422	431	439	448	457	466	476	485	495	81	19.5%
Part-time	216	216	220	225	229	234	238	243	248	253	258	42	19.5%
FTDE or FTNE Students	2,786	2,786	2,842	2,899	2,957	3,016	3,076	3,137	3,200	3,264	3,330	544	19.5%

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	3,246	3,246	3,311	3,377	3,445	3,514	3,584	3,656	3,729	3,803	3,879	633	19.5%
University Centers	73	71	72	74	75	77	78	80	82	83	85	12	16.2%
U at Shady Grove	73	71	72	74	75	77	78	80	82	83	85	12	16.2%
Hagerstown												0	0.0%
Southern Maryland												0	0.0%

Comments: UMES has experienced a significant decline in its enrollment in the past two academic years from 4,467 (fall 2015) to 3,492 (fall 2017). Consequently, the above projections hold student enrollment steady in fall 2018 to allow UMES to review and implement more effective strategies for growing its enrollment and retaining its continuing students. UMES is projecting enrollment growth at 2% for both undergraduate and graduate programs from 2019 to 2027.

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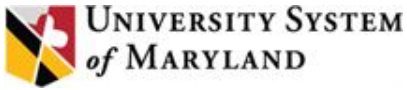
**Table 14
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
USM: University of Maryland University College**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 2017 to Fall 2027	
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	Number	Percent
Headcount Total	59,379	59,973	60,572	61,179	61,789	62,408	63,032	63,663	64,299	64,942	65,591	6,212	10.5%
Undergraduate Total	45,604	46,060	46,520	46,986	47,455	47,931	48,410	48,894	49,383	49,876	50,375	4,771	10.5%
Full-time	9,714	9,811	9,909	10,008	10,108	10,210	10,312	10,415	10,519	10,624	10,730	1,016	10.5%
Part-time	35,890	36,249	36,611	36,978	37,347	37,721	38,098	38,479	38,864	39,252	39,645	3,755	10.5%
Grad./First Prof. Total	13,775	13,913	14,052	14,193	14,334	14,477	14,622	14,769	14,916	15,066	15,216	1,441	10.5%
Full-time	85	86	87	88	88	89	90	91	92	93	94	9	10.6%
Part-time	13,690	13,827	13,965	14,105	14,246	14,388	14,532	14,678	14,824	14,973	15,122	1,432	10.5%
FTDE or FTNE Students	not app.	not app.	not app.	not app.	not app.	not app.	not app.	not app.	not app.	not app.	not app.		

Fiscal Year Full-Time Equivalent Data

	FISCAL YEAR											Change From	
	Est.	Projections										FY 2018 to FY 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
FTE Students	34,050	34,390	34,734	35,081	35,432	35,786	36,144	36,506	36,871	37,240	37,612	3,562	10.5%
University Centers	324	324	346	375	376	376	377	377	378	378	379	55	17.0%
U at Shady Grove	265	265	286	315	315	315	315	315	315	315	315	50	18.9%
Hagerstown	10	10	10	10	10	10	10	10	10	10	10	0	0.0%
Southern Maryland	49	49	50	50	51	51	52	52	53	53	54	5	10.2%

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TOPIC: University System of Maryland: Self-Support Charges and Fees for FY 2019

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two part process. This item involves the approval of room, board, parking, and related self-support fees.

Proposed increases in the typical annual dormitory charge are listed below:

\$7,190 to \$7,425	3.3%	University of Maryland, College Park
\$5,194 to \$5,350	3.0%	Bowie State University
\$6,984 to \$7,264	4.0%	Towson University
\$5,273 to \$5,405	2.5%	University of Maryland Eastern Shore
\$4,520 to \$4,882	8.0%	Frostburg State University
\$5,700 to \$5,985	5.0%	Coppin State University
\$6,680 to \$6,880	3.0%	Salisbury University
\$6,966 to \$7,050	1.2%	UMBC

To accommodate the variation in the beginning dates of its academic programs, University of Maryland, Baltimore charges a daily rate. Their FY 2019 rate for a one bedroom apartment will be \$38.52 (a 5% increase). Frostburg's increase is due to a multi-year plan to provide upgrades to the residence halls that have not yet been renovated and the construction of a new Residence Hall.

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2019 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

**UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2019**

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Change</u>	
			<u>\$</u>	<u>%</u>
<u>UMB</u>				
<u>ROOM AND BOARD</u>				
HOUSING PER APARTMENT*				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	30.69	32.22	1.53	5.0%
1 BEDROOM	36.69	38.52	1.83	5.0%
2 BEDROOM-TOTAL	52.09	54.69	2.60	5.0%
2 BEDROOM-per person	26.04	27.34	1.30	5.0%
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	32.19	33.80	1.61	5.0%
1 BEDROOM	38.19	40.10	1.91	5.0%
2 BEDROOM-TOTAL	53.59	56.27	2.68	5.0%
2 BEDROOM-per person	27.54	28.92	1.38	5.0%
SPOUSE/DOMESTIC PARTNER (Daily - includes utilities & fully furnished)**				
EFFICIENCY	6.02	n/a	n/a	n/a
1 BEDROOM	7.33	n/a	n/a	n/a
2 BEDROOM	10.21	n/a	n/a	n/a
2 BEDROOM	5.11	n/a	n/a	n/a
SPOUSE/DOMESTIC PARTNER (Daily - includes utilities & fully furnished)**				
EFFICIENCY	n/a	200.00	n/a	n/a
1 BEDROOM	n/a	200.00	n/a	n/a
2 BEDROOM	n/a	200.00	n/a	n/a
2 BEDROOM	n/a	200.00	n/a	n/a
DAILY STORAGE RATE				
	9.20	9.20	0.00	0.0%

*A daily-only rate is to accommodate the variation in the beginning dates of the academic programs. Resident contracts are still for the semester or the year.

**The rate for spouse/domestic partner is being moved from the daily rate to a flat rate for the month.

<u>UMCP</u>				
<u>ROOM AND BOARD</u>				
ROOM*	7,190	7,425	235	3.3%
BOARD (POINT PLAN)	4,532	4,645	113	2.5%
<u>PARKING FEE**</u>				
STUDENT - RESIDENT	567	607	40	7.1%
STUDENT - COMMUTER	293	314	21	7.2%

*The rate for a standard double room is \$7,425. A surcharge may be applied for such items as a single room, a room with air conditioning, room with private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail. The proposed rate adjustments include a contingency for potential legislatively mandated salary increases.

**Parking fee increase due to year two of a four-year ramp up for a new 600 space garage, which is needed due to significant projected losses of parking inventory as a result of planned construction projects. Salary and fringe increases are also significant components. The percentage increase may be subject to change. The actual percentage increase to student (resident and commuter) rates is planned to be set at the same percentage as the increase to the overall Faculty and Staff rates for FY 19. ANY CHANGE IN THE ABOVE STUDENT RATE WILL BE PRESENTED TO THE BOARD FOR APPROVAL.

<u>Bowie</u>				
<u>ROOM AND BOARD</u>				
ROOM				
TOWERS				
DOUBLE	5,427	5,590	163	3.0%
SINGLE	5,840	6,015	175	3.0%
ALEX HALEY				
DOUBLE	6,386	6,578	192	3.0%
SINGLE	7,180	7,395	215	3.0%
QUAD	5,688	5,858	170	3.0%

**UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2019**

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Change</u>	
			<u>\$</u>	<u>%</u>
<u>Bowie (cont.)</u>				
ROOM				
TUBMAN & HOLMES				
DOUBLE	5,194	5,350	156	3.0%
SINGLE	5,638	5,807	169	3.0%
TRIPLE	4,661	4,801	140	3.0%
KENNARD				
DOUBLE	5,274	5,432	158	3.0%
SINGLE	5,717	5,889	172	3.0%
TRIPLE	4,728	4,870	142	3.0%
GOODLOE				
DOUBLE	6,160	6,345	185	3.0%
SINGLE	6,644	6,843	199	3.0%
*ENCLAVE Apartments (Temporary)	10,778	11,112	334	3.1%
BOARD				
GOLD 19 MEAL PLAN W/\$175 FLEX	4,160	4,326	166	4.0%
GOLD 14 MEAL PLAN W/\$200 FLEX	4,160	4,326	166	4.0%
GOLD 10 MEAL PLAN W/\$225 FLEX	3,650	3,796	146	4.0%
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,060	2,142	82	4.0%
CMRC 7 MEAL PLAN W/\$50 FLEX (CMRC Only)	2,160	2,242	82	3.8%
COMMUTER 100 PLAN W/\$200 FLEX	2,130	2,210	80	3.8%
COMMUTER 50 PLAN W/\$300 FLEX	1,490	1,540	50	3.4%
COMMUTER 25 PLAN W/\$175 FLEX	820	850	30	3.7%
SUMMER BLOCK 60 W/NO FLEX	475	494	19	4.0%
SUMMER BLOCK 30 W/NO FLEX	251	261	10	4.0%
<u>PARKING FEE</u>				
RESIDENT STUDENT	69	69	0	0.0%
FULL-TIME COMMUTER	68	68	0	0.0%
ONE SEMESTER ONLY	46	46	0	0.0%
TEMPORARY (per month)	29	29	0	0.0%
 <i>*Rate includes transportation from/to College Park and Bowie State University</i>				
<u>Towson</u>				
<u>ROOM AND BOARD</u>				
ROOM				
DOUBLE	6,984	7,264	280	4.0%
SINGLE	8,214	8,542	328	4.0%
PREMIUM HOUSING - BARTON & DOUGLASS	8,234	8,440	206	2.5%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	8,768	8,988	220	2.5%
EFFICIENCIES - 2 BEDROOM	8,288	8,496	208	2.5%
EFFICIENCIES - 4 BEDROOM	6,984	7,158	174	2.5%
APARTMENT - CARROLL & MARSHALL				
2 BEDROOM	10,100	10,352	252	2.5%
4 BEDROOM	9,900	10,148	248	2.5%
APARTMENT - MARRIOTT CONVERSION to 10 WEST*				
Tier One, Floors 2 - 5, convenience kitchen, meal plan required	N/A	8,988	N/A	N/A
Tier Two, Floors 6 - 15 with full kitchen	N/A	10,664	N/A	N/A
Tier Three (apartments 1409 & 1509)	N/A	10,770	N/A	N/A
BOARD				
FLEXIBLE 5 MEAL PLAN WITH \$400 ANNUAL FOOD POINTS	2,460	2,550	90	3.7%
FLEXIBLE 10 MEAL PLAN WITH \$100 ANNUAL FOOD POINTS	4,540	4,710	170	3.7%
FLEXIBLE 14 MEAL PLAN WITH \$100 ANNUAL FOOD POINTS	5,200	5,200	0	0.0%
FLEXIBLE 19 MEAL PLAN WITH \$100 ANNUAL FOOD POINTS	5,560	5,770	210	3.8%
FLEXIBLE UNLIMITED MEAL PLAN WITH \$100 ANNUAL FOOD POINTS	5,970	6,190	220	3.7%
BLOCK 25 MEAL PACKAGE WITH \$75 IN FOOD POINTS	365	380	15	4.1%

*New fee in FY 2019

**UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2019**

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Change</u> \$	<u>%</u>
<u>Towson (cont.)</u>				
BOARD				
BLOCK 50 MEAL PACKAGE WITH \$75 IN FOOD POINTS	600	625	25	4.2%
BLOCK 75 MEAL PACKAGE WITH \$75 IN FOOD POINTS	825	855	30	3.6%
BLOCK 100 MEAL PACKAGE WITH \$75 IN FOOD POINTS	1,020	1,060	40	3.9%
<u>PARKING FEE</u>				
STUDENTS	349	356	7	2.0%
SEMESTER/STUDENT	200	204	4	2.0%
<u>UMES</u>				
<u>ROOM AND BOARD</u>				
ROOM				
TRADITIONAL DOUBLE	5,273	5,405	132	2.5%
TRADITIONAL SINGLE	6,142	6,296	154	2.5%
APARTMENT SINGLE (Non-Efficiency)	6,199	6,354	155	2.5%
TRADITIONAL DOUBLE (Semi-Private Bath)	5,422	5,558	136	2.5%
APARTMENT DOUBLE (Efficiency)	6,013	6,163	150	2.5%
APARTMENT SINGLE (Efficiency)	6,403	6,563	160	2.5%
APARTMENT SINGLE PRIVATE BATH (Efficiency)	6,583	6,748	165	2.5%
APARTMENT SINGLE LEASE (Efficiency & Laundry)	6,763	6,932	169	2.5%
HAWK PLAZA - APARTMENT EFFICIENCY SINGLE	6,943	7,117	174	2.5%
BOARD				
19 MEAL PLAN WITH \$150 ANNUAL FOOD POINTS	4,350	4,459	109	2.5%
14 MEAL PLAN WITH \$150 ANNUAL FOOD POINTS	4,132	4,235	103	2.5%
10 MEAL PLAN WITH \$150 ANNUAL FOOD POINTS	3,371	3,455	84	2.5%
5 MEAL PLAN (COMMUTERS ONLY)	1,717	1,760	43	2.5%
<u>PARKING FEE</u>				
STUDENTS	60	60	0	0.0%
<u>Frostburg</u>				
<u>ROOM AND BOARD</u>				
ROOM				
DOUBLE				
PLAN 1 (OLDER DORMS)	4,520	4,882	362	8.0%
PLAN 2 (NEWER DORMS)	4,630	5,002	372	8.0%
SINGLE				
PLAN 1 (OLDER DORMS)	5,980	6,460	480	8.0%
PLAN 2 (NEWER DORMS)	6,490	7,012	522	8.0%
BOARD				
15 MEALS WITH \$50 FLEX**	N/A	5,200	N/A	N/A
SUPER 15 MEAL PLAN WITH \$300 BONUS DOLLARS*	4,892	N/A	N/A	N/A
GOLD PLAN WITH \$200 BONUS BUCKS	4,690	4,846	156	3.3%
SILVER PLAN WITH \$100 BONUS BUCKS	4,370	4,516	146	3.3%
14 MEALS WITH \$125 FLEX**	N/A	5,200	N/A	N/A
14 MEALS PER WEEK, \$100 BONUS BUCKS	4,190	4,330	140	3.3%
12 MEALS PER WEEK, \$250 BONUS BUCKS	4,350	4,494	144	3.3%
10 MEALS PER WEEK, \$75 BONUS BUCKS*	3,660	N/A	N/A	N/A
<u>PARKING FEE</u>				
STUDENTS - COMMUTER	40	40	0	0.0%

*Meal Plans eliminated in FY 2019

**New Meal Plans in FY 2019

**UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2019**

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Change</u> \$	%
<u>Coppin</u>				
<u>ROOM AND BOARD</u>				
ROOM				
TRIPLE	4,377	4,596	219	5.0%
DOUBLE	5,700	5,985	285	5.0%
SINGLE	5,975	6,274	299	5.0%
BOARD				
BRONZE ANYTIME DINING PLAN (\$75 DINING \$s)	3,920	4,116	196	5.0%
SILVER ANYTIME DINING PLAN (\$150 DINING \$s)	4,084	4,288	204	5.0%
GOLD ANYTIME DINING PLAN (\$200 DINING \$s)	4,195	4,405	210	5.0%
<u>PARKING FEE</u>				
STUDENTS	90	90	0	0.0%
<u>Salisbury</u>				
<u>ROOM AND BOARD</u>				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (DV)	7,350	7,420	70	1.0%
SUITE (NA, MK, PO, WI)	7,490	7,720	230	3.1%
SUITE (St. Martin)	7,060	7,130	70	1.0%
DOUBLE				
APARTMENT STYLE (CP)	6,680	6,880	200	3.0%
SUITE (NA, MK, PO, WI, CR, CK, SV)	6,750	6,950	200	3.0%
SUITE (St. Martin)	6,360	6,430	70	1.1%
TRIPLE				
SUITE (CR, CK, SV)*	4,820	5,290	470	9.8%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	8,840	8,930	90	1.0%
2 BEDROOMS & 2 BATHROOMS	8,790	8,880	90	1.0%
4 BEDROOMS & 4 BATHROOMS	8,730	8,820	90	1.0%
4 BEDROOMS & 2 BATHROOMS	8,370	8,450	80	1.0%
2 BEDROOMS & 1 BATHROOMS	8,410	8,490	80	1.0%
BOARD				
EVERYTHING	4,800	5,000	200	4.2%
15 MEALS PLUS**	4,260	N/A	N/A	N/A
10 MEAL PLAN**	3,170	N/A	N/A	N/A
5 MEALS PLUS**	2,050	N/A	N/A	N/A
ANY 50 MEALS PER SEMESTER (commuters only)**	1,200	N/A	N/A	N/A
ANY 30 MEALS PER SEMESTER**	1,000	N/A	N/A	N/A
200 MEALS PLUS (200 meals+\$500 dining dollars per semester)***	N/A	4,800	N/A	N/A
125 MEALS PLUS (125 meals+\$350 dining dollars per semester)***	N/A	3,350	N/A	N/A
75 MEALS PLUS (75 meals+\$300 dining dollars per semester)***	N/A	2,200	N/A	N/A
45 MEALS PLUS (45 meals+\$100 dining dollars per semester)***	N/A	1,200	N/A	N/A
<u>PARKING FEE</u>				
STUDENTS	75-110	75-110	0	0.0%
<u>UMBC</u>				
<u>ROOM AND BOARD</u>				
ROOM				
RESIDENCE HALLS	6,966	7,050	84	1.2%
RESIDENCE APARTMENTS AND SUITES (9 MONTH)	7,216	7,310	94	1.3%
RESIDENCE HALLS (9 MONTH)	7,216	7,310	94	1.3%
BOARD				
UNLIMITED MEAL PLAN	4,520	4,646	126	2.8%
SAVVY 16	4,520	4,648	128	2.8%
TERRIFIC 12	3,916	4,014	98	2.5%
SUPER 225	4,082	4,204	122	3.0%
FLEXIBLE 14 MEAL PLAN	4,942	5,078	136	2.8%
FLEXIBLE 10 MEAL PLAN	4,160	4,262	102	2.5%
<u>OTHER AUXILIARY FEES</u>				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	4	350	350	0.0%

*Triple Suites are larger and more desirable accommodations which justifies a higher increase.

**Meal plan eliminated in FY 2019

***New meal plans in FY 2019. Transitioning from meals per week to meals per semester plans

UMCP
Room Fee Structure Detail
 (in \$ unless noted)

	Traditional w/out AC		Traditional with AC		New Traditional		Semi-Suite		Suite		Apartment	
	<u>FY 18</u>	<u>FY 19</u>	<u>FY 18</u>	<u>FY 19</u>	<u>FY 18</u>	<u>FY 19</u>	<u>FY 18</u>	<u>FY 19</u>	<u>FY 18</u>	<u>FY 19</u>	<u>FY 18</u>	<u>FY 19</u>
Singe w/Bath	n/a	n/a	8,570	9,245	8,822	9,561	n/a	n/a	8,930	9,635	9,289	10,136
Single	7,700	8,112	7,880	8,335	8,132	8,651	n/a	n/a	8,240	8,725	8,599	9,226
Double w/Bath	n/a	n/a	7,880	8,335	8,132	8,651	7,657	7,963	8,240	8,725	8,599	9,226
Double	7,010	7,202	7,190	7,425	7,442	7,741	n/a	n/a	7,550	7,815	7,909	8,316
Double requires Bunked Beds	6,134	6,302	6,291	6,497	n/a	n/a	n/a	n/a	6,606	6,838	6,920	7,277
Structural Triple/Quad w/Bath	6,999	7,392	7,161	7,593	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Structural Triple/Quad	6,309	6,482	6,471	6,683	n/a	n/a	n/a	n/a	6,795	7,033	7,118	7,484
Flex Triple/Quad	5,959	6,122	6,112	6,311	n/a	n/a	n/a	n/a	6,417	6,643	6,723	7,069

Notes:

Standard Room Rate = \$ 7,425

Premiums:

Single Room	\$ 910
Private Bath	\$ 910
New Double	4.25%
Semi-Suite	7.25%
Suite	5.25%
Apartment	12.00%

Discounts:

Double w/out AC	3.0%
Structural Triple	10.0%
Double requires Bunked Beds	12.5%
Flex Triple/Quad	15.0%

AC = air conditioning



**USM - Student Involvement in Fee Process
FY 2019 Self Support Fees**

University of Maryland, College Park

1. Room Rates

The Directors of Resident Life and Residential Facilities engage the Residence Hall Association (RHA) and their respective advisory groups (ReLATE and ReFAB) in a review of the student fee proposal annually. The Directors present the fee request to the 54-member RHA Senate normally in the month of January and respond to any questions or concerns at that meeting. The Directors will then meet with ReLATE and ReFAB to further discuss the fee request and gain feedback. The advisory groups will develop a resolution for the RHA Senate meeting normally scheduled in the month of February. The membership of the RHA Senate can be found at <http://marylandrha.umd.edu/RHA/Senate.aspx>

The two advisory groups, ReLATE and ReFAB, develop a resolution for RHA regarding the proposed fee increase. The RHA Senate then votes on whether they endorse the fee request. Adjustments to the fees can be made at any time during the process.

2. Board Rates

The first step of the budget vetting process begins with the Dining Services Advisory Board (DSAB). DSAB is the Resident Hall Association's (RHA) standing committee on dining issues. During one of the regularly scheduled fall semester meetings, observations about general market conditions are shared by Dining Services and there is a review of the general trends in revenue and expenses for the department. During this meeting, Dining Services shares its preliminary estimate of the expected increase in the board rate.

The second step of the budget vetting process occurs when the Director of Dining Services presents the proposed budget to the 54-member RHA Senate and responds to the questions and concerns raised. The membership of the Senate can be found at <http://marylandrha.umd.edu/RHA/Senate.aspx>

The third and final step in the process is for the Director to meet with DSAB again in the spring semester to answer any additional questions about the proposal. The advisory board then develops a resolution for RHA regarding the fee increase and the RHA Senate then votes on whether they endorse the fee request or not. Adjustments to the fees can be made at any time during this process.

3. Parking Fees

The first step of the Department of Transportation Services (DOTS) budget vetting process is an ad hoc student leadership information session in order for DOTS and the student leaders to begin a dialog of concerns and issues related to the DOTS budget. These student leaders include members of the Student Government Association, Graduate Student Government and the Residence Hall Association.

The next step is to bring a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Student Affairs.



**USM - Student Involvement in Fee Process
FY 2019 Self Support Fees**

Bowie State University

Room, Board, & Parking Fees

On December 12, 2017, the FY 2019 proposed Self-Supporting fees were shared with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA and the GSA or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted any revisions to the proposed fees to the President, who made the final decision on the fee proposal that was submitted to USM for BOR approval.

Towson University

Room, Board, & Parking Fees

The Vice President for Student Affairs, the Interim Vice President for Administration and Finance, the Associate Vice President for Auxiliary Services, and the Deputy Director of Athletics met with Student Government Association (SGA) to discuss the proposed tuition, mandatory fees, room, board and parking. The students asked questions about the increases for self-support fees and the athletic fee. They had comments on how to better parking.

University of Maryland Eastern Shore

Room and Board

Ms. Michelle Martin, Interim Vice President for Administration and Finance, along with Dr. Michael Harpe, Interim Vice President for Student Affairs, met with members of the Student Government Association (SGA) and Graduate Student Association on Monday, February 26, 2018 to discuss room and board fees for FY 2019.

Ms. Martin shared the proposal from Thompson Hospitality, the University Food Service vendor, and their intent to increase board costs by 2.3% based upon the increase in the CPI. In addition, the campus laundry facilities were renovated with new equipment. There is no charge for students to use the laundry facilities. The proposed increase room and board fee is 2.5% to remain self-sustaining. *The students expressed their concerns regarding the quality of service from Thompson Hospitality.* Ms. Martin advised the students to not just complain about the food but to participate in the monthly meetings held by Thompson to provide constructive feedback for improvement. *Students: "Will there be any physical changes/improvements to the rooms/buildings?"* Ms. Martin advised that there is a maintenance fund for dorms. The University had to scale back due to the deficit, but is looking to put some of the projects back on the table for FY 19. It was recommended that students get a focus group to come up with a list of projects. Dr. Harpe also advised that they are trying to develop the schools summer conferences schedule to bring in more revenue. The money gained from those events will be used to offset some of the cost to repair residence halls.

In attendance:

Ms. Michelle Martin
Nathaniel Anderson
Owaneami Davies

Dr. J. Michael Harpe
Marcus Burrell
Zoe Johnson

Brandon Lewis
Aswan Mangrum
Aajah Harris



**USM - Student Involvement in Fee Process
FY 2019 Self Support Fees**

Frostburg State University

Room and Board

The President, Vice President for Student Affairs, Interim Vice President for Administration & Finance and the Food Service Director met with representatives from FSU's Student Government Association in March 2018 to discuss the room & board rates for FY 2019. SGA's president and vice president are also members of the University Advisory Council that meets monthly to discuss issues, including tuition/fees and room/board. Students were informed of the justifications for the increases (increased personnel costs due to cola/fringes, increased utilities, minimum wage increases and food service vendor costs). The additional increase in the room rates is partially for upgrades to the existing residence halls which are currently in progress (prior Board of Regents approval) and for the new residence hall.

Coppin State University

Room, Board, & Parking Fees

A meeting with the Student Government Association was held on February 23, 2018 in the J. Millard Tawes Student Government Association office. It began at 1:00PM. SGA was informed of the increases in parking and room/board rates.

IN ATTENDANCE

Freshman Class President Caleb Andrews
SGA President Paris Holmes
SGA Business Manager Sandra Rockson

SG Sophomore President Atiba McGill
SGA Chief of Staff Mi'Yona Green
SGA Secretary Arynne Wilburn

Salisbury University

Room and Board

On February 11th, the Vice President of Administration and Finance, Marvin Pyles, attended the SGA Forum to meet with SU's SGA and other RSO (Registered Student organizations) leaders to discuss the campus' budget and tuition and fee proposals for fiscal year 2019. The SGA Forum consists of approximately 100 student leaders from across a broad spectrum of student led groups, including the SGA Executive Committee, the SGA Student Senate, and all student club/organization presidents and representatives.

Mr. Pyles and the Vice President of Student Affairs, Dane Foust, gave a presentation which informed students that a 2% increase in undergraduate in-state tuition and a 5% increase in undergraduate out-of-state tuition were being proposed.

The presentation also covered other self-support fees, such as room rate increases, which increased 1-3% (with the exception of the triple suites and Severn Hall double suite rate). The increase in Severn Hall is attributable to the cost which will be incurred during the summer 2018 building renovation. The remaining triple suite rate has been increased to bring the rate more in line with the double suite rate.

Board rates/plans have been revamped for this upcoming year in response to student demand. The meal plans have been restructured to allow students to utilize their meals over the course of the entire semester rather than a specific count of meals to be utilized each week. In addition, the meal plans now



**USM - Student Involvement in Fee Process
FY 2019 Self Support Fees**

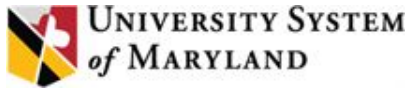
provide more dining dollars which can be used at a variety of on-campus eating options beyond the Commons (SU's only dining hall).

Students were provided the opportunity for questions and comments on the overall budget and rate proposals for next year, but no specific concerns were expressed by the students in attendance regarding the proposed increases to tuition, mandatory fees and self-support fees.

University of Maryland Baltimore County

Room and Board

Residential Life leadership met with the Resident Student Association (RSA) on February 14, 2018 to explain proposed increases in room and board rates. Approximately 10 students attended the meeting, including RSA officers, individual hall representatives, and other students. Students were advised that the proposed room rates were based on wage increases (COLA/minimum wage), maintenance project increases and building reserve funds. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home" and other factors associated with the new dining services procurement. The RSA members and others attending the meeting offered comments, asked questions and provided feedback. Feedback was shared with stakeholders. Overall, students did not express objections to the proposed increases.



TOPIC: Frostburg State University: Increase in Project Authorization for New Residence Hall

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: Frostburg State University requests Board of Regents approval for an increase in authorization for the New Residence Hall. The new 125,000 square foot, six-floor residence hall featuring 431 beds is slated for construction in July 2018.

In June 2017, Board approved a project budget of \$36.58M. As this project nears the bidding stage, the project team has informed the institution that in spite of significant reductions through value engineering, they anticipate the project to increase in cost by an additional \$6.315M. The total new cost of the project is estimated at \$42.895M.

Additional background on the project is provided in the attached document.

ALTERNATIVE(S): The Board of Regents could reject this request. Not proceeding with the construction of the residence hall would have a negative impact on the University's recruitment and retention efforts, and the quality of on-campus student living. The University has not built a new residence hall on the campus in over 40 years and has no significant debt on any of its existing residence halls. For the past several years, many prospective students and their parents have expressed disappointment with the condition of FSU's residence halls and have decided to enroll elsewhere as a result. This new residence hall also plays a crucial role in the University's implementation of a two-year residency requirement that is slated to go in effect for first-year students entering in Fall 2019.

Both national research and the University's data indicate that those students living on campus during their second year perform better academically and are retained at a higher rate than those who live in housing off-campus. Additionally, the new residence hall is key to FSU having the ability to complete major renovations to four large residence halls that have only received minor cosmetic attention since the 1970s. In addition to creating more appealing housing for students, its design will facilitate the additional programming within the residence hall that is planned to focus on the needs and interests of both sophomores and transfer students.

FISCAL IMPACT: Unforeseen site conditions, the bid market conditions such as increased cost for material and some subcontract labor and further design refinements have resulted in a \$6.315M budget increase. The University has completed a number of value engineering actions, including changes in the exterior skin, interior support, and removal and resizing of building components that have resulted in a savings of approximately \$8M.

This project increase of \$6.315M will be funded from \$4.5M of bonds, \$1.132M of revolving equipment loans and \$683K of institutional fund balance. These payments will be funded from increased room rates and auxiliary facility fees. A majority of the \$1.5M for planning in FY 2018 has already been expended.

Approved via SFCP, June, 2017

	FY	FSU	Equip Loan	Bonds	Total
Planning	FY 17	1,500,000			1,500,000
Construction	FY 19	2,198,000		14,776,000	16,974,000
Construction	FY 20			16,974,000	16,974,000
Equipment	FY 20	1,132,000			1,132,000
Total		4,830,000		31,750,000	36,580,000

Proposed March 2018

	FY	FSU	Equip Loan	Bonds	Total
Planning	FY 18	1,500,000			1,500,000
Plan/Construction	FY 19	2,198,000			2,198,000
Construction	FY 19			22,920,000	22,920,000
Construction	FY 20	1,815,000		13,330,000	15,145,000
Equipment	FY 20		1,132,000		1,132,000
Total		5,513,000	1,132,000	36,250,000	42,895,000

Proposed Increase	683,000	1,132,000	4,500,000	6,315,000
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CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve an increase in the project authorization for the New Residence Hall at Frostburg State University not to exceed \$6.315M, for a total project authorization of \$42.895M, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

New Residence Hall at Frostburg State University Background Information

3/8/18

October 2015

A demand study by a consultant was updated in October 2015. The study made note of the robust off-campus housing stock and cited a number of reasons students avoid on-campus housing, including poor condition and configuration of units, lack of privacy and amenities, cost of room and board, and the rules imposed by the university on resident students.

The consultants did, however, identify demand for housing that could occur if the University built a new residence hall. Their survey noted interest by about 400 students currently living off campus who said they would consider moving to campus if a new building was available that provided desired room configurations and amenities at a competitive cost.

Furthermore, the demand study indicated that if Frostburg enacted a policy to require all qualifying Freshmen and Sophomores to live on campus, another 350 bed demand could be generated. The impact of such a requirement (positive or negative) on current enrollment trends will be evaluated. The net of these two actions, less the current vacancies, totaled a **demand for roughly 600 new beds**.

November 2015

At the November 2015 meeting of the Board Finance Committee, Interim FSU President Bowling told the group that Frostburg's enrollment was growing. At 5,756 headcount and 4,852 FTE students, the Fall 2015 enrollment was the largest in Frostburg's 117-year history. A record number of international students were also enrolled, with more seeking admission in the Spring of 2016.

At the time, Frostburg had just under 1,700 beds in traditional campus residence halls. The newest was built in 1976, and there was no existing debt. Five buildings had been renovated since 2008. At the time, there was no waiting list and there were about 50 vacant beds, with another 100 taken offline for various reasons.

A Public/Private Partnership housing facility on campus was fully rented. [In Fall 2003, a partnership was formed with MEDCO to provide a 400 bed housing facility on ground leased from the campus. The facility, called "Edgewood Commons," has been filled for 3 years and is now generating ground rent. The lease with MEDCO requires the Board of Regents to certify that Edgewood will remain fully occupied before any new beds can be constructed on campus.]

At the November 2015 meeting, the Finance Committee expressed support for consideration of a project at FSU. Given the need to review the financial parameters of a new housing project within the



context of the overall System-wide bond program, address matters of student affordability, and seek the required consent from MEDCO, the Committee deferred a final recommendation on the matter until the upcoming Capital Budget cycle.

May/June 2016

The housing project (both renovation of existing dorms and construction of a new 425 bed facility as described above) was discussed by the Board at the May 2016 capital workshop and approved in the SFCP in June, 2016. Subsequently, the Board of Regents approved a multi-year plan of raising FSU room rates an additional 2% to fund these renovations. FSU indicated that their room rates are the lowest within the USM, and they were confident this proposed increase is consistent with the market.

The total budget for the new housing project was: \$32.58 M (includes \$4.83 in cash).

When the project team at the College Park Service Center reviewed the project and the budget, it expressed concerns as it typically estimates the cost of this type of facility at a minimum of \$100,000 per bed. USM, FSU and the Service Center agreed to proceed with the understanding that cost would need to be evaluated once the design was underway.

June 2017

Price proposals submitted in the RFP process indicated a need for additional funding of approximately \$4 million. As design progressed, it became apparent that the current funding for the new housing project was insufficient. These additional funds were requested as an increase of bonds for FY 2019 and FY 2020. Revenue to cover these additional bonds would be generated by increasing the room rates for the new residence hall. The FY 2018 SFCP (approved in June 2017), therefore, included an additional \$4M (auxiliary bonds) in the construction appropriation.

The total budget for the new housing project had risen to: \$36.58 M.

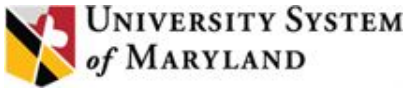
Current Status

As the project nears the bidding stage, the project team has informed the institution that, in spite of significant reductions through value engineering that reduced the overall cost by as much as \$8M, they anticipate the total cost will still exceed the established budget. The current state of the construction market is affecting the availability and cost of materials and some subcontract labor in the region. For example, the cost of wood framing materials increased nearly 40% as of the latest cost estimate in the aftermath of the hurricanes. In addition, site challenges have diverted construction funds towards improving the site. The project team expects to stabilize abandoned mines beneath the site and drill deep foundations due to poor soil conditions. Unforeseen costs in bringing expanded fiber/communication service to the building also added significant costs.

The total for the new housing project is now estimated at \$42.895M. This is an increase of \$6.315M.

The additional cost of the bonds necessary to fund the increased cost of the project will be repaid through increased auxiliary fees and room rents. The Auxiliary Facility Fee will increase 7.7% in FY 2019 and 10% in FY 2020, which equates to a \$41.58 annual increase to full-time students in FY2019 and \$1.85 per credit hour for part-time students. The proposed 10% increase in FY 2020 would equate to approximately \$59.18 annually for full-time and \$2.63 per credit hour for part-time students. The increase in the Auxiliary Facilities Fee would affect all students based on the Frostburg Campus. It would not affect on-line students or other locations such as Hagerstown.

Existing room rates were already approved by the Board of Regents to increase an additional 2% in FY 2019, FY 2020; 1.5% in FY 2021, and 1% in FY 2022 on top of general inflation. The room rates will now need to increase 6% in FY 2019, 2020 and 2021 and 3% in FY 2022 on top of general inflation. In the approved scenario general inflation was calculated at 3% and the proposed scenario general inflation is calculated at 2%.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed USM Policy VIII-18.00—Policy on Unrestricted Fund Balances

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2017

SUMMARY: During the 2017 session of the General Assembly, budget language required the creation of a workgroup to examine the System’s practices concerning the use and access to unrestricted fund balances. This examination resulted in a report released in early December 2017 containing a set of recommendations, one part of which called for the creation of a new Board policy establishing and detailing the processes relating to the use of unrestricted fund balances. The findings of the workgroup called for recommendations to be implemented by June 1, 2017

The proposed policy documents the process for establishing an annual fund balance goal, details approved spending that is considered outside of the goal, and formalizes a System-wide financial planning process. In response to the recommendations of the fund balance workgroup, the proposed policy also requires formal plans for eliminating state-supported operating budget accumulated deficits.

Institutions have proposed that the System continue to explore alternative processes, with the goal of enhancing institutional flexibility in long-term spending strategies. One such alternative, involving the setting fund balance targets—as opposed to setting an annual fund balance increase (or change) goal—appears to satisfy the objective of enhanced institutional flexibility, and will be the focus of an effort to revise the policy, and System-wide financial planning, within the coming year.

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy or could recommend alternatives to the proposed policy.

FISCAL IMPACT: The General Assembly has proposed budget bill language that would impose a \$500,000 reduction in USM Office general funds if the recommendations of the workgroup are not satisfied by June 1, 2018.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend the Board of Regents approve the proposed Policy on Unrestricted Fund Balances.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

VIII - 18.00 - Policy on Unrestricted Fund Balances

(Approved by the Board of Regents)

I. Purpose

This policy establishes processes for the use of unrestricted fund balances by University System of Maryland institutions. The policy also includes provisions for developing plans to eliminate accumulated deficits in unrestricted fund balances associated with state-supported activities, and addresses parameters for annual reporting to the General Assembly relating to changes in unrestricted fund balances and plans for their use.

Unrestricted fund balances are accounted for and their use managed by each institution of the University System of Maryland. The only constraints on an institution's ability to use unrestricted fund balances are the fund balance goal set annually regarding the use or increase in unrestricted fund balances, and required approvals of the Board of Regents, Chancellor and Board of Public Works, as appropriate.

The University System of Maryland facilitates access to funding by encouraging institutions and their units and departments to accumulate resources needed for future spending needs, initiatives and opportunities. The accumulation of resources ensures that funds are available for institutional departmental needs when required, and provides a source of liquidity and surety to holders of University System of Maryland debt. University System of Maryland financial planning strives to ensure that unrestricted fund balances are maintained at a level appropriate and proportionate to other public universities and colleges in the same credit rating category over time. A single fiscal year where the System reports a decline in unrestricted fund balances, by itself, should not be the basis for significant and dramatic changes in the System's financial plan other than the short-term and temporary measures such as curtailing new authorizations of cash-funded projects or initiatives.

This policy provides guidance and establishes a process for institutions' use of accumulated resources within a planning and control structure that enables the Chancellor and staff to have up to date information on commitments, claims and likely obligations that need to be considered in evaluating spending proposals outside of planning parameters, such as expectations that institutions manage their resources to ensure a particular change in unrestricted fund balances.

II. Definitions

- (1) **Fund balances** – the difference between assets, deferred outflows, and liabilities and deferred inflows. Also referred to as net position or reserves.
- (2) **Unrestricted fund balances** – the difference between assets not subject to external (external to both the institution and System) stipulations that govern or control how resources are expended, and associated liabilities.
- (3) **State-supported fund balances** – under state of Maryland budgetary practices, unspent resources derived from state-supported activities such as teaching and instructional activities
- (4) **Available funds** – as reported in the most recent audited financial statements, the sum of:
 - (a) University System of Maryland Unrestricted Fund Balances

USM Bylaws, Policies and Procedures of the Board of Regents

- (b) Unrestricted Fund Balances of component units (affiliated foundations) of USM and its institutions
 - (c) Accrued leave liability
 - (d) Pension obligation including deferred outflows and deferred inflows associated with pension accounting
- (5) **Adjusted available funds** – available funds reported in the most recent audited financial statements, adjusted for unspent commitments and likely obligations.
 - (6) **Debt outstanding** – the sum of debt outstanding and obligations under lease agreements as reported in the most recent audited financial statements for the University System of Maryland and its component units (affiliated foundations).
 - (7) **Unfunded capital projects approved for debt funding** – the total, as of a particular date, of unspent capital projects authorizations approved for funding with USM debt proceeds in excess of bond proceeds on hand.
 - (8) **Adjusted debt outstanding** – debt and lease obligations reported on the Balance Sheet of the most recent audited financial statements, adjusted for additional debt to be issued to provide cash for unfunded capital projects approved for debt funding.
 - (9) **Commitments** – spending needs, initiatives, or opportunities approved by the Board of Regents or Chancellor, as required, considered to be spending outside of annual fund balance change goals. Commitments include temporary uses of cash balances pending receipt of gift or other funds scheduled for transfer to the System or its institutions at some point in the future.
 - (10) **Likely obligations** - amounts anticipated to be required to fund spending needs, initiatives, or other activities that have not yet been formalized, but are judged to be highly likely.
 - (11) **Adjusted ratio of available funds to adjusted debt outstanding** – the result of dividing adjusted available funds by adjusted debt outstanding

III. Process for Use of Unrestricted Fund Balances

The University System of Maryland considers new spending needs, initiatives, and opportunities in the context of both System-wide financial capacity and institutional financial capacity. System-wide financial capacity is the ability to fund a specific spending need or objective without reducing the adjusted ratio of available funds to adjusted debt outstanding below a target ratio minimum, as determined annually in advance of the capital budget process.

This policy does not exempt institutions from spending approval requirements otherwise imposed by the Board of Public Works, or Board of Regents Policy.

Assessment of whether or not an institution satisfies the fund balance change goal will be based on the change in unrestricted fund balance reported on Balance Sheet of the audited financial statements for that institution.

The reported change in unrestricted fund balances will be adjusted for spending and donor collections associated with permanent and temporary uses of fund balances that result from the following:

- (1) Cash spending on capital projects approved as part of the Capital Improvement Plan / System-funded Construction Program approval, or

USM Bylaws, Policies and Procedures of the Board of Regents

- (2) Cash spending for capital projects or other spending initiatives greater than \$1 million and less than \$5 million approved by the Chancellor or designee, or
- (3) Cash spending for capital projects or other spending initiatives \$5 million or greater approved by the Board of Regents, or
- (4) Collections of pledged amounts of donor funding that support the temporary use of fund balances for a Board of Regents or Chancellor approved project or initiative, or
- (5) Cash use in arrangements agreed to (or imposed by the state) as part of a budget reduction outside of the normal budget approval cycle.

The status of spending of cash on capital projects or other spending initiatives that are outside of the fund balance goal assessment are to be surveyed as of June 30 and December 31 annually, so that a current and updated status of spending can be used in conjunction with audited year-end financial statements or mid-year internal financial statements for financial planning purposes.

Institutions can request that the Board of Regent review any decision by the Chancellor or designee rejecting a spending proposal request at its next regularly scheduled meeting.

IV. Fund balance change goals

Annually, in advance of the annual capital budget workshop, a goal for the expected change in unrestricted fund balances for the fiscal year for which the operating budget has not yet been submitted to the state government (simply, the goal will set for the fiscal year that begins in more than 12 months). The goal will be formalized as a percentage increase as a function of total unrestricted operating budget spending appropriation. Institutions have full responsibility for deciding how and through what operations or transactions the expected change in fund balance is to be achieved, and institutional actual results will be compared with the goal annually and reported to the Board of Regents.

Spending on cash-funded capital or other projects where the fund source is unrestricted fund balances, transactions with the state government involving transfers of fund balance back to the state in lieu of reductions in annual base appropriations, one-time uses of fund balances determined as a response to mid-year budget reductions, and other transactions imposed on institutions such as the change in the pension liability, all are to be excluded from the assessment of actual results in determining whether or not an institution met the fund balance goal. Other transactions may be excluded subject to agreement between the universities and the University System Office on a case by case basis.

Institutions with accumulated and uncommitted unrestricted fund balances beyond the institution's benchmark level of unrestricted fund balances may request the use of the unrestricted fund balance to pay for a project or initiative's spending needs by forwarding a request to the Chancellor and Vice Chancellor for Administration and Finance, or the Board of Regents, as spending approval requirements dictate. Institutions can formally communicate intentions to spend unrestricted fund balances on a specific major initiative or project in advance of receiving formal Board of Regents approval, to ensure that System-wide financial planning and Board of Regents decisions do not obligate an institution's accumulated funds for another institution's funding needs.

USM Bylaws, Policies and Procedures of the Board of Regents

The benchmark level of unrestricted fund balances is the institutions' unrestricted fund balance as reported at June 30, 2017, increased by each succeeding fiscal years final, adjusted fund balance goal, and reduced by spending on Board or System Office approved capital project spending and other spending agreed to be outside of the fund balance goal (for example, transfers of state-supported fund balances back to the state government as part of a mid-year budget reduction action). The calculation of the benchmark level of unrestricted fund balances, as well as any amounts beyond the benchmark level as adjusted for actual results year by year, will take into consideration unspent authorizations and any formally communicated intentions to spend not reflected in the most recent audited financial statements.

V. State-supported accumulated deficit elimination plans

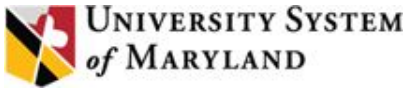
Institutions may from time to time manage state-supported operations in a fashion that operating budget fund balances attributable to those activities have negative fund balances, or an accumulated deficit. Negative state-supported operating budget negative fund balances or accumulated deficits may arise due to institutional decisions, or alternatively be an outcome of System-wide or Statewide decisions.

In circumstances where an institution reports an accumulated deficit in state-supported operating budget funds at June 30, the institution will be required to submit a plan to the Chancellor, due no later than December 31, for eliminating the accumulated deficit over time. The plan will identify the cause(s) for the accumulated deficit, describe remediation measures and efforts put in place by the institution to address the cause, and provide a timetable for addressing the cause and elimination of the accumulated deficit.

VI. Reporting Requirements

Each year, no later than December 30 for the previous fiscal year, the USM will provide state general assembly budget committees on:

- The financial health of the System based on the financial metrics and standards contained in the Board of Regents Policy VIII-15 Policy on Debt Management for available resources to debt outstanding, and debt service as a percentage of operating revenues and state appropriations
- The amounts transferred to and expended from the plant fund and the fund balance by each institution during the prior fiscal year along with a brief description of the major projects supported with those funds during the year and planned for future years; and
- Progress in eliminating negative State-supported fund balances at institutions.



REVISED 3/22/18

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed Amendment to Policy VIII-12.00—Policy on Debt Management

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: During the 2017 session of the General Assembly, budget language required the creation of a workgroup to examine the System’s practices concerning the use and access to unrestricted fund balances. This examination resulted in a report released in early December 2017 containing a set of recommendations, one part of which called for an update to the System’s Policy on Debt Management. The workgroup called for recommendations to be implemented by June 1, 2018

The revisions to the policy update the standards for managing the ratio of what is referred to as “Available resources” (generally the term that the rating agencies use to refer to the totality of liquidity and reserves) to debt outstanding. The policy was originally adopted in fiscal year 2008, at a point when the System’s bond rating was a couple of notches lower than the current Aa1 (Moody’s Investor Services) rating. In 2008, a ratio of 55% of available resources was adequate to ensure ongoing financial stability and low interest rates associated with the bond rating.

The System, over the past few years, has been managing informally to a 1-to-1 ratio of available resources to debt outstanding. To ensure that the System is not compelled unexpectedly to make reductions to borrowing plans, the revised policy calls for a minimum ratio of 90% of available resources to debt outstanding, and no more than 4% of operating revenues plus state appropriations to be used for principal and interest payments.

The proposed revisions also update the policy for changes in accounting rule changes such as the treatment of lease obligations, and provide for greater flexibility in the use of variable rate debt.

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendment or could recommend alternatives to the proposed amendment.

FISCAL IMPACT: The General Assembly has proposed budget bill language that would impose a \$500,000 reduction in USM Office general funds if the recommendations of the workgroup are not satisfied by June 1, 2018.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed policy amendment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Bylaws, Policies and Procedures of the Board of Regents

VIII – 16.00 – Policy on Debt Management

(Approved by the Board of Regents April 7, 1995; Revised _____)

I. Purpose

The purpose of this debt management policy is to establish for the University System of Maryland, including all of its constituent institutions (collectively the “USM”) a comprehensive and prudent debt management program that is responsive to the needs of the USM and its constituent institutions, yet allows efficient access to capital markets by:

- Managing USM’s overall debt level in order to maintain a minimum underlying credit rating in the “AA+” or equivalent category from all three rating agencies (Moody’s, Fitch, S & P)
- Limiting risk within USM’s debt portfolio by effectively balancing the goal of lowest cost of capital with the goal of managing interest rate risk.
- Managing outstanding debt in such a manner to take advantage of interest rate cycles and refunding opportunities.

II. Debt Caps

- A. Direct and Indirect debt will be managed with the objective of maintaining a rating in the “AA+” or equivalent category from the three major rating agencies (Moody’s, Fitch, and S&P).
- B. Debt service associated with USM direct debt may not exceed 4.54.0% of USM operating revenues plus State Appropriations as defined by Generally Accepted Accounting Principles (GAAP), calculated using the most recent audited financial statements, using principal and interest payments reported on the Statement of Cash Flows, adjusted for any principal paid associated with refinanced debt, and divided into total operating revenues plus state appropriations.
- C. Available Resources must be at least 5590% of direct debt, calculated using the most recent audited financial statements, adjusted for spending and debt commitments not yet reflected in the financial statements. The interaction of the debt service limit in paragraph B. above, and the Available Resources to direct debt minimum is expected to maintain the System’s financial strength and operating flexibility at a level comparable to other institutions with the same rating by the three major rating agencies.
- D. USM Indirect Debt may not exceed 50% of USM Direct Debt.
- E. Outstanding debt may not exceed the limits established in Section 19-102 of the Education Article of the Annotated Code of Maryland.

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- F. The ~~Chief Operating Officer~~/Vice Chancellor for Administration and Finance (~~COO~~/VCAF) will review the debt ratios and comparison with similar metrics reported by other public higher education institutions in the same bond rating category, annually. In the event of unusual financial circumstances, the ~~COO~~/VCAF may recommend to the Board of Regents a one-year waiver to the debt limitations. The Vice Chancellor for Administration and Finance will display the status of actual USM financial metrics relative to the limits and standards of this Board of Regents policy, as well as a comparison of similar ratios based on publicly available financial statements for other public higher education institutions, on its website.
- G. The Board of Regents will take these debt limitations into consideration when approving any initiative that has any impact on USM debt capacity.

III. Debt Management Strategies

- A. *Fixed versus variable rate allocation* – Variable rate debt sometimes offers a lower cost of capital, but introduces additional risks. To limit this risk, variable rate debt will be no more than ~~25%~~50% of the overall USM debt outstanding. Variable rate exposure includes exposure achieved directly through variable rate debt issuance and indirectly by entering into an interest rate swap agreement.
- B. *Refunding Targets* – The USM and its financial advisor will continually monitor and periodically review the USM’s outstanding debt portfolio for refunding and/or restructuring opportunities. In general, the USM will consider refinancing (within Federal tax constraints) when a current or advanced refunding of debt provides a net present value debt service savings of at least 3% of the refunded par amount of the bonds. Refinancing or restructuring opportunities that provide savings of less than 3%, or with negative savings, may be considered if there is a compelling policy objective such as restructuring of principal, or changing financial or legal covenants that are disadvantageous to USM.
- C. *Interest Rate Swaps and Derivatives* – In general, swaps are utilized to reduce the cost and/or risk of existing or planned USM variable rate debt. By using swaps in a prudent manner, the USM can take advantage of market opportunities to reduce debt service cost and/or interest rate risk. Before entering into any interest rate swap agreement, the USM, shall conduct a review to include each of the following, as appropriate:
1. Identification of the proposed benefit and potential interest rate swap risks, which shall include, but not necessarily be limited to, those risks outlined herein.
 2. Independent analysis of potential savings from a proposed transaction.

USM Bylaws, Policies and Procedures of the Board of Regents

3. Comparison of fixed versus ~~and~~ variable rate options and interest rate swap exposure before and after the proposed transaction.
4. Market Net Termination Exposure (as outlined herein) of the USM for all existing and proposed transactions.
5. The USM will consider, to the extent it deems relevant, any rating reports or criteria regarding interest rate swaps by rating agencies.
6. In reviewing proposed or possible interest rate swaps or options, USM shall consider each of the following types of risks, as applicable: Counterparty Risk, Termination Risk, Tax Risk, Basis Risk, Tax Exemption Risk, as defined in Appendix A.

IV. Process

- A. The ~~COO~~/VCAF, or designee, shall assess the impact of the following types of proposed transactions on debt capacity:
 - ~~1. Capital Leases as defined in Board of Regents Policy VIII—4.00 Policy on Acquisition, Disposition, and Leasing of Real Property.~~
 - ~~2.1. Operating Leases in which the System or an institution is the lessee, with respect to a single facility, multiple facilities, or other asset in which the cumulative (i) consideration is expected to exceed \$500,000 in any year; (ii) aggregate rent exceeds \$2 million, or (iii) the initial lease term exceeds ten years. The USM will consider the dollar amount of the lease, the percent of the building being leased, the lease term, and any financial obligations or risks assumed by the tenant. A decision regarding the impact on debt capacity will be made on a case by case basis.~~
 - ~~3.2. Ground Leases.~~
 - ~~4.3. Public Private Partnerships~~
 - ~~5.4. Lease/leaseback and sale/leaseback arrangements.~~
 - ~~6.5. Bondable or Credit Lease Structure~~
 - ~~7.6. Indirect Subsidies of Third-Party Debt~~
 - ~~8.7. Any other financial relationship not identified above between the USM and/or its constituent institutions and an external entity involving facilities or property.~~

USM Bylaws, Policies and Procedures of the Board of Regents

B. The use of a non-~~re~~-appropriation clause does not change the characterization of the commitment or obligation for debt capacity purposes.

~~C.~~ ~~C.~~—The USM Office of Administration and Finance and the Office of the Attorney General are to be involved in any financing transaction as early as reasonably possible but must be fully briefed and involved before any legal or verbal commitment is made by an institution and before any letter of intent, memorandum of understanding or legal documents are prepared.

~~D.~~ The Board of Regents approves each project to be financed using the proceeds of USM Revenue Bonds through a bond resolution. Authority to spend and/or the authority to issue debt for a specific project will expire five years after the date of the authorizing resolution. Authority to spend may be extended by the ~~COO~~/VCAF under special circumstances.

V Financing Commitments (Replacement for Board of Regents Policy VIII – 8.00 – Policy on Financing Commitments).

- A. Financing commitments of \$5 million or more and financing commitments which require specific approval of the Board of Regents as a condition of the financing shall be approved by the Board.
- B. The Board delegates to the Chancellor the authority to approve all financing commitments which do not require Board approval.
- C. Except as provided in paragraph 4, the Chancellor may delegate to the Presidents the authority to approve financings of less than ~~at~~ \$50,000.
- D. Any financing commitments involving pledges of tuition, auxiliary enterprise revenues, or student fees require approval of the Chancellor, or designee.
- E. Refinancing transactions shall be subject to the provisions of this policy.

USM Bylaws, Policies and Procedures of the Board of Regents

Appendix A

Definitions

A. Available Resources – Unrestricted Net Assets of the USM + Unrestricted Net Assets of the USM Affiliated Foundations + Accrued Vacation Liabilities as defined by Generally Accepted Accounting Principles (GAAP).

~~B. Bondable or Credit Lease Structures— Lease/financing structures which are not capital leases but rely on the obligation of the USM for payment of rents (whether or not subject to appropriation and whether or not guarantees or indemnity is provided from others). Such structures may contain, but are not limited to, one or more of the following:~~

~~1. rent is payable even if the leased premises are not available for use (e.g. construction not completed or temporary closing due to casualty);~~

~~2. the lease is signed prior to the completion of the facility;~~

~~3. the initial term of the lease is longer than five years and, including renewal options, extends beyond ten years;~~

~~4. the USM, as tenant is obligated to complete improvements or pay increased rent if the capital cost of the project increases;~~

~~5. rent is adjusted based on increases in interest rate of landlord's financing,
or~~

~~6. the lease premises are special purpose and/or the lease or any related document restricts the right of the USM to buy, build or lease other premises for substantially the same use if the lease is not renewed for a specified period.~~

~~C.B.~~ Direct Debt – A financing involving a legal commitment or guarantee by the USM to providers of capital, or a legal commitment or guarantee by the USM to a third party to obtain financing for a project. These financings would include, but are not limited to: USM ~~academic/auxiliary facility~~ revenue bonds; USM Revolving Equipment Loan Program; installment sale arrangements; equipment lease/purchase programs; certificates of participation; ~~capital~~ leases as reported on the Balance Sheet as liabilities; sale/lease back structures, ~~Bondable or Credit Lease Structures~~, and Indirect Subsidies of Third-Party Debt.

~~D.C.~~ Indirect Debt – Any commitment to make payments, or ~~provide services in future fiscal years~~ any contingent future risk that the debt of others may be assumed by the USM that is not characterized as Direct Debt. Additionally, a financing in which the USM makes no legal commitments or guarantees, but

USM Bylaws, Policies and Procedures of the Board of Regents

retains some financial stake in the facility and/or the project is of some strategic value to the USM. Examples include, but are not limited to, public/private partnerships for student housing ~~and operating leases~~.

E.D. Indirect Subsidies of Third Party Debt – These are transactions in which the USM has agreed (whether or not subject to appropriation and whether or not guarantees or indemnity is provided from others) either to pay or be responsible for any costs to construct or operate a facility, or to divert or permit others to have rights in, the revenues from a project which would otherwise have been payable to the USM.

F.E. Interest Rate Swap - A contract between two parties (referred to as “counterparties”) to exchange interest rate payments at specified dates in the future. The interest rate payments for a given counterparty equal the product of an interest rate (swap rate) and a principal amount. Usually, the swap rate for one counterparty is a fixed rate, while the swap rate for the other counterparty is a variable rate, although an Interest Rate Swap can also involve two variable rates (know as a “basis swap”. The principal amount by which the swap rates are multiplied is generally referred to as the “notional.” amount. That is, principal payments are not swapped, paid or exchanged. The notional principal amount is only an arithmetic device to calculate swap payments.

G.F. Interest Rate Swap Risks - One or more of the following risks may be associated with an Interest Rate Swap, depending on the floating index used in the transaction:

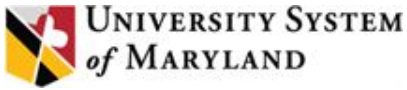
1. Counterparty Risk – The risk of a payment default on a swap by the other Counterparty.
2. Termination Risk – (a) The risk that a swap has a negative value and the issuer owes a “settlement or termination” fee if the contract is terminated due to either the occurrence of a termination event or a decision to voluntarily terminate the swap; and or (b) the loss of the hedge resulting from the involuntary termination.
3. Tax Risk – A mismatch between changes in the rate or price on an issuer’s underlying bonds and the swap caused by a reduction or elimination of the benefits of the tax exemption for interest on state and local government bonds (e.g., a tax cut) that results in an increase in the ratio of tax-exempt to taxable yields, which is not matched by the swap index.
4. Basis Risk – A mismatch between the rate on an issuer’s underlying bonds and the rate paid under the swap; e.g., a tax-exempt variable rate issue which trades at percentage of BMA while the issuer receives payment based on a percentage of LIBOR under the swap; this risk can be exacerbated by a drop in income tax rates because the BMA Index is then closer to LIBOR and the counterparty is paying a fixed percentage of LIBOR.

USM Bylaws, Policies and Procedures of the Board of Regents

5. Tax Exemption Risk – The risk that the transaction may make the issuer's related bonds taxable.

~~H. Operating Lease—A financial agreement which meets the Generally Accepted Accounting Principles (GAAP) criteria (relative to useful life, amortization limitation, and end of term buyout) applicable to operating leases in which the USM either grants or receives the exclusive right to use, occupy, or possess real property for a certain, limited period of time in exchange for the payment of money or other consideration provided in such agreement.~~

~~I.G. Variable Rate Debt – A bond that bears interest at a variable or floating rate established at specified intervals (e.g., flexible, auction, daily, weekly, monthly, or annually).~~



TOPIC: Biennial Adjustment to the Exempt Salary Structures for Fiscal Years 2019 and 2020

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: The USM is committed to conducting a biennial exempt market salary study to maintain salary competitiveness with the market. When the Board last considered the exempt salary structures in 2016, a 7.625% increase was approved and made effective January 1, 2017.

The attached Biennial Exempt Market Salary Survey Report provides a summary of the 2017 market analysis and the recommendation of USM Office and institution officials. This report indicates that the salary market increased by approximately 2.5% in calendar year 2017 and is expected to increase by another 2.5% in calendar year 2018. Despite this, the USM Compensation and Classification Committee recommends no change on July 1, 2018 to the current salary structures for the following reasons.

- The last structure increase was inflated by 2.025% over market indications to mitigate the effects of the Fair Labor Standard Act’s expected revision to minimum salaries for exempt employees. The FLSA revisions never occurred.
- All employees will receive a 2% cost of living increase on January 1, 2019, followed by an additional possible COLA of 0.5% and a \$500 bonus, depending on state revenues. The structures will be amended to reflect these actions on the date the cost of living increases occur.
- Current salary structure minimums are above market rate for certain positions. Any increase in the exempt structures would exacerbate this issue.

ALTERNATIVE(S): The Board could elect to modify the recommendation and approve increases to the structures on July 1, 2018.

FISCAL IMPACT: No impact is anticipated.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve increases to the USM Exempt Salary Structures on the effective date and in the amount of any cost of living increases granted by the General Assembly.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**EXEMPT STAFF SALARY STRUCTURES ADJUSTMENT
RECOMMENDATION**

Salary Structures effective July 1, 2018



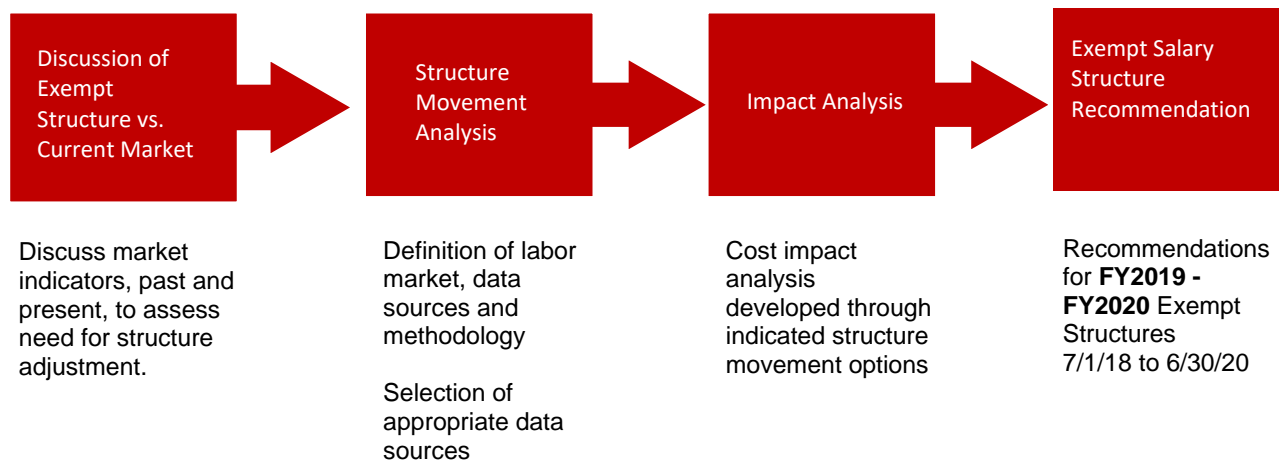
**UNIVERSITY SYSTEM
of MARYLAND**

USM Classification and Compensation Committee

EXEMPT STAFF SALARY STRUCTURES ADJUSTMENT RECOMMENDATION

OVERVIEW

The USM Classification & Compensation Committee conducted a market study of exempt salary structures within the framework of the traditional and wide salary pay ranges. The objective of this study was to analyze market conditions and utilize the data to formulate recommendations to adjust the exempt salary structure for the USM exempt staff employees. The process we have followed is shown below.



GUIDING PRINCIPLES

The Compensation and Classification Committee, a subcommittee of the Systemwide Human Resources Committee, followed guiding principles established in the Exempt pay program as outlined below:

- The USM is committed to conducting a biennial market salary survey to maintain competitiveness with the market. USM's market is local, regional, or national depending on the job.
- The USM's philosophy for exempt pay is to meet the market at the 50th percentile of each job's market.
- Each job has its own target pay range based on its own market average.
- The pay structure is established to keep pace with changes in the market.
- USM-BOR Policy on Pay Administration for Exempt Positions mandates the use of a market-based salary structure.
- The USM salary structures are intended to be in effect for a period of 2 years and follow a lead/meet/lag philosophy. Structures lead the market at the beginning of the cycle (July 1, 2018), meet the market at the middle of the cycle (July 1, 2019), and lag the market at the end of the cycle (June 30, 2020).

- Two versions of the USM Exempt salary structure are maintained: wide pay ranges for all institutions except UMB and traditional pay ranges for UMB. The minimum at the first pay range and the maximum of the highest pay range of both structures must be equal.
- The traditional salary structure range midpoints are targeted to match market averages of benchmark jobs.
- The relationship between the USM Exempt and Nonexempt salary structures, and where structures overlap, must be considered to reduce compression.

CURRENT USM EXEMPT SALARY STRUCTURES

Table 1 – Current Structures effective from January 1, 2017 to June 30, 2018

Wide Salary Ranges
For use by BSU, CSU, FSU, SU, TU, UB, UMBC, UMCES, UMCP, UMES, UMUC, & USMO

Pay Grade	Minimum	Maximum
I	\$40,000	\$102,279
II	\$48,001	\$139,195
III	\$59,777	\$177,162
IV	\$83,023	\$247,397
V	\$107,931	\$331,261

Traditional Salary Ranges

For UMB Only

Pay Grade	Minimum	Midpoint	Maximum
C	\$40,000	\$57,290	\$74,581
D	\$47,135	\$67,719	\$88,303
E	\$54,891	\$78,459	\$102,026
F	\$62,648	\$89,497	\$116,345
G	\$72,194	\$103,219	\$134,245
H	\$83,530	\$119,328	\$155,127
I	\$96,060	\$136,631	\$177,203
J	\$106,202	\$159,005	\$211,808
K	\$139,018	\$235,139	\$331,260

IMPACT OF THE FAIR LABOR STANDARDS ACT (FLSA) 2016 PROPOSED OVERTIME RULE REVISION

The most recent exempt structures were increased by an additional 2.025% above market to mitigate the anticipated impact of the proposed FLSA revision. USM Office staff asked that these structure adjustments be made prior to the effective date of the FLSA rule change to best capture and communicate the two separate actions. The revised exempt salary structures were implemented on January 1, 2017, six months later than usual, a date chosen to closely follow the expected December 1, 2016 effective date of the proposed FLSA rule revision.

A temporary injunction preventing implementation of the FLSA revised regulation was announced on November 22, 2016; consequently, USM institutions did not implement the anticipated adjustments necessary to comply with the new FLSA rules. The adjustments would have raised the annual pay for some exempt employees to \$47,476 and some other employees would have been reclassified from exempt to nonexempt status.

According to recent reports from CUPA-HR, the new standard salary threshold for the next proposed FLSA revision will likely be less than \$40,000. Because the current USM exempt structures have a minimum salary of \$40,000, the impact of the FLSA revision will likely be minimal. If future FLSA revisions establish a new standard salary threshold that exceeds the minimum of the USM structures' lowest grades, then some staff will receive pay raises or move from exempt to nonexempt status at that time. The FLSA's exemption for academic administrators likely will remain following any revision to the regulations. If so, staff members who perform academic-related duties such as tutoring or advising would continue to be exempt from the overtime rule.

CONSIDERATIONS

1. To offer the most comprehensive view of the market, the studies provided pay and structure movement data based on a variety of institution classifications and industries.
2. The salary market is increasing at a slower rate than predicted two years ago, when a 2.8% increase per year was predicted for CY 2017. Table 2 on the following page indicates a 2.5% increase occurred in 2017 and will likely occur in 2018.
3. As always, adjusting the pay range minimums will likely result in pay compression at some institutions.
4. Continuing to review the structure market movement is an adequate approach, but not best practice. A comprehensive review of the entire pay administration program including a benchmark analysis is recommended.

A LOOK AT OUR MARKET: PROJECTED DATA AND SALARY BUDGET ADJUSTMENTS

Table 2 – Exempt Salary Market Data

Data Published in Calendar Years 2016 and 2017

Survey Source	CY 2016 % Increase Actual	CY 2017 % Increase Actual	CY 2018 % Increase Estimated same as CY 2017
CUPA Exempt Staff (Median Salary Increases for all Institutions) - Published March 2016	2.0	3.0 (est.)	3.0 (est.)
CUPA Exempt Staff (Median Salary Increases for Public Institutions)	2.3	3.0 (est.)	3.0 (est.)
Comp Data (Pay Increase Budget) National Published Late January 2017	2.5	2.5	2.5
Comp Data Colleges & Universities (Pay Increase Budget) National Doctoral	2.4	2.5	2.5
Comp Data Colleges & Universities (Pay Increase Budget) National Masters	2.5	2.3	2.3
Comp Data Colleges & Universities (Pay Increase Budget by Geographic Area) East Region All Areas	2.6	2.5	2.5
World at Work - Published October 2016-2017	3.1	3.3	3.3
Human Resources Association of the National Capital Area (Total Survey) - Published October 2017	3.0	3.2	3.2
Comp Data Colleges & Universities (Pay Range Adjustment) National Doctoral	1.9	2.1	2.1
Comp Data Colleges & Universities (Pay Range Adjustment) National Masters	1.9	1.9	1.9
Comp Data Colleges & Universities (Pay Range Adjustment) East Region All Areas	2.0	1.8	1.8
World at Work - Published October 2016-2017 (Pay Range Adjustment)	2.0	2.0	2.0
World at Work - Published October 2016-2017 (Eastern Region Pay Range Adjustment)	2.0	2.1	2.1
AVERAGE INCREASE	2.3	2.5	2.5

PROPOSED USM EXEMPT SALARY STRUCTURES ADJUSTMENT

Proposal – No structure increase

The Classification and Compensation Committee recommends no increases for the exempt salary structures that would typically be implemented on July 1, 2018.

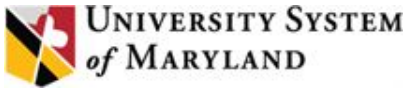
RATIONALE FOR RECOMMENDATION NOT TO ADJUST EXEMPT SALARY STRUCTURES

Data shows in Table 2 that salary budget adjustments are projected to increase by 2.5% in 2017 and 2018. This would typically indicate that a 5.0% increase would be expected in order to follow our lead-meet-lag pay philosophy. However:

1. **Role of proposed 2016 FLSA Revision** - The last exempt structure increase included a 2.025% increase to mitigate the effect of the FLSA changes which subsequently did not occur. As a result, the current salary structure is overinflated by 2.025%.
2. **Role of proposed COLA on January 1, 2019** – As a matter of practice, the exempt structure would normally increase on the same date and in the same amount as any Cost of Living Adjustment. The State of Maryland may provide Cost of Living Adjustments for FY 2019, therefore the USM's exempt and nonexempt structures would be adjusted accordingly.
3. **Paying above market** - Several institutions are currently paying above the market rate in some positions. The current salary structure minimums are above the market rate for positions such as Admissions Counselors, Academic Advisors, and other Student Affairs positions. Any increase in the exempt structure would make this problem worse.

CONCLUSION

The Classification and Compensation Committee recommends no change to the exempt structures primarily because the current structures are slightly overinflated and because planned Cost of Living Adjustments will result in structure increases in approximately the necessary amount to maintain pace with the salary market.



TOPIC: Proposed Amendments to Faculty and Staff Family and Medical Leave & Parental Leave Policies

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: The attached proposed amendments to two sets of existing USM policies governing (1) faculty and staff family and medical leave and (2) parental leave are intended to incorporate required provisions of the federal Family and Medical Leave Act, clarify the relationship between family and medical leave and parental leave, and make both sets of policies easier to administer by eliminating unnecessary differences between the faculty and staff policies. Recommended amendments are indicated in red and blue type.

Major amendments to the Family and Medical Leave policies include:

- Leave required by law for “Military exigency” and “Covered service member” is provided
- Annual eligibility for leave is determined using a “rolling” twelve-month period instead of a calendar year, which works better in an academic setting

Major amendments to the Parental Leave policies include:

- Clearly indicates that parental leave runs concurrently with family and medical leave
- Clarifies provision regarding support for breastfeeding mothers

The four policies for which approval of amendments is sought have been reviewed by the Office of Attorney General. They are:

- II-2.31—Policy on Family and Medical Leave for Faculty
- VII-7.50— Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees
- II-2.25—Policy on Parental Leave and other Family Supports for Faculty
- VII-7.49—Policy on Parental Leave and other Family Supports for Staff

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendment or could recommend alternatives to the proposed amendment.

FISCAL IMPACT: It is anticipated that the proposed amendments could result in very modest increases in leave usage, which could indirectly result in minimal cost increases.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the amended policies as presented.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

**PRIVILEGED & CONFIDENTIAL
ATTORNEY-CLIENT COMMUNICATION**

[USM Bylaws, Policies and Procedures of the Board of Regents](#)

37.0-II-2.31 - POLICY ON FAMILY AND MEDICAL LEAVE FOR FACULTY

(Approved by the Board of Regents, October 6, 1995; [Amended \[MONTH DAY, YEAR\]](#))

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<u>Section V</u>	<u>Family and Medical Leave Entitlement</u>
<u>Section VI</u>	<u>Military FML Entitlement</u>
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<u>Section XX</u>	<u>Spouses Employed by the Same Institution or Unit</u>
<u>Section XXI</u>	<u>Miscellaneous</u>

I. PURPOSE AND APPLICABILITY:

The purpose of this [Policy](#) is to implement the Family and Medical Leave Act of 1993 (“FMLA”), [29 U.S.C. § 2611 \(2012\) P.L. 103-3 and subsequent amendments to applicable federal and state laws](#). This [Policy](#) applies to all eligible [University System of Maryland \(“USM”\) faculty of the University of Maryland System \(UMS\)](#)-who are covered by the provisions of [UMS-USM BOR Policy II - 1.00 on Appointment, Rank, and Tenure of Faculty](#). Under certain circumstances, it is the policy of the [UMS-USM](#) to provide [a-Eligible Faculty Members with](#) up to a maximum of twelve (12) weeks of [unpaid-job-protected](#) leave (“FML”) during a [Twelve- \(12-\) Month Period](#) for certain family and certain [Serious Health Condition](#) reasons. [Additionally, under certain circumstances, this Policy provides Eligible Faculty Members a maximum of twelve \(12\)](#)

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USM Bylaws, Policies and Procedures of the Board of Regents

weeks of FML during a Twelve- (12-) Month Period to address a qualifying Exigency arising from a Military Member's Covered Active Duty status or notification of an impending call or order to Covered Active Duty status, and a maximum of twenty-six (26) weeks of [BE2]FML during a Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution's policies, or a combination of both as set forth in Section IV of this Policy. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.

II. TERMS AND DEFINITIONS [BE3]

The following terms and definitions shall apply for purposes of this Policy:

- A. **Accrued or Acquired Paid Leave** [BE4]: Earned and unused Annual and personal leave available for use under USM BOR Policy II-2.40, holiday leave for holidays observed during FML, sick leave available for use under USM BOR Policy II-2.30, and accident leave. and personal leave.
- B. **Alternative Position**: A position to which an Eligible Faculty Member may be ~~temporarily~~ reassigned temporarily during a period of intermittent ~~F&M leave~~ and/or reduced schedule FML. The alternative position shall have ~~the~~ same equivalent benefits and pay ~~as to~~ the position from which the Eligible Faculty Member was reassigned.
- C. **Care**: ~~"To take care of" or "to care for."~~ -The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.
- D. **Care for a Covered Servicemember**: Care by an Eligible Faculty Member, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:
1. Spouse; and/or
 2. Parent; and/or
 3. Child (of any age); or
 4. if none of the above is available, the Next of Kin.
- ~~E.~~ **Child (except for military FML requests under Section VI)**: A person who is the son or daughter of an Eligible Faculty Member and who is under eighteen (18)

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years of age; or, eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability ~~during the period of the serious illness at the time FML commences~~. The son(s) and/or daughter(s) may be the biological, adopted, step or foster child~~(ren)~~ of the Eligible Faculty Member. ~~A~~ The term “child” shall also include someone who is the legal ward of the Eligible Faculty Member or someone for whom the Eligible Faculty Member has provided sufficient, notarized affidavit(s) and proof of financial dependence that he/she is standing In Loco Parentis~~in loco parentis~~.

FE. Covered Active Duty: In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

G. Covered Servicemember:

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or
2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves), and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Faculty Member takes FML to Care for the covered veteran.

H. Eligible Faculty Member: An employee who is covered under the provisions of UMS-USM BOR Policy II--1.00 ~~on~~ Appointment, Rank, and Tenure of Faculty; and

- (1.) ~~whose date of hire is~~ has been employed for a total of at least twelve (12) months prior to the date of the requested leave as a USM or State of Maryland employee; and
- (2.) whose employment during the twelve- (12-) months period preceding the leave request immediately prior to the beginning date of the FML was at least

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50 percent or greater of full-time under a 9-~~5~~-month or longer contract, or who has ~~been employed for at least twelve months (which need not be consecutive) and has worked for~~ at least 1,040 hours during the twelve- ~~(12-)~~ months period immediately prior to the beginning date of the FML ~~preceding the leave request~~ as a USM or State of Maryland employee. ^[BE5]

If a faculty member holds a concurrent administrative appointment under USM BOR Policy II-1.03, FML shall be governed by USM BOR Policy VII-7.50 Family and Medical Leave for Nonexempt and Exempt Staff Employees. However, application of the Staff FMLA Policy shall not result in any loss of rights applicable to the concurrent faculty appointment, including the right to postpone mandatory tenure review under Section VIII.A of this Policy. ^[BE6]

For convenience, within the text of this Policy the term “Faculty Member” instead of “Eligible Faculty Member” shall be used hereafter.

IF. **Equivalent Position:** A position at the Institution to which a Faculty Member ~~shall~~ ^{may} ^[BE7] be Restored upon the completion of the FML ~~& M~~ leave. -The equivalent position shall have the same benefits, pay, and other terms and conditions of employment as the position from which the Faculty Member took leave.

JG. **Exigency:**

1. Issues arising from a Military Member’s short notice deployment (call to Covered Active Duty on seven (7) or fewer calendar days’ notice prior to the date of deployment);
2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;
3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a Military

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Member). For purposes of this paragraph, the child must meet the definition of “Child” in Section II.E of this Policy;

4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the Military Member’s absence or act as his/her representative before a government agency);
5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the Military Member, or for a child of the Military Member (who must meet the definition of “Child” in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the Military Member;
6. Spending up to fifteen (15) calendar days with a Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leave during a deployment);
7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the Military Member’s Covered Active Duty status, and issues arising from the death of a Military Member);
8. Providing Parental Care necessitated by the Covered Active Duty status of a Military Member whose Parent is incapable of self-care; or
9. Additional activities (provided that the Institution and Faculty Member agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K. Health Care Providers: ~~Are~~

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to exist), nurse practitioners, ~~and~~ nurse midwives, clinical social workers, and physician assistants, who areas authorized to practice by the State of Maryland under the law of the state or country in which they are practicing and are performing within the scope of their practice;
2. Licensed clinical professional counselors; ~~and~~

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3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and
- ~~4.~~ Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits.

LH. **Immediate Family Member:** ~~Is the~~ Faculty Member's Parent(s), Spouse, or Child(ren), or legal wards.^[BE8]

MI. **In Loco Parentis:** "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any eligible Faculty Member claiming an *in loco parentis* relationship with a child, or any eligible Faculty Member claiming to be the child ~~of in~~ an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

NJ. **Institution:** ~~Is the~~ employing USMMS institution; — the USMMS institution from which the Faculty Member is taking leave.

O. **Military Member:** A Faculty Member's Spouse, child (of any age), or Parent who is on Covered Active Duty.

PK. **Next of Kin:** The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;
2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;
3. Brothers and sisters;
4. Grandparents;
5. Aunts and uncles;
6. First cousins.

Q. **Parent:** ~~Is the~~ Faculty Member's biological, adoptive, step or foster mother or father, or someone who stood *In Loco Parentis* to the Faculty Member when the Faculty Member was a child. This term does not include parents "in law."

R. **Parental Care:** Care provided to the Military Member's Parent, who must be incapable of self-care and must be the Military Member's biological, adoptive,

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step or foster father or mother, or any other individual who stood *In Loco Parentis* to the Military Member when the member was under 18 years of age.

SL. **Restore(d) or Restoration:** [BE9]A return to the position held by the Faculty Member when FML commenced or to an Equivalent Position. As used within the FMLA and used within this policy, restoration is an institutional guarantee that at the conclusion of the F&M leave the faculty member will be returned either to the same position from which he/she took leave, or to an equivalent faculty position.

TM. **Serious Health Condition:** [BE10]An illness, injury, impairment, or physical or mental condition of the Faculty Member or an Immediate Family Member that involves:

1. any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility; or
2. a period of incapacity requiring absence of more than three consecutive [BE11] calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider; or
3. any period of incapacity due to pregnancy, or for prenatal care; or
4. any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.); or
5. a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the faculty member or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,
6. any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. [BE12]A Serious Health Condition is a qualifying reason for a Faculty Member's leave where the Faculty Member is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition. Is an illness, injury, impairment, or physical or mental condition that involves inpatient

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~~care in a hospital, hospice, or residential medical care facility, or home care, or continuing treatment by a health care provider. A serious health condition is also intended to cover conditions or illnesses that affect the faculty member's health or the health of the faculty member's immediate family to the extent that the family member is in the hospital or other health care facility or at home and unable to care for his/her own basic hygienic or nutritional needs or safety such that the faculty member must be absent from work on a regular and recurring basis for more than a few days for treatment or recovery. With respect to the faculty member, a serious health condition means that the faculty member must be incapacitated from performing the essential functions of his/her position.~~

~~Examples of serious health conditions applicable to the faculty member or the faculty member's immediate family member include, but are not limited to: heart conditions requiring heart bypass or valve operations; most types of cancer; back conditions requiring extensive therapy or surgical procedures; severe respiratory conditions; appendicitis; emphysema; spinal injuries; pneumonia; severe arthritis; severe nervous disorders; injuries caused by serious accidents; ongoing pregnancy, miscarriages, complications or illnesses related to pregnancy, such as severe morning sickness, the need for prenatal care, childbirth, and recovery from childbirth. Additional examples are a faculty member or immediate family member whose daily living activities are impaired by such conditions as Alzheimer's disease, stroke, or clinical depression, who is recovering from major surgery, or who is in the final stages of a terminal illness.~~

U. Serious Injury or Illness:

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

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VN. **Spouse:** A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Faculty Member resides, including common law marriage and same sex marriage. The person to whom the faculty member is legally married—a husband or a wife.

W. **Twelve- (12-) Month Period:**

1. A rolling 12-month period measured backward from the date a Faculty Member uses any FML. Each time a Faculty Member takes FML, the remaining FML amount is the balance of the twelve (12) weeks that has not been used during the immediately preceding twelve months.
2. With regard to Care for a Covered Servicemember, for which a Faculty Member who is the Spouse, child (of any age) ^{BE13}, Parent, or Next of Kin of a Covered Servicemember may use up to 26 weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness, the 12-Month Period shall be measured forward, beginning on the first day the Faculty Member takes FML and ending twelve (12) months after that date.
3. Each Institution shall indicate in its implementation procedures that its 12-Month Period is based on a 12-month period measured backward from the date a Faculty Member uses any FML, subject to paragraph 2 of this Section. This 12-Month Period shall be consistently and uniformly applied to all eligible employees ^{BE14}, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE:

A.—A Faculty Member is entitled to take ~~F&M leave~~ FML for the following reasons:

1. the birth of the Faculty Member's Child,
2. the placement of a Child with the Faculty Member for adoption or foster care,
3. the need to take care of the Faculty Member's Child within a twelve- (12-) month Period from birth or placement,
4. the need to take Care of the Faculty Member's Immediate Family Member who has a Serious Health Condition, ~~and~~
5. the Serious Health Condition of the Faculty Member; that makes the Faculty Member unable to perform any one of the essential functions of the Faculty Member's job,

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- 6. the need to take Care of a Covered Servicemember’s Serious Injury or Illness, and
- 7. qualifying Exigencies arising out of the Covered Active Duty and call-up to Covered Active Duty of a Military Member (the Faculty Member’s Spouse, child (of any age), or Parent).

~~B. F&M leave is not intended to cover minor illnesses that last only a few days and short term medical and/or surgical procedures that typically do not involve hospitalization and require only a brief recovery period such as these that are normally handled through non-creditable and earned sick leave (see UMS BOR II – 2.30).~~^[BE15]

~~C. Additionally, requests for leave to take care of the employee's school-age child under the age of fourteen (14) during school vacations may be granted to the extent that the leave does not create a hardship with respect to the operational needs and work schedules of the applicable institutional unit.~~^[BE16]

IV. COMPENSATION DURING LEAVE^[BE17]

~~F&M leave is an unpaid leave. However, based upon either the election of the faculty member or the requirement of the Chief Executive Officer or designee and in accordance with UMS's and the institution's existing leave procedures, accrued paid leave and noncreditable leave used for purposes that qualify under FMLA shall be substituted for all or any part of the F&M~~^{The FMLA provides Faculty Members with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution’s policies, or a combination of both. Each Institution shall require Faculty Members to use concurrently with FML paid leave accrued or acquired under USM’s and the Institution’s policies and procedures in the following order: (1) Accrued or Acquired Paid Leave as defined in Section II.A; and (2) paid parental leave under USM BOR Policy II-2.25. Any remaining FML will be unpaid.}

V. F&M FAMILY AND MEDICAL LEAVE ENTITLEMENT^[BE18]

A. A Faculty Member is entitled to a maximum of twelve (12) workweeks (60 days) of F&M leave FML, based on the Faculty Member’s normal workweek, within a calendar year Twelve- (12-) Month Period. F&M leave FML can be taken continuously or, per Section VII of this Policy, under certain circumstances, on a reduced F&M leave schedule, or intermittently or under a reduced work schedule, over the course of a calendar year Twelve- (12-) Month Period. F&M leave FML entitlement shall not be carried over from calendar year to calendar year a Twelve- (12-) Month Period to the subsequent Twelve- (12-) Month Period.

B. For example:

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1. If a Faculty Member normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Faculty Member's three (3) weeks of leave will constitute three (3) weeks of FML.
 2. If a Faculty Member normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Faculty Member's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.
 3. If a Faculty Member normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Faculty Member's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Faculty Member works under the reduced schedule.
 4. If a Faculty Member normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Faculty Member's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Faculty Member works under the reduced schedule. The actual F&M leave entitlement shall be integrated with the amount of other leave taken for F&M related reasons during the calendar year within which the F&M leave is to begin.
- C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy. A faculty member who regularly works full time is entitled to a maximum of twelve (12) workweeks (60 days) of F&M leave per calendar year. A faculty member who works less than full time is entitled to a pro rata share of the twelve (12) week/sixty (60) day maximum.
- D. The spouse of a faculty member employed by the UMS shall be entitled to a separate, individual, maximum family and medical leave eligibility amount. The amount of leave for which one spouse may be eligible, or the amount of leave used by one spouse shall not limit or enhance the leave amount or the leave usage of the other spouse. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum for reasons of a serious health condition of the faculty member and for the serious health condition of the faculty member's immediate family members. Requests for simultaneous F&M leave by spouses employed by the same institutional unit may be granted for reasons of childbirth, placement with the faculty member of a child for adoption or foster care, or care for a newborn child, to the extent that simultaneous leaves do not substantially disrupt the academic program or unit of which the faculty members are a part.^[BE19]

VI. MILITARY FML ENTITLEMENT

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- A. Military Caregiver Leave: A Faculty Member who is the Spouse, child (of any age)^[BE20], Parent, or Next of Kin of a Covered Servicemember may use up to 26 workweeks of leave^[BE21] in a single ~~Twelve- (12-)~~ Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The 12-Month Period described in this paragraph shall be measured forward, beginning on the first day the Faculty Member takes FML to Care for a Covered Servicemember and ending 12 months after that date.
- B. Exigency Leave: A Faculty Member with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to 12 workweeks of leave^[BE22] to address a qualifying Exigency arising out of the fact that the Faculty Member’s Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

V. INTEGRATION OF OTHER LEAVE TAKEN WITH F&M LEAVE ENTITLEMENT:

~~Actual F&M leave entitlement shall be based on the faculty member's use of other leave during the calendar year within which the F&M leave begins. The faculty member's use of the following types of leave shall be deducted from the actual F&M leave entitlement:~~

- ~~• Any prior F&M leave taken within the applicable year, including accrued paid leave and noncreditable leave substituted for F&M leave.~~
- ~~• Accident leave used within the applicable year~~
- ~~• Any type of unpaid leave for reasons related to family and medical circumstances taken within the applicable year^[BE23]~~
- ~~•~~

VIII. INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE^[BE24]

- A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces a Faculty Member’s usual number of working hours per workweek or workday for a period of time.^[BE25]^[BE26]
- B. In the case of a documented medical necessity, a faculty member shall be entitled to intermittent leave and/or a reduced schedule that reduces regular hours per workday or workweek. A Faculty Member may take intermittent or reduced

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schedule leave for purposes of the Faculty Member's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave.^[BE27]

C. The Faculty Member shall attempt to make a reasonable effort to schedule intermittent leave or leave on a or reduced schedule leave for planned medical treatment so as not to substantially unduly disrupt the academic program or unit of which the faculty member is a part operations of the Institution's applicable unit.^[BE28] If the Faculty Member neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Faculty Member and require the Faculty Member to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.^[BE29]

DB. A faculty member may be granted It is within the discretion of the President or designee to grant intermittent leave or reduced schedule leave that reduces regular hours per workday or workweek for reasons of child-birth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child, to the extent that the intermittent or reduced leave does not represent an undue hardship on the academic program or unit of which the faculty member is a part.^[BE30]

EC. The Chief Executive Officer- President -or designee may temporarily reassign a Faculty Member on intermittent or reduced F&M leave- schedule leave to an Alternative Position for which the Faculty Member is qualified and which that better accommodates intermittent or reduced schedule leave or intermittent periods of leave than does the Faculty Member's regular position. Such reassignment may occur only where the Faculty Member foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under paragraph D of this Section VII.^[BE31] The Alternative Position must have equivalent pay and benefits but need not have equivalent duties, and may not constitute a hardship on the Faculty Member or discourage the Faculty Member from taking leave. When the Faculty Member no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.^[BE32]

VIII. JOB RIGHTS AND PROTECTIONS

A. A tenure-track Faculty Member whose leave under this Policy ~~the sick leave or FMLA leave policies totals at least one semester or six continuous months.~~^[BE33] is six continuous months or totals at least one semester may request through his or

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her department chair or appropriate appointing authority that the mandatory tenure review be postponed for one (1) year. The request shall be forwarded through the Faculty Member's dean, for recommendation, to the chief academic officer of the Institution for decision.

- B. Except as provided in ~~IXVIII~~. C., D., ~~and~~-E., and F., a Faculty Member returning to work at the conclusion of a ~~F&M leaveFML~~ shall be Restored to his/her the former position they held when FML commenced or to an Equivalent Position ^[BE34] with the pay, benefits, and other terms and conditions of employment that ~~he/she~~they enjoyed immediately prior to the ~~F&M leaveFML~~.
- C. A Faculty Member is not entitled to Restoration if the Chief Executive Officer/President or designee determines that the Faculty Member had been hired for a specific term or only to perform work on a specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Faculty Member.^[BE35]
- D. If at any point prior to or during the ~~F&M leaveFML~~ the ~~Chief Executive Officer/President~~ or designee determines that the Faculty Member's former position held when FML commenced cannot be held available for the duration of the leave, the ~~Chief Executive Officer/President~~ or designee, at the conclusion of the leave, shall Restore the Faculty Member to an Equivalent Position.

If the determination of it is determined that an inability to hold the former position occurs after the F&M leaveFML begins cannot be held available, the Chief Executive Officer/President or designee shall immediately notify the Faculty Member in writing of details associated with the decision and the details of the Equivalent Position to which the employee-Faculty Member will be Restored. The Faculty Member shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Faculty Member when FML commenced. his/her former position.^[BE36]
- E. If there are reductions in the work force while the Faculty Member is on ~~F&M leaveFML~~ and ~~he/she~~the Faculty Member would have lost his/her position under the Institution's retrenchment policy(ies) had he/she not been on ~~leaveFML~~, ~~there is~~then the Institution has no obligation to Restore the Faculty Member to his/her the position held by the Faculty Member when FML commenced or to former or an Equivalent Position.
- F. ~~A faculty member shall be restored consistent with current, applicable, appropriate pay, benefits and other terms and conditions of employment.~~^[BE37]
- F. Faculty Members on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment.

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G. A disruption in a Faculty Member's service due to FML taken in accordance with this Policy shall not count against years of service for purposes of eligibility for sabbatical leave under USM BOR Policy II-2.00.[BE38]

IX. STATUS OF BENEFITS WHILE ON FAMILY AND MEDICAL LEAVEFML:

A. A Faculty Member who is granted an approved F&M leave on FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the F&M leave FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Faculty Member and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.

B. A Faculty Member on F&M leave FML for reasons noted in Section III.A may elect to continue employer-subsidized health care benefits during the period of leave. The Chief Executive Officer/President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Faculty Member of the terms and conditions under which premium payments are to be made by the Faculty Member—, which shall include the following:

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Faculty Member's share of premiums shall be paid by the method normally used during any paid leave.
2. If the FML period is unpaid, the Institution shall require the Faculty Member to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

The subsidy shall cease. If a Faculty Member gives notice that he/she no longer wishes to will not return to work, the Faculty Member will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid F&M leave FML if the Faculty Member fails to return to work (does not work for at least 30 calendar days) after the FML has been exhausted or the Faculty Member's eligibility expires, or returns to work but fails to stay thirty (30) calendar days, unless the reason for not returning or staying is due to the continuation, recurrence, or onset of a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a

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Covered Servicemember, or other circumstances beyond the faculty member's control.

When a Faculty Member fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Faculty Member or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium payments made on the Faculty Member's behalf during a period of unpaid FML, the Institution shall require medical certification of the Faculty Member's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Faculty Member must provide the certification within 30 days of the Institution's request. If the Faculty Member does not provide requested certification within 30 days, or the reason for not returning to work does not involve circumstances beyond the Faculty Member's control, the Institution may recover 100 percent of the health benefit premiums it paid during the unpaid FML.^[BE39]

- DC. Except as noted in Section ~~VIII~~X, Job Rights and Protections, upon return from leave-FML a Faculty Member shall be Restored ~~with~~ all the rights, benefits, and privileges enjoyed prior to the leave.
- ED. The status and maintenance of a Faculty Member's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Faculty Member is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an F&M leave-FML, a Faculty Member shall not earn or accrue any additional leave or be entitled to salary or other compensation-based benefits^[BE40].
- FE. A Faculty Member may elect to purchase service credit at the time of retirement for prior leaves without pay that is~~are~~ qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, a Faculty Member shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

VIII. — Notice of F&M Leave:

Regardless of the reason for the F&M leave a faculty member shall give at least thirty (30) calendar days notice and provide the appropriate medical certification or legal certification of adoption or foster child placement, before taking a F&M leave. When the need for leave is not foreseeable, a faculty member shall give notice as soon as practicable but no less than two (2) working days of learning of the need for leave. If this is not possible due to a medical emergency, then the

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~~faculty member or the faculty member's designee shall give written notice and provide the appropriate certification as soon as practicable.~~^[BE41]

X. FACULTY NOTICE REQUIREMENTS

A. ~~Timing~~^[BE42]

~~A Faculty Member shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) workdays) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Faculty Member or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided as soon as practicable. The Faculty Member shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis.~~

B. ~~Content~~^[BE43]

~~The notice **provided by the Faculty Member** shall be written and provided to the Faculty Member's immediate supervisor and Provost (or his or her designee), sufficient to make the Institution aware that the Faculty Member needs FML, and include the anticipated timing and duration of the leave, if foreseeable.~~

C. ~~Notice by Spokesperson~~^[BE44]

~~Notice may be given by the Faculty Member's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Faculty Member is unable to do so personally.~~

XI. EMPLOYER NOTICE REQUIREMENTS^[BE45]

A. Eligibility Notice

~~When a faculty member requests FML, or when the Institution acquires knowledge that a faculty member's leave may be for an FML-qualifying reason, the Institution **shall** notify the faculty member of the faculty member's eligibility to take FML within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division.~~

B. Rights and Responsibilities Notice

~~Institutions shall provide written notice detailing the specific expectations and obligations of the Faculty Member and explaining any consequences of a failure~~

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to meet these obligations. This notice shall be provided to the Faculty Member each time the eligibility notice is provided and may be contained within the same form. An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:^[BE46]

1. A statement that the leave may be designated and counted against the Faculty Member's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.W of this Policy;
2. Any requirement for the Faculty Member to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;
3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Faculty Member's entitlement to take unpaid FML if the Faculty Member does not meet the conditions for paid leave;
4. Any requirement for the Faculty Member to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;
5. A statement of the Faculty Member's status as a Key Employee under USM BOR Policy VII-7.50 if he or she holds a concurrent administrative appointment under USM BOR Policy II-1.03, and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;
6. A statement of the Faculty Member's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and
7. A statement of the Faculty Member's potential liability for payment of health insurance premiums paid by the Institution during the Faculty Member's unpaid FML if the Faculty Member fails to return to work after taking FML.

C. Designation Notice

1. When the Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the Institution shall notify the Faculty Member in writing whether the leave will be designated and will be counted as FML, within five (5) business days absent extenuating circumstances. If the Institution has

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sufficient information to designate the leave as FML immediately after receiving notice of the Faculty Member's need for leave, the Institution shall provide the Faculty Member with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2-4.

2. The Institution shall inform the Faculty Member in this written notice that the Institution is requiring the Faculty Member to use paid leave concurrently in the order set forth in Section IV of this Policy.^[BE47]
3. If the Institution will require the Faculty Member to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Faculty Member's ability to perform the essential functions of the Faculty Member's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Faculty Member's position.^[BE48]
4. If the information provided by the Institution to the Faculty Member in the designation notice changes, the Institution shall provide written notice of the change within five (5) business days of receipt of the Faculty Member's first notice of need for leave subsequent to any change.^[BE49]
5. If an Institution does not designate leave as indicated in XI.C.1-4, the Institution may retroactively designate leave as FML with appropriate notice to the Faculty Member provided that the Institution's failure to timely designate leave does not cause harm or injury to the Faculty Member.^[BE50]

XII. MEDICAL CERTIFICATION:

A. Medical Certification for Serious Health Conditions of Faculty Member or Immediate Family Member

1. For leaves related to a Serious Health Condition and to childbirth,^[BE51] the Faculty Member shall provide medical certification(s) from the Faculty Member's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Faculty Member shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Faculty Member's diligent good faith efforts. Such certification An Institution shall include require only the following information in the certification: ~~but not be limited to:~~

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- a. The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;
- b. A diagnosis of the nature and extent of the condition giving rise to the use of FML;
- c. The approximate date the condition commenced and its probable duration;
- d. A statement or description of appropriate medical facts meeting the criteria regarding the patient's health condition for which FML is requested, including a regimen of continuing treatment to be prescribed;
~~_____ for "serious health condition,"~~
~~_____ . Date condition commenced;~~
~~_____ . Regimen of treatment to be prescribed;~~
~~—The duration of absence from work.~~
- e. In the case of ~~the a~~ Faculty Member's Serious Health Condition, certification that the Faculty Member is unable to perform the essential functions of his/her position and prognosis of the Faculty Member's ability to return to his/her position;:-
- f. In the case of ~~the faculty member's need to care for a seriously ill family member~~ an Immediate Family Member's Serious Health Condition, information sufficient to establish that the family member is in need of Care and an estimate of the frequency and duration of the leave required to Care for the family member; and~~certification of the necessity for and duration of the faculty member's presence; of the requirements of inpatient care; and of assistance for basic needs, safety and transportation;~~
~~_____ . Title and original signature of an accredited,~~
~~_____ licensed or certified medical provider.~~
- g. In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and (1) an estimate of the frequency and duration of treatments and periods of recovery if the leave is for foreseeable planned medical treatment; or (2) an estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

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- 2B. If a Faculty Member submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Faculty Member an opportunity to cure any deficiencies as set forth in paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Faculty Member's direct supervisor contact the Health Care Provider.^[BE52]
3. ~~The Chief Executive Officer~~President or designee may require a second medical opinion at the Institution's expense if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. ^[BE53] In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Faculty Member and the ~~Chief Executive Officer~~President or designee and obtained at the Institution's expense, shall be final and binding.^[BE54] The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.
- 4C. ~~The Chief Executive Officer~~President or designee may require reasonable recertification as the F&M leaveFML continues, and may require a faculty member to provide periodic progress reports as to the serious health condition for which he/she is taking leave and the faculty member's ability to return to work at the end of the leave. ^[BE55] Recertification shall not be requested more often than every thirty (30) calendar days unless the Faculty Member requests an extension of F&M leaveFML, ~~changed circumstances occur during the illness or injury~~circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Faculty Member to provide the requested recertification. ^[BE56]

The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Faculty Member's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern.^[BE57]

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B. [Medical Certification for a Covered Servicemember](#) ^{BE58}

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Faculty Member to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For this purpose, the Department of Defense (“DOD”) health care providers, a health care provider from the U.S. Department of Veterans Affairs (“VA”), DOD TRICARE Network and DOD non-network TRICARE authorized health care providers, and any Health Care Provider listed in Section II.K of this Policy are considered “authorized health care providers.” A Faculty Member may use the appropriate prototype form issued by the Department of Labor’s Wage and Hour Division or a comparable form requiring the same information (including invitational travel orders (“ITOs”) or invitational travel authorizations (“ITAs”) issued to any family member to join an injured or ill servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD–authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. [Certification for Leave Taken Because of a Military Exigency](#)

The first time a Faculty Member requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Faculty Member to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor’s Wage and Hour Division. An Institution may not require information additional to what is required by this paragraph.

D. [Sufficiency of Certification](#)

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The Faculty Member must provide a complete and sufficient certification to the Institution if required by the Institution under paragraphs A, B, or C of this Section XII. The Institution shall advise the Faculty Member if the Institution finds a certification incomplete or insufficient, and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Faculty Member seven (7) calendar days (unless not practicable) to cure any such deficiency.^[BE59]

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Faculty Member's official institutional personnel file.

XIII. DOCUMENTATION OF CERTAIN RELATIONSHIPS^[BE60]

If a Faculty Member takes FML under this Policy, including, but not limited to, for the birth of the Faculty Member's Child, the placement of a Child with the Faculty Member for adoption or foster care, or the need to take care of the Faculty Member's Child within a twelve- (12-) month Period after birth or placement, the Institution may require the Faculty Member giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Faculty Member, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Faculty Member is entitled to the return of an official document submitted for this purpose.

**XIV. SCHEDULING OF TREATMENT ~~IN INSTANCES OF SERIOUS HEALTH~~
CONDITIONS:**

A. When planning medical treatment, the Faculty Member must consult with the Institution and make a reasonable effort to schedule the treatment so as not to disrupt unduly the academic program or unit of which the Faculty Member is a part, subject to the approval of the Health Care Provider. Faculty Members are ordinarily expected to consult with their Institution prior to the scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Faculty Member.^[BE61]In instances of the serious health condition of a family member or of the faculty member himself or herself, and in keeping with the requirements of the appropriate health care provider, the

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~~faculty member shall make reasonable efforts to schedule any medical treatments so as not to substantially disrupt the academic program or unit of which the faculty member is a part.~~

- B. ~~If a Faculty Member fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations. During the course of the treatment and as the Chief Executive Officer or designee deem appropriate, the faculty member President or designee may initiate discussions with the Faculty Member, require the Faculty Member to make a reasonable effort to make such arrangements, be and request the Faculty Member to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the academic program or unit of which the Faculty Member is a part.~~ [BE62]

XV. PROVIDING INFORMATION ABOUT F&M LEAVE FML:

Regardless of the reason for the ~~leave FML~~, a Faculty Member shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from a ~~F&M leave FML~~. An Institution may require Faculty Members on FML to report periodically on their status and intent to return to work if the Institution's procedures regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Faculty Member's leave situation. [BE63]

XVI. ABUSE OF F&M LEAVE FML

The ~~Chief Executive Officer President~~ or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the ~~F&M leave FML~~ program. Cases of bad faith, falsification of documents, or fraudulent information related to ~~the F&M leave ML~~ provided to the Institution, or other abuses of the ~~F&M leave FML~~ program, may result in actions by the Institution, including, but ~~are~~ not limited to revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time leave and insurance benefits premiums, and disciplinary action up to and including termination.

XVII. EARLY RETURN FROM LEAVE:

A Faculty Member may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. A Faculty Member may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Faculty Member to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable. [BE64] ~~A faculty member interested in returning to work from a F&M leave prior to the agreed upon end of the leave date shall provide~~

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~~the Chief Executive Officer or designee with a written request at least seven (7) calendar days prior to the date on which the faculty member is interested in returning. The Chief Executive Officer or designee shall make a good faith effort to restore the faculty member to his/her former or an equivalent position as soon as possible but no later than thirty (30) calendar days after receipt of the request.~~

XVIII. EXTENSIONS OF LEAVE:

A Faculty Member may extend the date of return from a F&M leave FML to the extent ~~that~~ they have F&M leave remaining FML entitlement available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Faculty Member shall advise the Institution as soon as practicable if dates of scheduled FML are extended, and provide recertification if requested. A request for an extension of F&M leave shall be considered under this policy as if it was an initial request. [BE65]

XIX. FAILURE TO RETURN FROM LEAVE:

- A. A Faculty Member who will not be returning to the Institution at the conclusion of a leave FML shall so notify the ~~Chief Executive Officer~~ President or designee in writing as soon as practicable. ~~The Chief Executive Officer or designee may request certification of reasons for the faculty member's failure to return to work.~~ In the absence of written notification ~~or other extenuating circumstances~~, failure to return from leave shall be generally interpreted as a resignation.
- B. If applicable, any benefit entitlement based upon length of service shall be calculated as of the Faculty Member's last paid day.
- C. ~~Employer costs of any payments made to maintain the faculty member's benefit coverage when on unpaid F&M leave shall be recovered if a faculty member fails to return to work as described in Section VII.B.~~ [BE66]

XX. SPOUSES EMPLOYED BY THE SAME USM INSTITUTION OR UNIT [BE67]

- A. Regardless of whether Spouses work at the same Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum FML eligibility amount for the reasons listed in Section III of this Policy.
- B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.
- C. Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount. [BE68]

XXI. MISCELLANEOUS

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- A. The President or designee is under no obligation to immediately Restore a Faculty Member whose return from FML does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Faculty Member's academic program and/or unit, or Restore a Faculty Member whose return date is inconsistent with the terms and conditions of the Faculty Member's appointment.
- B. Entitlement to begin FML for reasons of child-birth, placement with the Faculty Member of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.
- C. Either the Faculty Member or the Institution may initiate a period of FML.

IMPLEMENTATION PROCEDURES:

Each ~~Chief Executive Officer~~ President shall identify his/her designee(s), ~~if appropriate, as appropriate for this Policy;~~ shall develop procedures as necessary to implement this Policy, for the posting, record keeping and implementation of this policy; shall communicate this Policy and applicable procedures to faculty members ~~of his/her UMS institution~~ at his/her Institution and the general campus community, and post this Policy on the institutional website; ~~and~~ Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE

The Family and Medical Leave Act of 1993 (FMLA), 29 U.S.C. § 2611 (2012); National Defense Authorization Act for Fiscal Year 2010 (2010 NDAA), Pub. L. No. 111-84 (2009); 29 C.F.R. pt. 825 (2016).

VII - 7.50 - POLICY ON FAMILY AND MEDICAL LEAVE FOR NONEXEMPT AND EXEMPT STAFF EMPLOYEES

(Approved by the Board of Regents, August 27, 1993; Amended April 16, 2004; Amended October 22, 2004, Amended June 18, 2010; Amended October 9, 2015; [Amended \[MONTH DAY, YEAR\]](#))

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I. PURPOSE AND APPLICABILITY

The purpose of this [Policy](#) is to implement the Family and Medical Leave Act of 1993

(“FMLA”), [29 U.S.C. § 2611 \(2012\)](#), ~~P.L. 103-3~~ and subsequent amendments to [applicable](#) federal and state laws. This Policy applies to all eligible University System of Maryland (“USM”) Nonexempt and Exempt Staff employees ~~on Regular Status~~. Under certain circumstances, it is the policy of the USM to provide [Eligible Employees](#) up to a maximum of twelve (12) weeks of ~~unpaid~~^[BE1] [job-protected leave \(“FML”\)](#) during a ~~Twelve- (12-) Month~~ [Period](#) for certain family and certain [Serious Health Condition](#) reasons. Additionally, ~~under certain circumstances, it this Policy applies provides~~ [Eligible Employees a maximum of twelve \(12\) weeks of FML during a Twelve- \(12-\) Month Period to address a qualifying Exigency arising from a Military Member’s Covered Active Duty status or notification of an impending call or order to Covered Active Duty status, and a maximum of twenty-six \(26\) weeks of FML during a Twelve- \(12-\) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. FML may be unpaid, paid through the concurrent use of leave accrued or acquired under an Institution’s policies, or a combination of both as set forth in Section IV of this Policy. covered active duty \(military\) duty injury or illness and qualifying exigencies for covered active duty and call up. If applicable law is modified, abrogated, superseded, or added to, this Policy shall be interpreted in accordance with the new legal framework.](#)

II. TERMS AND DEFINITIONS

The following terms and definitions shall apply for purposes of this ~~Pp~~ Policy:

- A. **Accrued or Acquired Paid Leave**^[BE2]: ~~Earned and unused Annual leave available for use under USM BOR Policy VII-7.00, certain holiday leave for holidays observed during FML and earned floating holidays, sick leave available for use under the sick leave policy USM BOR Policy VII-7.45, accident leave, compensatory leave, and unused personal leave, and leave taken from the Leave Reserve Fund.~~
- B. **Alternative Position**: ~~A position to which an Eligible Employee may be temporarily reassigned temporarily during a period of intermittent or Family and Medical leave (FML) and/or working a reduced schedule FML.~~ The alternative position shall have equivalent benefits and pay ~~to as~~ the position from which the [Eligible Employee](#) was reassigned.
- C. **Care**: ~~“To take care of” or “to care for.”~~ The term care is intended to be read broadly to include both physical and psychological care. The language applies to the period of inpatient care and home care as well.

D. Care for a Covered Servicemember: Care by an Eligible Employee, for a Covered Servicemember who becomes ill or injured as a result of service in the military, who is a:

1. Spouse; and/or
2. Parent; and/or
3. Child (of any age); or
4. if none of the above is available, the Next of Kin.

ED. **Child (except for military FML requests under Section VI):**– A person who is the son or daughter of an Eligible Employee and who is under eighteen (18) years of age; or, eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability ~~during the period of the serious illness~~ at the time FML commences. The son(s) and/or daughter(s) may be the biological, adopted, step or foster child(~~ren~~) of the Eligible Employee. The term “child” shall also include someone who is the legal ward of the Eligible Employee or someone for whom the Eligible Employee has provided sufficient, notarized affidavit(s) and proof of financial dependence that he/she is standing *In Loco Parentis*.

FE. **Covered Active Duty:**– In the case of a member of a Regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and in the case of a member of a Reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.

F. ~~**Covered Family Members of Covered Servicemembers (Military Leave Only)–**~~
~~Care by an USM employee, for a Covered Servicemember who becomes ill or injured~~
~~as a result of service in the military, who is a:~~

- ~~1. Spouse; and/or~~
- ~~2. Parent; and/or~~
- ~~3. Child (including adult children); or~~
- ~~4. if none of the above is available, the Next Of Kin. BE2~~

G. **Covered Servicemember:** –

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or

therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a Serious Injury or Illness; or

2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a Serious Injury or Illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves), and was discharged or released under conditions other than dishonorable at any time during the 5-year period prior to the first date the Eligible Employee takes FMLA leave to Care for the covered veteran.

H. **Eligible Employee:** - A USM employee who:

1. has been employed for a total of at least twelve (12) months as a USM or a State of Maryland employee; and
2. who has worked for at least ~~one thousand and forty (1,040)~~ 1,040 hours during the twelve- (12-) month period immediately prior to the beginning date of the leave-FML as a USM or State of Maryland employee. ~~For part-time employees on at least a 50% basis, the minimum number of hours required for eligibility shall be prorated.~~

For convenience, within the text of this Policy the term "Employee" instead of "Eligible Employee" shall be used hereafter.

- I. **Equivalent Position:** - A position at the Institution to which an Employee may be Restored upon the completion of the FML. The equivalent position shall have ~~equivalent the same~~ benefits, pay, and other terms and conditions of employment as the position from which the Employee took leave.

J5. **Exigency Leave:** - ~~There are eight different circumstances that will qualify as an "exigency" for military FML:~~

1. Issues arising from a Military Member's short notice deployment (~~call to~~ Covered Active Duty on seven (7) or fewer calendar days' notice prior to the date of deployment);
2. Military events and related activities (official ceremonies, programs or events sponsored by the military), or family support or assistance programs and informational briefings sponsored or promoted by the military, military

service organizations, or the American Red Cross that are related to the Covered Active Duty or call to Covered Active Duty of a Military Member;

3. Childcare and related activities arising from the Covered Active Duty or call to Covered Active Duty status of a Military Member (including but not limited to arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attendance at certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the Covered Active Duty or call to Covered Active Duty of a covered Military Member). For purposes of this paragraph, the child must meet the definition of "Child" in Section II.E of this Policy;
4. Financial and legal arrangements (to make or update legal and/or financial arrangements for the covered-Military Member's absence or act as his/her representative before a government agency);
5. Attending counseling provided by someone other than a Health Care Provider for oneself, for the covered-Military Member, or for a child of the covered Military Member (who must meet the definition of "Child" in Section II.E of this Policy), the need for which arose from the Covered Active Duty or call to Covered Active Duty of the covered-Military Member;
6. Rest and recuperation leave of Spending up to fifteen (15) calendar days to spend with a covered-Military Member who is on short-term, temporary, rest and recuperation leave (for each instance of such leaveshort-term temporary leave rest and recuperation during a deployment);
7. Attending post-deployment activities (including arrival ceremonies, reintegration briefings and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered-Military Member's Covered Active Duty status, and issues arising from the death of a covered-Military Member);
8. Providing Parental Care necessitated by the absence of the Covered Active Duty status of a Military Member whose parent is incapable of self-care; or;
9. Additional activities (provided that the Institutionemployer and Employee agree that such activities shall qualify as an exigency and agree to both the timing and duration of leave).

K6. **Health Care Providers:–**

Are

1. Doctors of medicine or osteopathy, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-ray to exist), nurse practitioners, ~~and~~ nurse midwives, clinical social workers, and physician assistants, who are authorized to practice by the State of Maryland under the law of the state or country in which they are practicing and are performing within the scope of their practice;
2. Licensed clinical professional counselors;
3. Christian Science practitioners listed with the First Church of Christ Scientist in Boston; and
4. Any other health care provider from whom the Institution's group health plan's benefits manager will accept certification of the existence of a Serious Health Condition to substantiate a claim for benefits; and Licensed Clinical Professional Counselor.

L7. Immediate Family Member:— ~~Is~~ The Employee's Parent(s), Spouse, or Child (ren), or legal dependent(s).

M8. In Loco Parentis:— "In the place of a parent; instead of a parent; charged, factitiously, with a parent's rights, duties and responsibilities." Any Employee claiming an *in loco parentis* relationship with a child, or any Employee claiming to be the child ~~in~~ of an *in loco parentis* relationship, may be requested to provide documentation of such relationship.

N9. Institution:— ~~Is~~ The employing USM institution; the USM institution from which the Employee is taking leave.

Q40. Key Employee:— A salaried Employee who is among the highest paid ten (10) percent of all the employees employed by the Institution within 75 miles of the employee's workplace at the time the Employee gives notice of the need for leave.^[BE4]

P11. Military Member:— An eligible Employee's Spouse, son, daughter child (of any age), or Parent who is on Covered Active Duty.

Q42. Next of Kin:— ~~Is~~ The nearest blood relative other than the Covered Servicemember's Spouse, Parent or child (of any age) in the following order of priority:

1. A blood relative whom the Covered Servicemember has specifically designated in writing as his or her nearest blood relative for purposes of military caregiver leave under the FMLA;
2. Blood relatives who have been granted legal custody of the Covered Servicemember by court decree or statutory provision;
3. Brothers and sisters;
4. Grandparents;
5. Aunts and uncles;
6. First cousins.

R13. **Parent:**— ~~Is~~ The Employee's biological, adoptive, step or foster mother or father, or someone who stood In Loco Parentis to the Employee when the Employee was a child. This term does not include parents “in law.”

~~14. —Parent of a covered servicemember —Means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents “in law.”~~

S15. **Parental Care:**— Care provided to the Military Member’s Parent, who must be incapable of self-care and must be the Military Member’s biological, adoptive, step or foster father or mother, or any other individual who stood In Loco Parentis to the Military Member when the member was under 18 years of age.

T16. **Restore(d) or Restoration:**^[BE5]— ~~For Employees other than Key Employees, a return to the position held by the Employee when FML commenced or to an Equivalent Position. For Key Employees, a return to the position held when FML commenced. As used within the FMLA and used within this policy, restoration is an institutional guarantee that at the conclusion of the FML the employee will be returned either to the same position from which he/she took leave, or to an equivalent position within the same job classification.~~

U17. **Serious Health Condition**^[BE6]:— ~~Is a~~ An illness, injury, impairment, or physical or mental condition of the Employee or an Immediate Family Member, ~~or~~ that involves: either inpatient care as defined in 29 CFR §825.114 or continuing treatment by a health care provider. FML with respect to the employee, a serious health condition means that the employee must be incapacitated from performing the essential functions of his/her position.

1. any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility; or

2. a period of incapacity requiring absence of more than three consecutive calendar days from work or other regular daily activities that also involves continuing treatment by (or under the supervision of) a Health Care Provider; or
or
3. any period of incapacity due to pregnancy, or for prenatal care; or
4. any period of incapacity (or treatment therefore) due to a chronic serious health condition (i.e., conditions that require periodic visits for treatment, continue over an extended period of time, and may cause episodic incapacity, such as asthma, diabetes, epilepsy, etc.); or
5. a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective and for which the employee or Immediate Family Member is under the continuing supervision of a Health Care Provider (e.g., Alzheimer's, stroke, terminal diseases, etc.); or,
6. any absences to receive multiple treatments (including any period of recovery therefrom) by, or on referral by, a Health Care Provider for a condition that likely would result in incapacity of more than three consecutive calendar days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.) or for a restorative surgery after an accident or other injury.

Incapacity means inability to work, attend school, or perform other regular daily activities due to the Serious Health Condition, treatment therefor, or recovery therefrom. A Serious Health Condition is a qualifying reason for an Employee's leave where the Employee is unable to perform any one of the essential functions of his/her position due to the Serious Health Condition.

V48. **Serious Injury or Illness:--**

1. In the case of a current member of the Armed Forces (including a member of the National Guard or Reserves), ~~means~~ an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
2. In the case of a covered veteran, ~~means~~ an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

W19. **Spouse**— A husband or wife as defined or recognized under state law for purposes of marriage in the state where the Employee resides, including common law marriage and same sex marriage.

X20. **Twelve- (12-) Month Period**— ~~Shall be defined in the institution's implementation procedures to indicate whether the twelve (12) months are based on a calendar year or a "rolling twelve month period" for uniform treatment of all employees at that institution.~~

1. A rolling 12-month period measured backward from the date an Employee uses any FML. Each time an Employee takes FML, the remaining FML amount is the balance of the twelve (12) weeks that has not been used during the immediately preceding twelve months.

2. With regard to Care for a Covered Servicemember, for which an Employee who is the Spouse, child (of any age) ^{BE7}, Parent, or Next of Kin of a Covered Servicemember may use up to 26 weeks of FML in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness, the 12-Month Period shall be measured forward, beginning on the first day the Employee takes FML and ending twelve (12) months after that date.

3. Each Institution shall indicate in its implementation procedures that its 12-Month Period is based on a 12-month period measured backward from the date an Employee uses any FML, subject to paragraph 2 of this Section. This 12-Month Period shall be consistently and uniformly applied to all eligible employees ^{BE8}, including faculty and staff, at that Institution.

III. REASONS FOR LEAVE

A.—An Employees are^{is} entitled to take FML for the following reasons:

1. the birth of the Employee's Child,
2. the placement of a Child with the Employee for adoption or foster care,
3. the need to take care of the Employee's Child within a twelve- (12-) month period from birth or placement,
4. the need to take Care of the Employee's ImmEDIATE Family Member who has a Serious Health Condition,

5. the Serious Health Condition of the Employee, that makes the Employee unable to perform any one of the essential functions of the Employee's job,
 6. the need to take Care of a Covered Servicemember's Serious Injury or Illness, and
 7. ~~qualifying Exigencies arising out of the Covered Active Duty and military active duty and call-up to Covered Active Duty of a Military Member (the Employee's Spouse, son, daughter child (of any age), or Parent).~~
- 8.7.
B. ~~Additionally, requests for leave to take care of the employee's school age child under the age of fourteen (14) during school vacations may be granted to the extent that the leave does not create a hardship with respect to the operational needs and work schedules of the applicable institutional unit.~~

IV. COMPENSATION DURING LEAVE [BE9]

The FMLA provides Employees with job-protected leave for the qualifying reasons listed under Section III of this Policy. The FMLA allows for the leave to be unpaid, paid through the concurrent use of leave accrued or acquired under the Institution's policies, or a combination of both. Each Institution shall require Employees to use concurrently with FML paid leave accrued or acquired under USM's and the Institution's policies and procedures in the following order: (1) Accrued or Acquired Paid Leave as defined in Section II.A; and (2) paid parental leave under USM BOR Policy VII-7.49. Any remaining FML will be unpaid.

V. FAMILY AND MEDICAL LEAVE ENTITLEMENT [BE10]

- A. An Employees ~~is~~are entitled to a maximum of twelve (12) workweeks (~~60 days~~) of FML, based on the Employee's normal workweek, within a Twelve- (12--) Month Period. FML can be taken continuously or, ~~under per certain circumstances~~ Section VII of this Policy, on a reduced FML work schedule, or ~~intermittently or under a reduced work schedule,~~ over the course of a Twelve- (12--) Month Period. FML entitlement shall not be carried over from a Twelve- (12--) Month Period to the subsequent Twelve- (12--) Month Period.
- B. For example:
 1. If an Employee normally works forty (40) hours per week and takes three (3) weeks of FML continuously, then the Employee's three (3) weeks of leave will constitute three (3) weeks of FML.

2. If an Employee normally works thirty-two (32) hours per week and takes twenty-four (24) hours of FML, then the Employee's twenty-four (24) hours of leave will constitute three-fourths (3/4) of a week of FML.

3. If an Employee normally works forty (40) hours per week and works twenty (20) hours under a reduced schedule, then the Employee's twenty (20) hours of leave will constitute one-half (1/2) of a week of FML for each week the Employee works under the reduced schedule.

4. If an Employee normally works thirty (30) hours per week and works twenty (20) hours per week under a reduced schedule, then the Employee's ten (10) hours of leave will constitute one-third (1/3) of a week of FML for each week the Employee works under the reduced schedule. The actual FML entitlement shall be based on the employee's percentage of full time work for the twelve (12-) month period immediately prior to the beginning date of the FML; and shall be integrated with the amount of other leave taken for FML-related reasons during the twelve (12-) month period within which the FML is to begin.

C. Whether a period of FML is paid or unpaid will be determined by Section IV of this Policy. Employees who regularly worked full time (40 hours per week) are entitled to a maximum of twelve (12) workweeks (60 days/480 hours) of FML in a twelve (12-) month period. Employees who worked part time (less than 40 hours per week), on at least a 50% basis, are entitled to a prorated share of the twelve (12) week/sixty (60) day/480 hour maximum.

VI. MILITARY FML ENTITLEMENT

A. Military Caregiver Leave:— An Employee who is the Spouse, child (of any age)[BE11], Parent, or Next of Kin of a Covered Servicemember may use up to 26 workweeks of unpaid [BE12] leave in a single Twelve- (12-) Month Period to Care for a Covered Servicemember with a Serious Injury or Illness. The 12-Month Period described in this paragraph shall be measured forward, beginning on the first day the Employee takes FML to Care for a Covered Servicemember and ending 12 months after that date.

B. Exigency Leave:— An Employee with a Spouse, child (of any age), or Parent who is a Military Member on Covered Active Duty or notified of an impending call or order to Covered Active Duty status may use up to 12 workweeks of unpaid leave to address certain a qualifying Exigencies arising out of the fact that the

Employee's Spouse, child, or Parent is on Covered Active Duty or notified of an impending call or order to Covered Active Duty status.

~~Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, attending post deployment reintegration briefings, and providing parental care necessitated by the absence of the covered active duty of a military member whose parent is incapable of self care.~~[BE13]

~~VI. — INTEGRATION OF OTHER LEAVE TAKEN WITH FAMILY AND MEDICAL LEAVE ENTITLEMENT~~

~~Actual FML entitlement shall be based on the employee's use of other leave during the twelve (12) month period within which the FML begins. The employee's use of the following types of leave shall be deducted from the actual FML entitlement:~~

~~Any prior FML taken within the applicable year~~

~~Sick leave withdrawn from the USM Leave Reserve Fund within the applicable year~~

~~Accrued, Advanced and/or Extended sick leave used within the applicable year~~

~~Accident leave used within the applicable year~~

~~Any type of paid or unpaid leave for reasons related to family and medical circumstances taken within the applicable year.~~

VII. INTERMITTENT LEAVE OR REDUCED SCHEDULE LEAVE

A. Intermittent leave is FML taken in separate blocks of time for a single qualifying reason. Reduced schedule leave is FML that reduces an Employee's usual number of working hours per workweek or workday for a period of time.[BE14]

~~AB. — In the case of a documented medical necessity, an employee shall be entitled to intermittent leave and/or a reduced schedule that reduces regular hours per workday~~

~~or workweek~~ An Employee may take intermittent or reduced schedule leave for purposes of the Employee's or the Immediate Family Member's Serious Health Condition, the Serious Injury or Illness of a Covered Servicemember, or for a qualifying Exigency. There must be a medical need for leave and it must be that such medical need can be best accommodated through intermittent or reduced schedule leave. [BE15]

~~The employee shall make a reasonable effort to schedule intermittent leave or leave on a reduced schedule so as not to disrupt the operations of the institution's applicable unit.~~

CB. ~~The Employee shall make a reasonable effort to schedule intermittent or reduced schedule leave for planned medical treatment so as not to unduly disrupt the operations of the Institution's applicable unit. If the Employee neglects to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, the Institution may initiate discussions with the Employee and require the Employee to make a reasonable effort to make such arrangements, subject to the approval of the Health Care Provider.~~ [BE16][BE17]

D. ~~It is within the discretion of the President or designee to grant intermittent or reduced schedule leave. Employees may be granted leave that reduces regular hours per workday or workweek for reasons of child birth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child, to the extent that the intermittent or reduced leave does not represent an undue hardship to the operations and work schedules of the applicable institutional unit.~~

EC. ~~The President or designee may temporarily reassign an Employee on intermittent or reduced FML schedule leave to an Alternative Position for which the Employee is qualified and which that better accommodates planned reduced work schedules or intermittent periods of intermittent or reduced schedule leave than does the Employee's regular position. Such reassignment may occur only where the Employee foreseeably needs intermittent or reduced schedule leave or where the President or designee agrees to permit such leave under paragraph D of this Section VII.~~ [BE18] ~~The Alternative Position must have equivalent pay and benefits but need not have equivalent duties, and may not constitute a hardship on the Employee or discourage the Employee from taking leave. When the Employee no longer needs leave, they must be placed in the position they held when FML commenced or in an Equivalent Position.~~ [BE19]

~~VIII. SPOUSES EMPLOYED BY THE SAME USM INSTITUTION AND UNIT~~ [BE20]

- A. ~~If spouses work at the same USM institution or in the same institutional unit, each spouse shall be entitled to a separate, individual, maximum family and medical leave eligibility amount.~~
- B. ~~The amount of leave for which one spouse may be eligible, or the amount of leave used by one spouse shall not limit or enhance the leave amount or the leave usage of the other spouse.~~
- C. ~~Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum for reasons of a serious health condition of the employee and for the serious health condition of the employee's immediate family members. Requests for simultaneous FML by spouses employed by the same institutional unit may be granted for reasons of child birth, placement with the employee of a child for adoption or foster care, or care for a newborn child, to the extent that simultaneous leaves do not create a hardship with respect to the operational needs and work schedules of the applicable institutional unit.~~

~~IX. COMPENSATION DURING LEAVE~~

~~FML is an unpaid leave. However, an employee shall not be granted unpaid FML unless the employee has first exhausted all of the employee's paid leave available for use under USM leave policies and procedures.~~

VIII.X. JOB RIGHTS AND PROTECTIONS

- A. Except as provided in ~~VIII.X.~~ B., C., D., E., and F., an Employee returning to work at the conclusion of ~~a~~ FML shall be Restored to their ~~former~~ position they held when FML commenced or to an Equivalent Position ^[BE21] with the pay, benefits, and other terms and conditions of employment that they enjoyed immediately prior to the FML.
- B. An Employee is not entitled to Restoration if the President or designee determines that the Employee had been hired for a specific term or only to perform work on a specific project defined in writing and the term or project is over and the Institution would not otherwise have continued to employ the Employee ^[BE22].
- C. ~~1-~~ 1- If at any point prior to or during the FML the President or designee determines that the Employee's former position held when FML commenced cannot be held available for the duration of the leave, the President or designee, at the conclusion of the leave, shall Restore the Employee to an Equivalent Position.
~~2-~~ 2- If it is determined that the position cannot be held available, the determination of

~~an inability to hold the former position available occurs after the FML begins,~~ the President or designee shall immediately notify the Employee in writing of details associated with the decision and the details of the Equivalent Position to which the Employee will be Restored. The Employee shall have the right to return to work within fifteen (15) working days from receipt of such notice to keep the position held by the Employee when FML commenced.~~his/her former position.~~

- D. If there are reductions in the work force while the Employee is on FML and ~~he/she/the Employee~~ would have lost his/her position under USM BOR Policies VII-1.30, VII-1.32, and VII-9.61 had ~~he/she/the Employee~~ not been on ~~leave~~FML, ~~then except as provided under USM Policy on Layoff and USM Policy on Reinstatement, there is then the Institution has~~ no obligation to Restore the Employee to the position held by the Employee when FML commenced ~~his/her former or to an Equivalent Position~~.
- E. Employees on FML are subject to generally applicable changes in compensation, benefits, or other terms or conditions of employment. ~~If there are increases or decreases in pay, benefits, or other terms and conditions of employment while the employee is on FML and he/she would have had his/her pay, benefits, or other terms and conditions of employment changed were he/she not on leave, then except as provided under applicable USM policy, the employee shall be restored consistent with current, applicable, appropriate pay, benefits and other terms and conditions of employment.~~
- F. Restoration of Key Employees
1. If it is necessary to prevent substantial and grievous economic injury to the employing USM Institution's operations^[BE23], the President or his or her designee may deny Restoration to a Key Employee, provided that the Employee ~~was notified~~received written notice of ^[BE24]his/her status as a Key Employee at the time the FML was requested or commenced, whichever was earlier.
 2. If the President or designee believes that Restoration may be denied to a Key Employee, then at the time the FML is requested (or ~~when leave commences~~, if earlier), or as soon as practicable thereafter if notice cannot be given immediately because of the need to determine whether the Employee is a Key Employee, ^[BE25]the President or designee shall provide the Key Employee with written notification of the potential terms, conditions, and consequences of the leave. Notification shall include at least the following: a) notification of the fact that ~~he/she/the Employee~~ qualifies as a Key Employee; and b) potential consequences with respect to Restoration and maintenance of health benefits.

Failure to provide such timely written notice shall result in the Institution's loss of the right to deny Restoration to a Key Employee even if substantial and grievous economic injury will result from such Restoration.

3. As soon as the President or designee makes a good faith determination, based on the facts available, that substantial and grievous economic injury to the Institution's operations will result if the Key Employee who has requested or who is using FML is Restored, the ~~employee-Institution~~ shall ~~be given~~ written notice to the Key Employee either in person or by certified mail of the following: a) that FML cannot be denied; b) ~~notification of the~~ that the President's/designee's intention to deny Restoration upon completion of the FML; ~~and~~ c) an explanation of ~~why the~~ basis for the President's/designee's finding that Restoration will result in substantial and grievous economic injury; and d) if FML has commenced, a reasonable time (at least fifteen (15) working days from receipt of the notice) in which the Employee may return to work taking into account circumstances such as the length of the FML and the urgency of the need for the Employee to return to work.^[BE26]
4. When practicable, the President shall provide the notice described in XVIII.F. 3- at least one calendar week prior to the Employee starting the leaveFML. If such notice is provided after the leave commences, then the President/designee ~~also~~ shall also provide the Employee a period of at least fifteen (15) working days from receipt of the notice to return to his/her position.
5. If a Key Employee does not return to work in response to the Institution's notification of intent to deny Restoration, then the Employee shall continue to be entitled to maintenance of health benefits through the scheduled leave, and the Institution ~~cannot~~ may not recover its share of premiums unless and until the Employee gives notice that he/she does not wish to return to work or the Institution actually denies Restoration at the conclusion of the leaveFML period.
6. After notice to a Key Employee has been given that substantial and grievous economic injury will result if the Employee is Restored to employment, an Employee is still entitled to request Restoration at the end of the leave period even if the Employee did not return to work in response to the President's/designee's notice. Based on the facts at that time, the President or designee must ~~then~~ again determine whether there will be substantial and grievous economic injury from Restoration. If it is determined that substantial and grievous economic injury will result, the President or designee shall notify the Employee in writing (in person or by certified mail) of the denial of Restoration.

IXXI. STATUS OF BENEFITS WHILE ON FAMILY AND MEDICAL LEAVE/FML

A. An Employee ~~who is granted an approved on~~ FML under this Policy shall continue to be eligible for all employment benefits that he/she enjoyed immediately prior to the FML, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, unless otherwise elected by the Employee and subject to any generally applicable changes in benefits eligibility or terms that may have taken place during the period of FML.-

B. An Employee on FML ~~for reasons noted in Section III. A.~~ may ~~elect to~~ continue employer-subsidized health care benefits during the period of leave. The President or designee shall, in accordance with Section XI.B of this Policy, provide advance written notice to the Employee of the terms and conditions under which premium payments are to be made by the Employee, which shall include the following: -

1. If Accrued or Acquired Paid Leave or paid parental leave is being used concurrently during the FML period, the Employee's share of premiums must be paid by the method normally used during any paid leave.

~~1.2.~~If the FML period is unpaid, the Institution shall require the Employee to pay his or her share of premium payments in the manner required by the State of Maryland Department of Budget and Management.

~~The subsidy shall cease if~~ an Employee gives notice that he/she will not no longer wishes to return to work, the Employee will not be eligible to continue participating in employer health benefit plans, except to the extent eligible as a retiree or under COBRA.

C. The Institution shall recover its share of health premiums during a period of unpaid FML if the Employee fails to return to work (does not work for at least 30 calendar days) after the FML has been exhausted or the Employee's eligibility expires, or returns to work but fails to stay thirty (30) calendar days, unless the reason for not returning ~~or staying~~ is due to the continuation, recurrence, or onset of a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, or other circumstances beyond the Employee's control.

When an Employee fails to return to work because of the continuation, recurrence, or onset of either a Serious Health Condition of the Employee or Immediate Family Member, or a Serious Injury or Illness of a Covered Servicemember, thereby precluding the Institution from recovering its (share of) health benefit premium

payments made on the Employee's behalf during a period of unpaid FML, the Institution shall require medical certification of the Employee's or the Immediate Family Member's Serious Health Condition or the Covered Servicemember's Serious Injury or Illness. If the Institution requires such certification, the Employee must provide the certification within 30 days of the Institution's request. If the Employee does not provide requested certification within 30 days, or the reason for not returning to work does not involve circumstances beyond the Employee's control, the Institution may recover 100 percent of the health benefit premiums it paid during the unpaid FML.^[BE27]

- C. ~~An employee on FML for reasons noted in Section III. B. may elect to continue health care and other benefits, as permitted by law or regulation, by paying the full cost of the benefits, including the share ordinarily paid by the employer.~~
- D. Except as noted in Section ~~X.VIII~~, Job Rights and Protections, upon return from ~~leave-FML~~ an Employee shall be Restored ~~with~~ all the rights, benefits, and privileges enjoyed prior to the leave.
- E. The status and maintenance of an Employee's benefits other than employer-subsidized health care benefits during a period of paid or unpaid FML shall be determined by the Institution's established policies for providing those benefits when the Employee is on other forms of leave (paid or unpaid, as appropriate). While on any unpaid portion of an FML, an Employee shall not earn or accrue any additional leave or seniority credits.^[BE28]
- F. An Employee may elect to purchase service credit at the time of retirement for prior leaves without pay that ~~is~~are qualified by the Maryland State Retirement and Pension Systems. Upon approval of a leave without pay, an Employee shall follow the Institution procedure to assure that this option may be exercised. Service credits are not applicable to the Optional Retirement Program.

XII. EMPLOYEE NOTICE REQUIREMENTS

A. Timing^[BE29]

~~Regardless of the reason for the FML-~~ An Employee shall give at least thirty (30) calendar days' notice (or if not practicable, as soon as practicable, generally within two (2) work days) before FML is to begin for leave based on an expected birth, placement for adoption or foster care, planned medical treatment for a Serious Health Condition of the Employee or of an Immediate Family Member, or planned medical treatment for a Serious Injury or Illness of a Covered Servicemember. For leave due to a qualifying Exigency, notice must be provided

~~as soon as practicable. The Employee shall advise the Institution as soon as practicable if dates of scheduled leave change or are extended, regardless of whether FML is to be continuous or is to be taken intermittently or on a reduced schedule basis. and provide the appropriate medical certification or legal certification of adoption (as soon as practicable) or foster child placement, before taking FML. When the need for leave is not foreseeable, an employee shall give notice as soon as practicable but no less than two (2) working days of learning of the need for leave. If this is not possible due to a medical emergency, then the employee or the employee's designee shall give written notice and provide the appropriate certification as soon as practicable.~~

B. Content

~~The notice provided by the Employee shall be written and provided to the Employee's immediate supervisor or other individual as designated by the Institution's policies, sufficient to make the Institution aware that the Employee needs FML, and include the anticipated timing and duration of the leave, if foreseeable.~~

C. Notice by Spokesperson^[BE30]

~~Notice may be given the Employee's spokesperson (e.g., Spouse, adult family member, or other responsible party) if the Employee is unable to do so personally.~~

XIII. EMPLOYER NOTICE REQUIREMENTS^[BE31]

A. Eligibility Notice

~~When an employee requests FML, or when the ~~employer~~-Institution acquires knowledge that an employee's leave may be for an FML-qualifying reason, the ~~employer~~-Institution ~~must~~-shall notify the employee of the employee's eligibility to take FML ~~leave~~ within five (5) business days, absent extenuating circumstances. The Institution shall provide this eligibility notice in writing using the prototype form issued by the Department of Labor, Wage and Hour Division. ~~Notification of eligibility may be oral or in writing.~~~~

B. Rights and Responsibilities Notice

~~Employers~~-Institutions shall provide written notice detailing the specific expectations and obligations of the Employee and explaining any consequences of a failure to meet these obligations. This notice shall be provided to the Employee each time the ~~a~~ eligibility notice is provided and may be contained within the same

form. An Institution shall use the prototype form issued by the Department of Labor, Wage and Hour Division, which shall include:

1. A statement that the leave may be designated and counted against the Employee's annual FML entitlement if qualifying and the Twelve- (12-) Month Period defined in Section II.X of this Policy;
2. Any requirement for the Employee to furnish certification of a Serious Health Condition, Serious Injury or Illness, or qualifying Exigency arising out of Covered Active Duty or call to Covered Active Duty status, and the consequences of failure to do so;
3. A statement that the Institution will require the substitution of paid leave per Section IV of this Policy, the conditions related to any substitution, and the Employee's entitlement to take unpaid FML if the Employee does not meet the conditions for paid leave;
4. Any requirement for the Employee to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis per Section IX of this Policy;
5. A statement of the Employee's status as a Key Employee and the potential consequence that Restoration may be denied following FML, explaining the conditions required for such denial;
6. A statement of the Employee's rights to maintenance of benefits during FML and Restoration to the position held when FML commenced or an Equivalent Position upon return from FML; and
7. A statement of the Employee's potential liability for payment of health insurance premiums paid by the Institution during the Employee's unpaid FML if the Employee fails to return to work after taking FML.

C. Designation Notice

1. ~~1.~~—When the ~~employer~~-Institution has enough information to determine whether the leave is being taken for an FML-qualifying reason (e.g., after receiving a certification, if requested), the ~~employer~~-Institution ~~must~~ shall notify the Employee in writing whether the leave will be designated and will be counted as FML ~~leave~~, within five (5) business days absent extenuating circumstances. If the ~~employer~~-Institution has sufficient information to designate the leave as

FML ~~leave~~ immediately after receiving notice of the Employee's need for leave, the ~~employer-Institution may~~ shall provide the Employee with the designation notice at that time. This notice shall be provided using the prototype form issued by the Department of Labor, Wage and Hour Division, which shall meet the requirements below in Section XI.C.2.-.4.

2. The Institution shall inform the Employee in this written notice that the Institution is requiring the Employee to use paid leave concurrently in the order set forth in Section IV of this Policy.^[BE32]

3. If the Institution will require the Employee to present a fitness-for-duty certification to be Restored to employment, the Institution shall provide notice of such requirement with the designation notice. If the Institution will require that the fitness-for-duty certification address the Employee's ability to perform the essential functions of the Employee's position, the Institution shall so indicate in the designation notice, and shall include a list of the essential functions of the Employee's position.^[BE33]

~~1.4.~~ If the information provided by the Institution to the Employee in the designation notice changes, the Institution shall provide written notice of the change within five (5) business days of receipt of the Employee's first notice of need for leave subsequent to any change.^[BE34]

52. If an ~~employer-Institution~~ does not designate leave as ~~required~~ indicated in XII.C.1.-.4, the ~~employer-Institution~~ may retroactively designate leave as FML ~~leave~~ with appropriate notice to the Employee provided that the ~~employer's Institution's~~ failure to timely designate leave does not cause harm or injury to the Employee.^[BE35]

XI.V. CERTIFICATION

A. Medical Certification for Serious Health Conditions of Employee or Immediate Family Member

1. For leaves related to a Serious Health Conditions ~~and to child birth~~^[BE36], the Employee shall provide medical certification(s) from the Employee's or Immediate Family Member's Health Care Provider. The Institution shall use the Department of Labor's prototype forms for certification of the Serious Health Condition of an employee or the Serious Health Condition of a family member. The Employee shall have fifteen (15) calendar days to obtain the medical certification unless not practicable to do so despite the Employee's diligent good

faith efforts. ~~Such certification~~ An Institution shall ~~include but not be limited to~~ require only the following information in the certification:

- a. The name, addresses, telephone number, and fax number of the Health Care Provider and type of medical practice/specialization;
- b. A diagnosis of the nature and extent of the condition giving rise to the use of FML;
- c. The approximate date the condition commenced and its probable duration;
- d. A statement or description of appropriate medical facts regarding the patient's health condition for which FML ~~leave~~ is requested, including a regimen of continuing treatment to be prescribed;
- e. ~~The duration of absence from work,~~
- ef. In the case of ~~the an~~ Employee's Serious Health Condition, certification that the Employee is unable to perform the essential functions of his/her position and prognosis of the Employee's ability to return to his/her position;
- fg. In the case of an Immediate Family Member's Serious Health Condition, ~~the employee's need to care for a seriously ill family member,~~ information sufficient to establish that the family member is in need of Care and an estimate of the frequency and duration of the leave required to Care for the family member; ~~and-~~
- gh. In cases of a request for intermittent or reduced schedule leave, information sufficient to establish the medical necessity for such intermittent or reduced schedule leave, and (1) an estimate of the dates frequency and duration of such treatments and any periods of recovery if the leave is for foreseeable planned medical treatment; or (2) an estimate of the frequency and duration of episodes of incapacity if the Serious Health Condition may result in unforeseeable episodes of incapacity.

2. If an Employee submits a complete and sufficient certification signed by the Health Care Provider, the Institution may not request additional information from the Health Care Provider. However, the Institution may contact the Health Care Provider for purposes of clarification and authentication of the medical certification (whether initial certification or recertification) after the Institution has given the Employee an opportunity to cure any deficiencies as set forth in

paragraph D of this Section XII. To make such contact, the Institution must use a Health Care Provider, a human resources professional, a leave administrator, or a management official. Under no circumstances, however, may the Employee's direct supervisor contact the Health Care Provider. [BE37]

2.3. The President or designee may require a second medical opinion at the Institution's expense. if the Institution has reason to doubt the validity of a medical certification. The Institution may designate the Health Care Provider who is to furnish the second opinion. [BE38] In the case of conflicting opinions, the opinion of a third Health Care Provider, agreed upon by both Employee and the President or designee and obtained at the Institution's expense, shall be final and binding [BE39]. The second and third opinions shall not be provided by individuals who are employed on a regular basis by the Institution.

4.3. The President or designee may require reasonable recertification as the FML continues, and may require an employee to provide periodic progress reports as to the serious health condition for which he/she is taking leave and the employee's ability to return to work at the end of the leave. [BE40] Recertification shall not be requested more often than every thirty (30) calendar days unless the Employee requests an extension of FML, changed circumstances occur during the illness or injury circumstances described by the previous certification have changed significantly, or the Institution receives information that casts doubt upon the continuing validity of the most recent certification. The Institution shall allow at least fifteen (15) calendar days for the Employee to provide the requested recertification.

Medical certification of fitness to return to work that includes medical limitations and their expected duration shall be requested in writing by the President or designee prior to the employee's return to work.

The Institution may ask for the same information on recertification as that set forth in Section XII.A.1 of this Policy. As part of the information allowed to be obtained on recertification for leave taken because of a Serious Health Condition, the Institution may provide the Health Care Provider with a record of the Employee's absence pattern and ask the Health Care Provider if the Serious Health Condition and need for leave is consistent with such a pattern. [BE41]

B. Medical Certification for a Covered Servicemember [BE42]

When leave is taken to Care for a Covered Servicemember with a Serious Injury or Illness, an Institution may require the Employee to obtain a certification completed by an authorized health care provider of the Covered Servicemember. For military

~~leave to care for a covered servicemember~~For this purpose, the Department of Defense (“DOD”) healthcare providers, a health care provider from the U.S. Department of Veterans Affairs (“VA”), ~~and DOD Tricare Network~~ and DOD non-network TRICARE authorized and non-network authorized health care providers, and any Health Care Provider listed in Section II.K of this Policy are considered “authorized health care providers.” An Employee may use the appropriate prototype form issued by the Department of Labor’s Wage and Hour Division or a comparable form requiring the same information (including invitational travel order (“ITOs”) or invitational travel authorizations (“ITAs”) issued to any family member to join an injured or ill servicemember at his or her bedside). An Institution may require additional information per 29 C.F.R. § 825.310 or other applicable law.

~~The USM may not utilize the second opinion or recertification process for this leave entitlement. Should an extension of leave be required, additional certification may be requested.~~Second or third opinions are not permitted if the health care provider is from DOD, the VA, or DOD-authorized private health care providers, but are permitted if the health care provider otherwise meets the definition of Section II.K of this Policy. Recertifications are never permitted for leave to Care for a Covered Servicemember. Should an extension of leave be required, additional certification may be requested.

C. ~~C.~~ — Certification for Leave Taken Because of a Military Exigency

The first time an Employee requests leave because of a qualifying Exigency arising out of the Covered Active Duty or call to Covered Active Duty status (or notification of an impending call or order to Covered Active Duty) of a Military Member, the Institution may require the Employee to provide a copy of the Military Member's active duty orders or other documentation issued by the military which indicates that the Military Member is on Covered Active Duty or call to Covered Active Duty status, and the dates of the Military Member's Covered Active Duty service.

An Institution may additionally require that leave under this paragraph be supported by a certification setting forth the information listed in 29 C.F.R. § 825.309 or other applicable law. An Institution shall use the appropriate prototype form issued by the Department of Labor’s Wage and Hour Division. An Institution may not require information additional to what is required by this paragraph.

D. Sufficiency of Certification

The Employee must provide a complete and sufficient certification to the Institution if required by the Institution under paragraphs A, B, or C of this Section XII. The Institution shall advise the Employee if the Institution finds a certification incomplete or insufficient, and shall state in writing what additional information is necessary to make the certification complete and sufficient. A certification is considered incomplete if the Institution receives a certification but one or more of the applicable entries have not been completed. A certification is considered insufficient if the Institution receives a complete certification but the information provided is vague, ambiguous, or nonresponsive. The Institution must provide the Employee seven (7) calendar days (unless not practicable) to cure any such deficiency.

E. Confidentiality

Consistent with the FMLA and other applicable laws, all medical-related documentation will be kept confidential and maintained in a file separate from the Employee's official institutional personnel file.

XIII.V. DOCUMENTATION OF CERTAIN RELATIONSHIPS [BE43]

If an Employee takes FML under this Policy, including, but not limited to, for the birth of the Employee's Child, the placement of a Child with the Employee for adoption or foster care, or the need to take care of the Employee's Child within a twelve- (12-) month period after birth or placement, the Institution may require the Employee giving notice of the need for leave to provide reasonable documentation or a statement of family relationship for purposes of confirming the family relationship. This documentation may take the form of, but is not limited to, a simple statement from the Employee, a Child's birth certificate, an adoption certification, or a court document. The Institution is entitled to examine documentation, but the Employee is entitled to the return of an official document submitted for this purpose.

XIV. SCHEDULING OF TREATMENT IN INSTANCES OF SERIOUS HEALTH CONDITIONS

- A. When planning medical treatment, the Employee must consult with the Institution and In instances of the serious health condition of a family member or of the employee himself or herself, and in keeping with the requirements of the appropriate health care provider, the employee shall make a reasonable efforts to schedule any medical the- treatments so as not to disrupt unduly the operations of the applicable institutional unit, subject to the approval of the Health Care Provider. Employees are ordinarily expected to consult with their Institution prior to the

scheduling of treatment in order to work out a treatment schedule which best suits the needs of both the Institution and the Employee. [BE44]

- B. If an Employee fails to consult with the Institution to make a reasonable effort to arrange the schedule of treatments so as not to unduly disrupt the Institution's operations, During the course of the treatment and as the President or designee may initiate discussions with the Employee, require the Employee to make a reasonable effort to make such arrangements, deems appropriate, the employee may be and requested the Employee to provide certification from the appropriate Health Care Provider of the unavailability of treatment during non-work time, or at times that are less disruptive to the operations of the Employee's unit. [BE45]

XVI. PROVIDING INFORMATION ABOUT FML

Regardless of the reason for the leave FML, an Employee shall provide complete, accurate and timely information related to a request for, continuation of, modification(s) to, and return from ~~an~~ FML. An Institution may require Employees on FML to report periodically on their status and intent to return to work if the Institution's procedures regarding such reports are nondiscriminatory and take into account all of the relevant facts and circumstances related to each Employee's leave situation. [BE46]

XVII. ABUSE OF FML

The President or designee shall review, investigate and resolve suspected cases of bad faith, fraud or abuse of the FML program. Cases of bad faith, falsification of documents, or fraudulent information related to ~~the~~ FML provided to the institution, or other abuses of the FML program, may result in actions by the Institution, including, but ~~are~~ not limited to, ~~;~~ revocation of the leave, refusal to Restore, recovery of institutional costs for paid-time leave and insurance benefits premiums, and disciplinary action up to and including termination.

XVIII. EARLY RETURN FROM LEAVE

An Employee may discover after beginning FML that the circumstances have changed and the amount of leave originally anticipated is no longer necessary. An Employee may not be required to take more FML than necessary to resolve the circumstance that precipitated the need for leave. An Institution may require the Employee to provide the Institution reasonable notice (i.e., within two business days) of the changed circumstances where foreseeable. [BE47] ~~An employee interested in returning to work from a FML prior to the agreed upon end of the leave date shall provide the President or designee with a written request at least thirty (30) calendar days prior to the date on which the employee is interested in returning. The President or designee shall make a~~

~~good faith effort to restore the employee to his/her former or an equivalent position as soon as possible at the employee's request but no later than the thirty (30) calendar day notice provided by the employee.~~

XVIII. EXTENSIONS OF LEAVE

~~An Employees may extend the date of return from an FML to the extent that they have remaining FML entitlement available. Notice need only be given one time regardless of whether the FML is to be continuous or is to be taken intermittently or on a reduced schedule basis, but the Employee shall advise the Institution as soon as practicable if dates of scheduled FML are extended, and provide recertification if requested. A request for an extension of FML shall be considered under this policy as if it was an initial request.~~ [BE48]

XIX. FAILURE TO RETURN FROM LEAVE

- A. An Employee who will not be returning to the Institution at the conclusion of a leave FML shall notify the President or designee in writing as soon as practicable. In the absence of written notification or other extenuating circumstances, failure to return from leave shall be generally interpreted as a resignation.
- B. If applicable, any benefit entitlements based upon length of service shall be calculated as of the Employee's last paid day.
- C. ~~Employer costs of any payments made to maintain the employee's benefit coverage when on unpaid FML shall be recovered if an employee fails to return to work as described in Section X.B.~~

~~The President or designee may request certification of reasons for the employee's failure to return to work.~~

XXI. SPOUSES EMPLOYED BY THE SAME INSTITUTION OR UNIT [BE49]

- A. ~~If Regardless of whether~~ Spouses work at the same ~~USM~~ Institution or in the same institutional unit, each Spouse shall be entitled to a separate, individual, maximum ~~family and medical leave~~ FML eligibility amount for the reasons listed in Section III of this Policy.
- B. The amount of leave for which one Spouse may be eligible, or the amount of leave used by one Spouse, shall not limit or enhance the leave amount or the leave usage of the other Spouse.

- C. ~~Spouses shall be entitled to take leave simultaneously or in succession and in any portion of their respective individual maximum FML eligibility amount, for reasons of a serious health condition of the employee and for the serious health condition of the employee's immediate family members. Requests for simultaneous FML by spouses employed by the same institutional unit may be granted for reasons of child birth, placement with the employee of a child for adoption or foster care, or care for a newborn child, to the extent that simultaneous leaves do not create a hardship with respect to the operational needs and work schedules of the applicable institutional unit.~~^[BE50]

XXI. MISCELLANEOUS

- A. The President or designee is under no obligation to immediately Restore an Employee whose return from ~~leave-FML~~ does not coincide with the normal operating schedule of the Institution or the normal work schedule of the Employee's unit, or Restore an Employee whose return date is inconsistent with the terms and conditions of the Employee's appointment.
- B. Entitlement to begin FML for reasons of child-birth, placement with the Employee of a Child for adoption or foster care, or care for a newborn Child expires by no later than the 364th day after the date of birth or placement. Any such FML must be concluded within this one-year period.
- C. When FML is taken by an Employee on probation status, the probationary period shall be adjusted upon the return of the Employee by the length of time used for FML.

~~A.D.~~ Either the Employee or the Institution may initiate a period of FML.

~~D.~~ ~~Reasonable documentation relating to an employee's request for FML may be requested.~~

IMPLEMENTATION PROCEDURES

Each President shall identify his/her designee(s) as appropriate for this Policy, develop procedures as necessary to implement this Policy, communicate this policy and applicable procedures to employees at his/her Institution and the general campus community, his/her institutional community, and post ~~this Policy~~ on ~~theits~~ institutional website. Each President shall forward a copy of such designations and implementation procedures to the Chancellor.

REFERENCE:

[The Family and Medical Leave Act of 1993 \(FMLA\), 29 U.S.C. § 2611 \(2012\); National Defense Authorization Act for Fiscal Year 2010 \(2010 NDAA\), Pub. L. No. 111-84 \(2009\); 29 C.F.R. pt. 825 \(2016\).](#)

~~U.S. Department of Labor—The Family and Medical Leave Act of 1993, as amended—National Defense Authorization Act (NDAA), October 28, 2009~~

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II—2.25 Policy on Parental Leave and other Family Supports for Faculty (Approved by the Board of Regents, June 22, 2012; Amended [Month Day, Year])

I. Purpose

This ~~P~~policy is intended to support faculty in balancing professional and family demands during and after the birth or adoption of a child through a combination of measures to promote a “family-friendly” environment on each USM campus. ~~These measures include:~~

- A. A minimum assured period of paid parental leave of eight (8) weeks;
- B. The adoption of Family Support Plans at each institution;
- C. Minimum requirements to extend the time for tenure review for new parents; and
- D. The availability of lactation facilities on each campus.

II. Assured Minimum Parental Leave

Each eligible faculty member shall be assured a period of up to eight (8) weeks ~~(i.e., forty (40) work days)~~ of paid parental leave to care for a new child, as follows:

A. Nature of Leave: The parental leave period ~~shall~~~~will~~ consist of any form of annual and personal leave available for use under USM BOR Policy II-2.40, sick leave available for use under USM BOR Policy II-2.30, or personal holiday leave for holidays observed during parental leave, ~~that the faculty member has accrued~~, to be supplemented by the institution with additional paid leave days to attain an eight ~~(8)~~ week period of paid parental leave.

A-B. Interaction of Leave with the Family and Medical Leave Act: All leave taken during the parental leave period (annual, sick, personal, holiday, or additional paid parental leave assurance) shall run concurrently with any available FMLA leave (“FML”) per Section IV of USM BOR Policy II-2.31 Policy on Family and Medical Leave for Faculty if the faculty member is also eligible for FML under USM BOR Policy II-2.31. The institution shall administer both policies concurrently.

B-C. Applicability: The eight ~~(8)~~ week paid leave assurance ~~shall~~~~will~~ be available during a six ~~(6)~~ month period surrounding:

- 1. The birth of a ~~newborn~~child;
- 2. The ~~recent~~ adoption of a child ~~under the age of six (6)~~; and
- 3. At the discretion of the institution’s chief academic officer and subject to any limitations established by the institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six(6).

C-D. Eligibility: At a minimum, the paid leave assurance ~~shall~~~~will~~ apply to tenured and tenure-track faculty, and non-tenure-track faculty with multi-year contracts, upon

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written affirmation that the faculty member will be the child's primary caregiver during the parental leave period, subject to the following:-

1. Institutions may offer assured minimum paid leave to other categories of faculty as a matter of institution policy.
2. Leave shall be pro-rated for eligible part-time faculty.
3. If a child's parents are employed by the same institution, both parents may be eligible for paid parental leave ~~up to the eight (8) week maximum~~ as follows:
 - a. Both parents may use accrued annual, sick, holiday, or personal leave concurrently with the birth of a child or adoption of ~~a~~ the child ~~under age six (6)~~;
 - b. A parent may use additional guaranteed paid leave under this Policy only during a period when that parent is the child's primary caregiver.
4. A faculty member shall be eligible for assured minimum paid parental leave after one (1) year of employment with the institution, except to the extent that institution policies permit and the terms of the faculty member's appointment establish a lesser eligibility period.
5. A faculty member may be eligible for paid parental leave under this Policy on one occasion in ~~any given~~ 12-month period, and on two occasions during the duration of the faculty member's employment within the USM, except to the extent institution policies provide otherwise. ~~Any additional periods of paid parental leave require the approval of the President, or the President's designee.~~

III. Faculty Family Support Plans

Each institution shall assure that each eligible faculty member, as defined below in Section III.C, has the opportunity to establish a "Family Support Plan." These plans are intended to provide support for new parents while assuring that continuity in student instruction and other critical faculty duties are not disrupted during periods of ~~faculty~~ parental leave.

- A. **Plan Development:** The plan ~~shall~~will be developed jointly by the faculty member and department chair, or the designee of the chair or the dean, upon request of the faculty member.
 1. If the faculty member and department chair are unable to finalize the plan, or if an agreed-upon plan requires additional resources, the appropriate dean or other academic affairs administrator ~~shall~~will participate in completing the plan.
 2. Each completed plan ~~shall~~will be shared with the appropriate dean or other academic affairs administrator.
- B. **Plan Content:** The plan ~~shall~~will allow the faculty member to reduce or otherwise modify workload, especially teaching duties, during ~~the semester in which~~ parental leave ~~is taken~~, though a combination of:
 1. Leave, including:
 - a. Exhaustion of all ~~accrued~~ available annual, personal, holiday, and sick leave.

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- (including collegial sick leave);
 - b. Additional paid parental leave, as needed, up to the eight_ (8_) week total; and
~~e. Collegial sick leave, as available;~~
 - ~~d.c. Any additional leave for which the faculty member may be eligible under USM BOR Policy II-2.31 Policy on Family and Medical Leave for Faculty. Unpaid leave, up to the twelve (12) week (i.e., sixty (60) work day) limit of the USM Family Medical Leave Act Policy, No. II-2.31; and~~
 - 2. Workload modifications, to the extent authorized by the institution and feasible within the faculty member's department, which may include:

 - a. Part-time employment;
 - b. The spreading of the semester's teaching responsibilities over multiple terms preceding and succeeding the parental leave period;
 - c. Redistribution of duties to substitute a teaching assignment with other departmental or academic service; and/or
 - d. Other options identified by the institution or department.
 - C. **Eligibility:** Each tenured or tenure-track faculty member whose responsibilities are primarily instructional -is eligible for a Ffamily Ssupport Pplan, subject to the eligibility standards of Section II.DC.1 through .5 of this Ppolicy. Institutions may offer the opportunity to develop a Ffamily Ssupport Pplan to other categories of faculty as a matter of institution policy.

IV. Extension of Time for Tenure Review

- A. **Minimum Requirements:** Each USM institution shall establish policies and procedures to permit faculty members who become new parents with the birth or adoption of a child to extend the time for tenure review. At a minimum, institution policies shall provide for:

 - 1. A one_ (1_) year extension of the time for tenure review upon the birth or adoption of a child to run concurrently with any extension provided under USM BOR Policy II-2.31 Policy on Family and Medical Leave for Faculty; and
 - 2. The ability to obtain such an extension twice during employment with an USM institution.
- B. **Institution Procedures:** Institution procedures may include requirements related to the timing and content of applications for the extension, documentation of eligibility and other aspects of the process for requesting and administering extensions of the time for tenure review.
- C. **Additional Institution Provisions:** An institution's policies to extend the time for tenure review may be broader in scope than the minimum eligibility and duration requirements specified in this Ppolicy.

V. Supports for Nursing Mothers

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- A. Lactation Facilities:** Each institution shall provide space at reasonable locations on campus where employees who are nursing mothers may ~~breastfeed or~~ express milk.
- ~~A.1.~~ The area must be shielded from view and free of intrusions from others.
- ~~B.2.~~ A bathroom or restroom may not be designated as a lactation ~~facility~~ ~~area~~.
- ~~C.3.~~ The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
- ~~D.4.~~ The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.
- ~~The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.~~
- E.B. Breastfeeding:** The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

VI. Protections for Faculty

No faculty member shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, tenure or other employment-related process as a result of utilizing the parental leave and other supports provided ~~by~~ ~~in~~ this ~~P~~ policy.

Implementation

~~This policy shall be implemented as follows:~~

~~**Parental Leave and Family Support Plans:** Eligible faculty members shall have access to parental leave and family support plans under this policy as of the beginning of the Fall 2012 semester.~~

~~**Other Provisions:** Institutions shall complete implementation of all other requirements of this policy no later than December 31, 2012.~~

VII-7.49 Policy on Parental Leave and other Family Supports for Staff (Approved by the Board of Regents, June 22, 2012; Amended [Month Day, Year])

I. Purpose

This ~~P~~policy is intended to support USM staff in balancing professional and family demands during and after the birth or adoption of a child through measures to promote a “family- friendly” environment on each USM campus. These measures include the establishment of a minimum assured period of paid parental leave of eight (8) weeks and the availability of lactation facilities on each campus.

II. Assured Minimum Parental Leave

Each eligible staff employee shall be assured a period of up to eight (8) weeks ~~(i.e., forty work days)~~ of paid parental leave to care for a new child, as follows:

A. **Nature of Leave:** The parental leave period ~~shall~~will consist of any form of annual ~~leave available for use under USM BOR Policy VII-7.00~~, sick ~~leave available for use under USM BOR Policy VII-7.45 (including advanced sick leave and extended sick leave)~~, personal ~~leave available for use under USM BOR Policy VII-7.10~~, holiday ~~leave available for use under USM BOR Policy VII-7.30 for holidays observed during parental leave and earned floating holidays~~, or leave ~~taken from the Leave Reserve Fund under USM BOR Policy VII-7.11 leave accrued or otherwise available to the employee under USM policies~~, to be supplemented ~~as necessary~~ by the institution with additional paid leave days to attain an eight- (8-) week period of paid parental leave.

B. Interaction of Leave with the Family and Medical Leave Act: All leave taken during the parental leave period (annual, sick, advanced sick, extended sick, personal, holiday, Leave Reserve Fund, or additional paid parental leave assurance) shall run concurrently with any available FMLA leave (“FML”) per Section IV of USM BOR Policy VII-7.50 Policy on Family and Medical Leave for Nonexempt and Exempt Staff Employees if the employee is also eligible for FML under USM BOR Policy VII-7.50. The institution shall administer both policies concurrently.

~~B.C.~~ **Applicability:** The eight- (8-) week paid leave assurance ~~shall~~will be available during a six- (6-) month period surrounding:

1. The birth of a ~~newborn~~child;
2. The ~~recent~~ adoption of a child ~~under the age of six (6)~~; and
3. At the discretion of the institution’s President or designee and subject to any limitations established by the institution, the assumption of other parenting responsibilities, such as foster parenting or legal guardianship of a child under the age of six (6).

~~C.D.~~ **Eligibility:** At a minimum, the paid leave assurance ~~shall~~will apply to regular staff

employees, upon written affirmation that the employee will be the child's primary caregiver during the parental leave period, subject to the following:-

1. Institutions may offer assured minimum paid leave to other categories of staff as a matter of institution policy.
2. Leave shall be pro-rated for eligible .50 or greater Full Time Equivalent staff.
3. If a child's parents are employed by the same institution, both parents may be eligible for paid parental leave ~~up to the eight (8) week maximum~~ as follows:
 - a. Both parents may use accrued annual, sick, advanced sick, extended sick, holiday, Leave Reserve Fund, or personal leave concurrently with the birth of a child or adoption of ~~a~~ the child ~~under age six (6)~~;
 - b. A parent may use additional guaranteed paid leave under this P policy only during a period when that parent is the child's primary caregiver.
4. A staff employee shall be eligible for assured minimum paid parental leave after one (1) year of employment with the institution, except to the extent that institution policies permit a lesser eligibility period.
5. A staff employee may be eligible for paid parental leave under this P policy on one occasion in ~~any given~~ 12-month period, and on two separate occasions during the duration of the staff member's employment within the USM, except to the extent institution policies provide otherwise. Any additional periods of paid parental leave require the approval of the President, or the President's designee.
6. The employee must have a satisfactory record of sick leave usage and work performance.

III. Supports for Nursing Mothers

- A. **Lactation Facilities:** Each institution shall provide space at reasonable locations on campus where employees who are nursing mothers may ~~breastfeed or~~ express milk.
 1. The area must be shielded from view and free of intrusions from others.
 2. A bathroom or restroom may not be designated as a lactation area.
 3. The space may be a private area in a larger room, or a private room that is reliably made available for nursing mothers whenever needed but may otherwise be used for different functions.
 4. The area shall be equipped with seating, a table or other flat surface, an electrical outlet and nearby access to a sink.
 5. ~~The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which children may be present on campus.~~

6-B. Breastfeeding: The requirement for lactation facilities on each campus and their availability for the purpose of breastfeeding a child are subject to institution policies that govern the circumstances under which the children of employees may be present on campus.

B.C. Break Time for Nursing Mothers: The schedule of a staff employee who is a nursing mother shall allow for reasonable break time during work hours for the purpose of breastfeeding or expressing milk.

1. Employees shall be permitted to use current paid break and unpaid lunch times to breastfeed or express milk.

—Supervisors shall work with employees who need additional break time for this purpose to provide for the flexible scheduling of additional unpaid breaktime.

2.

IV. Protections ~~for~~ Staff Employees

No employee shall be discriminated against or otherwise experience reprisals in any appointment, evaluation, promotion, or other employment-related process as a result of utilizing the parental leave and other supports provided ~~by~~ in this ~~P~~ policy.

Implementation

~~This policy shall be implemented as follows:~~

~~**Parental Leave:** Eligible employees shall have access to parental leave under this policy as of September 1, 2012.~~

~~**Other Provisions:** Institutions shall complete implementation of all other requirements of this policy no later than December 31, 2012.~~



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Dental Student Clinics Management Contract Renewal

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: The University of Maryland, Baltimore (UMB) requests approval to exercise the second of five one-year renewal options with U.M. FDSP Associates, P.A (FDSP) for the day-to-day operations of the student dental clinics at the Dental School at UMB. Daily operations include activities such as providing non-faculty support, scheduling patient visits and collecting fees charged to patients for clinical services and operations materials provided by the clinics.

The request for approval is made pursuant to University of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding \$5 million. The term of the renewal is June 1, 2018 to May 31, 2019. The estimated value of the renewal is \$11,593,200.

VENDOR: U.M. FDSP Associates, P.A. (FDSP)

ALTERNATIVE(S): FDSP was organized as a tax exempt Maryland Corporation in order to implement a Faculty Dental Service Plan approved by the USM Board of Regents in August of 1985. The University undertook a study of private sector dental clinics and practices to determine if the costs for management and operation of the dental clinics by FDSP were competitive. The University found that a for-profit commercial entity could not perform the required services more economically since FDSP receives no compensation other than transfer funds from the University to support FDSP’s direct costs. The contract renewal will not exceed generated revenues.

FISCAL IMPACT: The contract renewal provides a positive fiscal impact in that FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses that are documented in periodic statements of income and expense to the Dental School.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve this request to exercise the second one-year renewal option with U.M. FDSP Associates, P.A. as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



TOPIC: Towson University: Dining Services Contract Renewal

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: Towson University (TU) requests approval to renew its dining services contract with Compass Group USA, by and through its Chartwells Division, for student meal plans, cash dining, and catering services on campus. This request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding \$5 million.

The term of the contract renewal is for five (5) years to commence on July 1, 2018, and continue through June 30, 2023. With estimated gross sales of \$128 million and expenses of \$87 million, the contract is expected to generate \$41 million in revenue during the five-year renewal term. This renewal represents years six (6) through ten (10) of the contract with Chartwells.

CONTRACTOR(S): Compass Group USA, Inc. – Chartwells Division

ALTERNATIVE(S): The current contract would have to be extended until an award could be made as a result of a new competitive procurement.

FISCAL IMPACT: The Contractor provided a capital investment of \$5.9 million during the initial five-year term of the contract for food service facilities renovations and upgrades. These renovations and upgrades included Au Bon Pain, Newell Dining, Starbucks and Panda Express. The contractor’s investment is amortized on a straight-line basis over the potential ten-year contract that commenced on July 1, 2013. Should the contract not be renewed, Towson would have to pay the contractor for the remaining five years of the unamortized investment. If a new procurement resulted in an award to a new contractor, TU would also forgo \$6.5 million of scheduled investment in facilities and equipment upgrades. If the contract is renewed, the University is guaranteed annual commissions of \$1 million per year, including 12% on franchise sales, 15% on non-franchise sales, 13% on general catering and summer conferences, 18% on external catering and 35% on concessions. The contractor will make capital investments of \$6.5 million in dining area renovations and food service equipment upgrades to enhance the student experience. The contractor will also provide an annual capital campaign gift of \$50,000, \$75,000 in program marketing funds, and \$116,000 in cash and in-kind contributions to campus groups and operations each year, in addition to a continuity bonus of \$1.5 million in year one of the renewal term.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for Towson University to renew the contract with Compass Group USA, Inc. by and through its Chartwells Division for a term of five (5) years in the amount of approximately \$87 million to commence on July 1, 2018.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 3/29/18

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



TOPIC: University of Maryland, Baltimore County 2018 Facilities Master Plan

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018 (presentation and information)

SUMMARY: The University of Maryland, Baltimore County (UMBC) requests Board of Regents' approval of its 2018 Facilities Master Plan (FMP).

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community.

Established over 50 years ago, UMBC has grown rapidly to over 13,600 students, of which nearly 18% are graduate students and over 4,000 live on-campus. UMBC is situated on a 500-acre campus with 73 buildings providing approximately four million gross square feet (GSF). The University is surrounded by one of the greatest concentrations of commercial, cultural and scientific activity in the nation.

Since the 2009 Facilities Master Plan Update, UMBC has experienced continued growth and development on campus. UMBC completed construction of the Performing Arts and Humanities Building, the UMBC Event Center, the Patapsco Hall Addition, and the Apartment Community Center, as well as its main campus entrance. The West Hill, Terrace, and Hillside Apartment communities were renovated. The Fine Arts Building underwent a partial renovation.

This FMP aligns campus development with *Our UMBC: A Strategic Plan for Advancing Excellence* and outlines the physical resources needed to advance the four fundamental elements of academic excellence: the student experience; collective impact in research, scholarship, and creative achievement; innovative curriculum and pedagogy; and community and extended connections. The FMP proposes new and renovated buildings, as well as additional outdoor recreation and open spaces, needed to address current space deficits and support a future enrollment of 18,000 students.

Dr. Freeman A. Hrabowski, III, UMBC's president, as an early signatory of the American College and University Presidents Climate Commitment, remains focused on developing a more sustainable campus. The FMP emphasizes preserving and connecting the natural areas of campus, developing added environmental research and recreational opportunities, and building environmentally friendly facilities that meet programmatic needs. The University has developed parking and transportation initiatives to reduce the university's carbon footprint. Energy efficiency on campus will be improved with upgrades and extensions of the campus central utility plant, and in the renovation and construction of facilities that will incorporate LEED standards to reduce energy usage.

ALTERNATIVE(S): The 2018 Facilities Master Plan presents a comprehensive, long-term vision for UMBC's physical development. The plan is reflective of the university's academic mission, its institutional values and its impact on the landscape, the environment, and the surrounding community. There are no alternatives for implementation.

FISCAL IMPACT: The 2018 Facilities Master Plan will present challenges to the capital and operating budgets to fully implement. The University is committed to securing funds to implement the plan. Approval of the FMP does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee consider UMBC's 2018 Facilities Master Plan and materials as presented today for formal action at the Committee's next meeting; subsequently recommending approval to the full Board of Regents, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Review of Capital Improvement Projects

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 29, 2018

SUMMARY: This report provides information on the status of capital improvement projects systemwide. Included are contract awards, completions, and detailed project schedules. The attached report reflects activity for the six-month period starting August 1, 2017 and ending January 31, 2018.

Highlights include:

- One design award (\$5.6 million)
- Eight construction awards (\$120.5 million) to Maryland firms
- Nine project completions (\$316.5 million)

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION

DATE: 3/29/18

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

PROGRESS OF CAPITAL IMPROVEMENT PROJECTS
(For the period ending
January 31, 2018)

This report provides information on capital projects systemwide, excluding 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 six-month period beginning August 1, 2017 and ending January 31, 2018. Only construction projects that are \$1 million, or greater, are included in this report.

ONGOING PROJECTS:

As of January 31, 2018, there are a total of 52 projects systemwide either pending design, or in design or construction, which are managed by the service centers.

CONTRACT AWARDS:

a. Design Awards

One design contract for \$5.6 million was awarded during the six-month period ending January 31, 2018.

	UMES School of Pharmacy and Health Professions, Ph 1	\$5,693,967
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b. Construction Awards, Including Design/Build and Construction Management

Eight construction awards for a total of \$120.5 million were made during the six-month period ending January 31, 2018.

	UMCP New Cole Fieldhouse, Ph 2, Bid Pkgs. 4 and 5	\$46,574,203
	UMCP Animal Sciences Bldg., Wing 3, Air Handling Units	\$2,750,000
	UMCP School of Public Policy (pre-construction services)	\$170,280
	UMCP Dorchester Residence Hall, Bid Pkgs. 1 and 2	\$7,714,392
	UMCP Brendan Iribe Center, Bid Pkg. 6	\$12,853,204
	TU New Science Bldg., Bid Pkg. 1	\$25,443,782
	UB USPS Replacement Facility D/B, Bid Pkgs. 1 and 2	\$10,758,158
	USMO Biomed Sciences & Engineering Educ. Bldg. @ Shady Grove	\$14,244,105

PROJECT COMPLETIONS:

Nine projects for a total cost of \$316.5 million were completed in the six-month period ending January 31, 2018.

	UMB Howard Hall Heat Exchangers	\$1,800,000
	UMCP A. James Clark Hall (aka New Bioengineering Bldg.)	\$168,475,000
	UMCP ERC- Natatorium PoolPak Units Replacement	\$4,000,000
	TU Recreation Bldg., Ph 2 (Add'n to Burdick)	\$42,120,000
	TU Acoustical Improvements Ctr. for Arts Music Dept.	\$1,300,000
	TU Demolish and Replace Glen Towers Pedestrian Bridge	\$1,000,000
	SU Athletic Complex Renovation, Ph 2 thru 6	\$10,752,494
	UMBC Event Center and Arena	\$85,374,000
	UMBC Communications Tower Replacement	\$1,697,500

PROJECT SCHEDULE: The attached information includes schedules for ongoing activities in the FY2019 Capital Improvement Program and the FY2018 System Funded Construction Program.

USM PROJECT STATUS REPORT ON MAJOR CONSTRUCTION PROJECTS AS OF JANUARY 31, 2018

STATE-FUNDED CIP PROJECTS											
SYSTEM-FUNDED NON-STATE/AUXILIARY PROJECTS											
Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMB	Health Sciences Facility III <i>Architect: Hellmuth, Obata & Kassabaum, DC with Design Collective of MD</i> <i>Contractor: Barton Malow Co., MD</i>	1	305,392,000	State/NBF	5/12	CM-10/12	8/13	2/18	305,392,000	MCCBL 11, 12; 13; 14; 15, 16, 17; Cash	0.00
UMCP	Cole Fieldhouse Conversion/Expansion (aka Human Performance & Academic Research Facility) <i>Architect: Cannon Design, MD</i> <i>Contractor: Gilbane, MD</i>	2/3	195,700,000	State/NBF	6/15	CM-10/15	12/15	12/19	91,515,000	MCCBL 15, 16, 17; Cash	104,185,000
TU	New Science Facility <i>Architect: Cannon Design, MD</i> <i>Contractor: Whiting Turner, MD</i>	1	183,819,000	State/NBF	8/14	CM	10/17	8/20	47,850,000	MCCBL 12,16,17; Cash	135,969,000
USG	Biomed Sc. & Eng. Ed. Facility <i>Architect: Cooper Carry, Inc. of Georgia</i> <i>Contractor: Gilbane Bldg. Co., MD</i>	1	162,481,000	State	5/14	CM	6/16	1/19	139,367,000	MCCBL 13, 14, 15, 16, 17	23,114,000
UMCP	Brendan Iribe Ctr. for Computer Science <i>Architect: HDR Architecture, MD</i> <i>Contractor: Whiting Turner, MD</i>	1	152,250,000	State/NBF	1/15	CM	6/16	8/18	145,450,000	Cash; MCCBL 16, 17	6,800,000
UMBC	Interdisciplinary Life Sc. Bldg. <i>Architect: Ballinger, PA</i> <i>Contractor: Whiting Turner, MD</i>	1	124,747,000	State	4/15	CM- 4/15	5/17	4/19	57,989,000	MCCBL 14, 15, 16, 17	66,758,000
TU	Union Addition/Renovation <i>Architect: Design Collective, MD</i> <i>Contractor: Barton Mallow, MD</i>	2/3	108,770,000	SFCP	12/16	CM	10/18	8/20-Add'n 8/21-Renov	47,670,000	38th, 39th Bond Resolutions	61,100,000
UMCP	New Residence Hall (900 beds)	1	97,000,000	SFCP	2/18	D/B	9/18	4/20	23,500,000	39th Bond Resolution	73,500,000

April 20, 2018 Board of Regents Meeting - Public Session Agenda

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMES	School of Pharmacy and Allied Health	1	86,351,000	State	9/17	CM	1/20	1/22	6,548,000	MCCBL16, 17	79,803,000
FSU	Education and Health Sciences Center	1	83,185,000	State	6/18	CM	8/20	8/22	3,500,000	MCCBL16, 17	79,685,000
USM	Southern MD Regional HEC <i>Architect: Cooper Cary Inc., GA</i>	1	81,961,000	State/NBF	8/16	CM	6/18	5/20	7,261,000	MCCBL 13,14,15,16; Cash	74,700,000
UMB	Central Electric Substation and Electrical Infrastructure Upgrades <i>Engineer: RMF Engineering, Inc., MD</i>	5	78,951,000	State	3/17	GC/CM	7/18	1/26	6,890,000	MCCBL16:17	72,061,000
UMCP	School of Public Policy Bldg. <i>Architect: Leo Daly, DC</i> <i>Contractor: J. Vinton Schafer, MD</i>	1	45,000,000	State/NBF	6/17	CM	6/18	6/20	3,360,000	Cash, MCCBL 17	41,640,000
CSU	Percy Julian Bldg. Renovation for the College of Business	3	43,231,000	State	11/18	CM	11/20	7/22	1,336,000	MCCBL 17	41,895,000
UMCP	Replace North Dining Hall	3	36,750,000	SFCP	2/18	D/B	9/18	4/20	2,000,000	39th Bond Resolution	34,750,000
FSU	New Residence Hall	1	36,580,000	SFCP	5/17	D/B	7/18	3/20	3,698,000	Cash	32,882,000
TU	Residence Tower Renovation <i>Architect: Design Collective, MD</i> <i>Contractor: Turner Construction, MD</i>	3	33,860,000	SFCP	7/15	CM- 10/15	11/16	3/18	33,860,000	37th, 38th, 39th Bond Resolutions, Cash	0.00

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Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UB	Langsdale Library Renovation <i>Architect: Behnisch Architekten, Boston</i> <i>Contractor: Plano-Coudon, MD</i>	3	23,825,000	State/NBF	6/14	CM	6/16	4/18	23,825,000	MCCBL 13,14,16; 17; Cash	0.00
UB	Replace USPS Maintenance Facility <i>Contractor: Whiting Turner, MD</i>	3	13,180,000	SFCP	8/15	D/B	9/17	7/18	13,180,000	Cash	0.00
UMCP	Dorchester Residence Hall Renovation <i>Architect: RCG, MD</i> <i>Contractor: Quandel/J. Vinton Schafer, MD</i>	3	10,300,000	SFCP	8/16	On-Call CM	12/17	7/18	10,300,000	38th Bond Resolution	0.00
UMCP	School of Public Health Labs and Studios Renovation	3	9,210,835	SFCP	8/16	CM	2/18	9/18	9,210,835	Cash	0.00
TU	Glen Dining Hall Renovation	3	8,800,000	SFCP	1/18	GC	1/19	1/20	8,800,000	Cash	0.00
SU	Severn Hall Architectural Renovation <i>Architect: Ayers St. Gross, MD</i>	3	8,000,000	SFCP	8/16	GC	2/18	8/18	8,000,000	Cash/Bonds	0.00
UMCP	HJP Wing 2 Mech Rm. (part of Campuswide Bldg. System and Infrastructure Improvements) <i>Architect: Design Collective, MD</i> <i>Contractor: J. Vinton Schafer, MD</i>	5	6,600,000	State	11/15	CM-12/15	6/18	5/19	6,000,000	MCCBL 14; FR	600,000
BSU	Marshall Library HVAC Improvements, Ph 1	5	4,900,000	SFCP	3/18	TBD	10/18	12/19	4,900,000	Cash	0.00
TU	Glen Plaza Renovation	5	4,400,000	SFCP	8/18	TBD	5/20	7/21	4,400,000	Cash	0.00

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Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
SU	3D Arts Building Renovation	3	4,400,000	SFCP	3/18	GC	12/18	8/19	4,400,000	Cash	0.00
UMB	Elevator/Fire Alarm Improve. in Various Garages (including Pearl St. Garage) <i>Architect: UMB in-house design</i> <i>Contractor(s): Maranto & Sons, QSS, Brawer Builders, Emjay of MD</i>	3	4,130,000	SFCP	7/13	GC, D/B	1/14	1/19	4,130,000	35th Bond Resolution	0.00
UMCP	Main Administration South Wing Renovation, 1st & 2nd Flrs. <i>Architect: Marshall Craft Assoc., MD</i> <i>Contractor: Kinsley Construction, PA</i>	3	4,056,146	SFCP	1/14	On call CM	1/17	2/18	4,056,146	FR, Cash	0.00
UMB	HSFIII Generator <i>Architect: HOK w/Design Collective</i> <i>Contractor: Barton Malow of MD</i>	5	4,000,000	SFCP	4/14	CM	11/16	2/18	4,000,000	Cash	0.00
UMB	620 West Lexington St., 6th Fl Renovation for Facilities Mgmt. Offices <i>Contractor: North Point Builders, MD</i>	3	4,000,000	SFCP	7/17	D/B	7/17	3/18	4,000,000	Cash	0.00
BSU	New Parking Lot (400 cars) <i>Architect: WBCM, Maryland</i>	5	3,500,000	SFCP	2/18	TBD	1/19	9/19	3,500,000	Cash	0.00
UMCP	Animal Sciences Wing 3 Replace Air Handlers (part of Campuswide Infrastructure Improvements) <i>Architect: Kibart, MD</i> <i>Contractor: Maryland Mechanical, Inc.</i>	5	3,400,000	State	9/16	On-Call GC	10/17	9/18	3,400,000	MCCBL 13, 14	0.00
UMBC	Stadium Improvements	4	3,200,000	SFCP	5/18	CM	4/19	2/20	3,200,000	Cash	0.00

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Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMB	Howard Hall/Bressler Research Bldg. Substation <i>Engineer: RMF Engineering, MD</i>	5	3,000,000	SFCP	8/17	GC	1/19	9/20	3,000,000	Cash	0.00
UMB	Health Sciences Facility I - Cooling Tower Replacement <i>Engineer: MS Engineering, MD</i> <i>Contractor: Emjay Engineering, MD</i>	5	2,900,000	State/NBF	6/14	GC	3/17	9/18	2,900,000	CFR/Cash	0.00
UMCP	Chemistry Wing 2 AHU Replacement	5	2,500,000	SFCP	6/17	GC	4/18	9/18	2,500,000	Cash	0.00
UMCP	CASL Replacement Two Chillers	5	2,308,160	SFCP	7/17	GC	2/18	5/18	2,308,160	Cash	0.00
UMB	Emergency Exit Upgrades	5	2,300,000	SFCP	4/18	In House	7/18	2/21	2,300,000	Cash	0.00
UMB	Howard Hall Exhaust System <i>Architect: BKM of MD</i>	5	2,000,000	SFCP	4/18	GC	7/18	8/19	2,000,000	Cash	0.00
UMCP	CASL 2 Chiller Replacement	5	1,908,160	SFCP	7/17	On-Call GC	12/17	5/18	1,908,160	Cash	0.00
UMB	Bressler Research Bldg. - 9th Fl. Renovation <i>Architect: UMB In-house design</i> <i>Contractor: Emjay Engineering, MD</i>	3	1,900,000	SFCP	6/16	GC	3/17	4/18	1,900,000	Cash	0.00
UMCP	Mitchell Infrastructure Renovation	5	1,832,000	SFCP	11/15	TBD	8/18	3/19	1,091,500	FR	740,500

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Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements
UMB	108 N. Greene Street Chiller Replacement	5	1,800,000	SFCP	8/18	D/B	9/18	12/19	1,800,000	Cash	0.00
UMCP	Mowatt and Union Lane Garages Renovation	5	1,770,000	SFCP	4/18	D/B	5/18	8/18	1,100,000	Cash	670,000
UMCP	Relocate Tennis Courts (Cole spin off project) <i>Architect: Wallace Montgomery & Associates, MD</i>	3	1,650,000	State	7/15	GC	7/17	11/17	1,650,000	Cole Spin Off Project, Cash	0.00
UMCP	Campus Creek Restoration <i>Architect: A. Morton Thomas, MD</i> <i>Contractor: Meadville Land Services, Inc., PA</i>	5	1,495,000	State; Grant; NBF	6/15	TBD	6/18	10/18	1,495,000	Cash; FR	0.00
UMB	Biomedical Research Bldg. Air Handler <i>Contractor: Min Engineering, MD</i>	5	1,400,000	SFCP	10/17	GC	9/18	7/19	1,400,000	Cash	0.00
UMB	Medical School Teaching Facility - Replace Condensate Removal System <i>Engineer: RMF Engineering, MD</i> <i>Contractor: Emjay, MD</i>	5	1,400,000	SFCP	8/16	GC	9/17	6/18	1,400,000	Cash	0.00
UMB	HS/HSL Cooling Tower Replacement <i>Architect: RMF Engineering, MD</i> <i>Contractor: Boland, MD</i>	5	1,400,000	SFCP	6/17	GC	3/18	5/19	1,400,000	Cash	0.00

Institution	Project	Code	Estimated Total Cost	Budget Designation	Design Start	Delivery Method	Construction Start	Substantial Completion	Total Appropriations To-Date	Funding Source	Future Funding Requirements	
UMB	737 Lombard St. Elevator Replacement <i>Consultant: Ashland Industrial</i> <i>Contractor: Delaware Elevator</i>	5	1,200,000	SFCP	9/16	GC	7/17	9/18	1,200,000	Cash	0.00	
UMB	School of Pharmacy HVAC Fan Coil Units/Heating & Cooling Piping Replacement <i>Architect: Burdette Koelher, Murphy & Associates, MD</i>	5	1,200,000	SFCP	1/18	GC	1/19	7/20	1,200,000	Cash	0.00	
Total Program (State and non-State/ Auxiliary)			\$2,009,893,301	Estimated Economic Impact (full-time jobs):				7,537	Jobs supported by the capital program per DBM formula of 7.5 FTE direct (construction-related) jobs per \$1M investment divided by a rough average duration of construction from award through completion of 2 years			

Codes: 1 New facility Total cost: Total estimated project cost including planning, construction & equipment.
 2 Addition/Expansion/Extension Start design: Date of BPW approval of architect/engineer. CM = Construction Management
 3 Renovation or Replacement Construction Start: Date of BPW approval of contractor. D/B = Design/Build
 4 Alterations and Addition Completion: Date of substantial completion/beneficial occupancy. GC = General Contractor
 5 Infrastructure OCGC = On-Call General Contractor

KEY NBF = Non-budgeted funds; MCCBL = State General Obligation Bonds; AFBA = Academic Revenue Bonds (approved by State); FR = Facilities Renewal
 USM Bonds = USM Auxiliary Revenue Bonds; CASH = Institutional funding, including cash and plant funds



**BOARD OF REGENTS
COMMITTEE ON ECONOMIC DEVELOPMENT
AND TECHNOLOGY COMMERCIALIZATION**

Minutes of the Public Session
March 29, 2018
Saratoga Building, Baltimore, MD

The Committee on Economic Development and Technology Commercialization of the University System of Maryland (USM) Board of Regents met in public session on Thursday March 29, 2018, in the Board Room of the Saratoga Building at the University of Maryland Baltimore in Baltimore, Maryland.

Regent Attman called the meeting to order at 12:45 pm. The regents in attendance were Mr. Attman, Mr. Brady, Mr. Pevenstein, Mr. Rauch, Mr. Pope and Mr. Shorter. Also present at the meeting were Dr. Caret, Mr. Sadowski, Mr. Neal, AAG Langrill, Ms. Morris, Mr. Lurie, Mr. Irani, Mr. Drake, Ms. Hemmerly, Mr. Davis, Ms. Hammeker, Mr. Hammond, Ms. Quaeraishi, Ms. Owens, Ms. Baker, Mr. Mortimer, Mr. Jones, Mr. Al-Adhami, Mr. Bentley, Mr. Figliozzi, Ms. Harkay, Ms. Hegdekar and Ms. Reynolds.

Information Items:

Student Entrepreneur Panel

Ms. Jennifer Reynolds, Ph.D., MBA Director of Venture Creation at bwtech@UMBC facilitated a panel of student entrepreneurs to discuss their entrepreneurial activities and the support they received from USM. Mustafa Al-Adhami is a Ph.D. candidate in Mechanical Engineering at UMBC who is developing a device that can revolutionize the treatment of sepsis by rapidly determining effective antibiotic treatment for blood infections. Nicholas Bentley attends the University of Maryland pursuing a B.A in Criminology and Criminal Justice. Nick is Director of the Startup Shell UMCP's student-run incubator. He also continues to operate the firm that he started when he turned 18 that provides specialized IT Services and hopes to continue working at UMCP's entrepreneurship activity. Rob Figolizzi founded BioResearch Solutions LLC in 2016 based on a device that identifies individual laboratory zebrafish based on unique and non-visible biomarkers. Rob received a B.S in Chemistry from Salisbury University where he began his entrepreneurial endeavors and is currently a PhD candidate at UME while his business continues to reside at the SU Hub. Kayleigh Harkay is pursuing her B.S. in Business Administration from UB and is founder of Perdido Fido a "smart" tech device that tracks a pet's movements and communicates health vitals to the veterinarian. Nivedita Hegdekar is a 3rd year Ph.D. candidate in Biochemistry and Molecular Biology at UMB. She was a UMB President's Entrepreneurial Fellow in 2016 and has continued to mentor the next cohort of Fellows and work with the New Ventures Office. The students discussed how they utilized the resources at their respective Universities and noted the value of mentorship, space, funding access and connections that were critical to their success. Students stated that improvements could be made by creating interdisciplinary interactions within each campus and with other campus resources and students. There is a particular need for patent assistance and a small funding resource for students similar to the faculty Catalyst fund. There was a discussion of the value of bringing student entrepreneurs together across USM to create synergy between the campus', provide an opportunity for peer to peer mentoring and provide access to resources that are not on every campus. The

Committee members were extremely impressed with the quality of the panel discussion and asked Vice Chancellor Sadowski and Ms. Morris to consider ways to address the students' concerns and to report back to the Committee.

Maryland Technology Economic Development Corporation (TEDCO) Overview

George Davis, CEO of TEDCO presented on the activities of TEDCO and how the organization is adapting as it approaches its 20-year anniversary. George noted that although TEDCO invests for good returns and that these new companies also spur economic development. TEDCO is focusing on both technology transfer to move innovations from the lab to the commercial sector and gateway services. Gateway services are less intense and offered to all interested parties which could include mentoring and access to information as well as assessment tools. George also provided a status of the Excel MD initiative in addressing Maryland's economic prosperity driven by its innovation-led advanced industries.

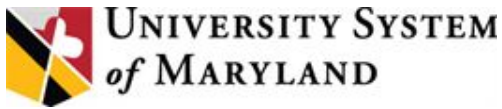
USM Economic Development Updates

Tom Sadowski provided an update on activities of the Office of Economic Development including signing an MOU with the Food and Drug Administration, status of legislation (SB 966) pending in Annapolis regarding enhancement of Maryland's Regional Strategic Enterprise (RISE) zone, Anchor Ventures, Excel MD and the State's response to the Amazon HQ2 bid. Mr. Sadowski also reported that the Momentum Fund just approved its third investment.

The public session was adjourned at 2:07 p.m.

Respectfully submitted,

Gary L. Attman, Chair
Committee on Economic Development
and Technology Commercialization



**USM BOARD OF REGENTS
ADVANCEMENT COMMITTEE
USM - ATRIUM
February 14, 2018**

DRAFT

MINUTES: Public Session

A meeting of the Board of Regents Committee on Advancement was held at the University System of Maryland office on February 14, 2018 at 10:30 a.m. In attendance were: Regents Jim Brady, Linda Gooden, Will Shorter, and Elena Langrill (Office of the Attorney General). Via teleconference were Regents Barry Gossett, James Holzapfel, Louis Pope, and Chancellor Caret. In attendance from USM institutions: Jason Curtin (SU), Tara Turner (Coppin), Margel Hight (UMCES), Jackie Lewis (UMCP), Thomas Sullivan (UMB), John Short (FSU), Kim Dumpson (UMES), Yvette Caldwell (BSU), Theresa Silanskis (UB), Brian DeFilippis (TU), Greg Simmons (UMBC) and Richee Smith Andrews (USG). From the USM office: Vice Chancellor Leonard Raley; Associate Vice Chancellor Marianne Horrigan; Pam Purcell, Director of Planned Giving; Sapna Varghese, Director of Advancement; Gina Hossick; and Micaela Cameron. Also joining this meeting were several alumni directors from some of our institutions: Amy Eichorst (UMCP), Jennifer Mills (TU), Lori Armstrong (TU), David Flinchbaugh (UMB), Rosalind Muchiri (BSU), and Jayme Block (SU).

Chairman Gossett called the meeting to order at 10:35 a.m.

EAB Presentation

We had a special presentation by the Education Advisory Board entitled “The Changing Face of the 21st Century Donor” by Liz Rothenberg, managing director of EAB. They conduct best practices research in many areas related to higher education and offer in-person presentations, webinars, and white papers to its members. The presentation and discussion touched on how we need to change our approach, refresh our message to the new generation.

Fundraising

The system wide goal for the year is \$322 million; we are more than 80% of the way toward the goal. Vice presidents discussed recent major gifts and plans for their campaign launches.

Quasi Endowment Grants

This is the fourth year of awarding funds from the quasi-endowment fund established in 2015 to support advancement activities that help to build the endowment. This fund totals \$50M: \$40M generates spendable income that goes directly back to campuses, and \$10M funds a grant program to help kickstart additional endowment raising efforts. Recommendations for the most recent round of grant awards from a portion of the fund were discussed and staff indicated that a cumulative report on the use of these funds was in the works.

Impact of Tax Bill on Fundraising

No one is sure what the impact will be until next or subsequent years. Major giving may not be impacted, but annual giving may be impacted. The number of tax filers itemizing their taxes is expected to go from 30% to 10%. What are the incentives to give? One trend might be an increase in donor advised funds. The USM will be hosting webinars updating fundraisers on the implications of the tax bill.

Meeting adjourned at 12:05 pm.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Year-to-date Fundraising Report

COMMITTEE: Advancement Committee

DATE OF MEETING: April 20, 2018

SUMMARY: The attached table shows fundraising progress (as compared to FY17 and against the FY18 goal) for February 2018.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: 4.20.18

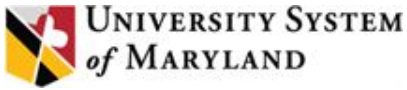
BOARD ACTION: DATE:

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



FY18 FUNDRAISING

Institution	FY2017 Results 28-Feb	FY2018 Results 28-Feb	FY2018 Goal	Percentage to Goal FY18
Bowie State University	\$1,301,495	\$799,185	\$2,000,000	39.96%
Coppin State University	\$593,399	\$872,377	\$1,800,000	48.47%
Frostburg State University	\$1,200,814	\$1,941,993	\$3,400,000	57.12%
Salisbury University	\$2,643,336	\$4,716,610	\$5,500,000	85.76%
Towson University	\$3,513,362	\$6,739,866	\$9,250,000	72.86%
University of Baltimore	\$3,626,857	\$5,545,613	\$5,000,000	110.91%
University of Maryland, Baltimore	\$54,349,492	\$55,593,106	\$85,500,000	65.02%
University of Maryland Baltimore County	\$12,636,818	\$6,709,621	\$12,000,000	55.91%
University of Maryland Center for Environmental Sciences	\$356,989	\$628,839	\$2,200,000	28.58%
University of Maryland College Park	\$117,019,093	\$197,191,415	\$190,000,000	103.78%
University of Maryland Eastern Shore	\$2,693,938	\$1,386,508	\$2,500,000	55.46%
University of Maryland University College	\$590,418	\$1,707,745	\$2,500,000	68.31%
University System of Maryland	\$809,633	\$1,053,616		
TOTAL	\$201,335,644	\$284,886,494	\$321,650,000	88.57%



TOPIC: University System of Maryland: Fiscal Year 2019 Schedule of Tuition and Mandatory Fees

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: April 20, 2018

SUMMARY: The proposed FY 2019 resident undergraduate full-time and part-time tuition rates, along with summer school rates, will not increase by more than 2%. UMB Nursing rates, however, will increase 4.8% for resident undergraduate full-time students and 4.0% for resident undergraduate part-time students.

Generally, in-state graduate full-time and part-time tuition rates will not increase above 5.0%.

Out-of-state undergraduate full-time rate increases range from 1% at Bowie State University up to 5% at several institutions. Out-of-state undergraduate part-time rate increases range from no increase at UMUC up to 5% at several institutions.

Mandatory fees support those services and activities that are not funded by either tuition revenue or state general funds. These fees have been discussed with student groups and the institutions have provided the attached documentation of these discussions.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2019 tuition and fee revenue would increase \$42.6 million or 2.5% over the 2018 tuition and fee revenue.

CHANCELLOR’S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fee schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing board policies and guidelines. Any such changes will be reported back to the Board.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joseph F. Vivona (301) 445-1923

"NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents."

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

1

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
UNIVERSITY OF MARYLAND, BALTIMORE				
<u>SCHOOL OF DENTISTRY</u>				
DDS Program				
In-State Tuition	38,169	40,077	1,908	5.0%
Out-of-State Tuition	70,964	74,512	3,548	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	75	75	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State DDS Program	40,075	41,995	1,920	4.8%
Total Out-of-State DDS Program	72,870	76,430	3,560	4.9%
Post Graduate Program				
In-State Tuition	35,257	37,020	1,763	5.0%
Out-of-State Tuition	55,462	58,235	2,773	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	60	60	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State Post Graduate Program	37,148	38,923	1,775	4.8%
Total Out-of-State Post Graduate Program	57,353	60,138	2,785	4.9%
Graduate - Masters per Credit Hour				
In-State Tuition	682.50	702.50	20.00	2.9%
Out-of-State Tuition	1,223.50	1,258.50	35.00	2.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Graduate - Ph D per Credit Hour				
In-State Tuition	557.50	574.50	17.00	3.0%
Out-of-State Tuition	976.50	1,005.50	29.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%

Notwithstanding any other provision of this or any other USM publication, the USM reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by USM institutions and the USM Board of Regents.

SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

2

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Dental Hygiene - Undergraduate				
In-State Tuition	5,405	5,513	108	2.0%
Out-of-State Tuition	28,776	30,215	1,439	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	68	68	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State Dental Hygiene	7,304	7,424	120	1.6%
Total Out-of-State Dental Hygiene	30,675	32,126	1,451	4.7%
Dental Hygiene - Undergraduate per Credit Hour				
In-State Tuition	378.50	386.00	7.50	2.0%
Out-of-State Tuition	915.50	960.80	45.30	4.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	46	46	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
<u>SCHOOL OF LAW</u>				
JD Full Time Program (Prior to FY 2016-2017)				
In-State Tuition (base tuition 12 credits or more)	30,596	31,743	1,147	3.7%
Out-of-State Tuition (base tuition 12 credits or more)	45,140	46,833	1,693	3.8%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	65	65	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State JD Full Time - 12 credits or more	32,492	33,651	1,159	3.6%
Total Out-of-State JD Full Time - 12 credits or more	47,036	48,741	1,705	3.6%
JD Part Time Program Flat Rate (Prior to FY 2016-2017)				
In-State Tuition (base tuition 9 to 11.99 credits)	23,058	23,923	865	3.8%
Out-of-State Tuition (base tuition 9 to 11.99 credits)	33,965	35,239	1,274	3.8%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	49	49	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State JD Part Time 9-11.99 credits	24,938	25,815	877	3.5%
Total Out-of-State JD Part Time 9-11.99 credits	35,845	37,131	1,286	3.6%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

3

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
JD Program per Credit Hour (Prior to FY 2016-2017)				
In-State Tuition (per credit hour less than 9 credits)	1,324.50	1,374.20	49.70	3.8%
Out-of-State Tuition (per credit hour less than 9 credits)	1,930.50	2,002.80	72.30	3.7%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
Student Activities	49	49	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
JD Full Time Program Flat Rate (New Students Entering Fall FY 2016-2017)				
In-State Tuition (base tuition 32 credits Year 1 Only)	30,596	31,743	1,147	3.7%
Out-of-State Tuition (base tuition 32 credits Year 1 Only)	45,140	46,833	1,693	3.8%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	65	65	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State JD Full Time - 32 credits	32,492	33,651	1,159	3.6%
Total Out-of-State JD Full Time - 32 credits	47,036	48,741	1,705	3.6%
JD Part Time Program Flat Rate (New Students Entering Fall FY 2016-2017)				
In-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	20,089	20,842	753	3.7%
Out-of-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	29,557	30,665	1,108	3.7%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	49	49	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State JD Part Time 20 credits	21,969	22,734	765	3.5%
Total Out-of-State JD Part Time 20 credits	31,437	32,557	1,120	3.6%
JD Program per Credit Hour (New Students Entering Fall FY 2016-2017)				
In-State Tuition (per credit hour)	1,179.50	1,223.80	44.30	3.8%
Out-of-State Tuition (per credit hour)	1,728.50	1,793.30	64.80	3.7%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
Student Activities	49	49	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
LLM Full Time Program Flat Rate				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	26,365	27,354	989	3.8%
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	26,365	27,354	989	3.8%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	65	65	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State LLM Full Time - 12 credits or more	28,261	29,262	1,001	3.5%
Total Out-of-State LLM Full Time - 12 credits or more	28,261	29,262	1,001	3.5%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

4

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
LLM Program per Credit Hour				
In-State Tuition <12 credits	1,036.50	1,075.50	39.00	3.8%
Out-of-State Tuition <12 credits	1,036.50	1,075.50	39.00	3.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
Student Activities	49	49	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Master of Science in Law per Credit Hour (at College Park)				
In-State Tuition	807.50	837.80	30.30	3.8%
Out-of-State Tuition	807.50	837.80	30.30	3.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	20	22	2	10.0%
Online Student Services Fee (per credit hour)		25	N/A	N/A
<u>ONLINE - Master of Science in Law (Cybersecurity) per Credit Hour</u>				
In-State Tuition	807.50	837.80	30.30	3.8%
Out-of-State Tuition	807.50	837.80	30.30	3.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Online Student Services Fee - per credit hour***	25	25	0	0.0%
<u>ONLINE - Master of Science in Law (Homeland Sec & Crisis Mgmt) Per Credit Hour</u>				
In-State Tuition	807.50	837.80	30.30	3.8%
Out-of-State Tuition	807.50	837.80	30.30	3.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%
<u>SCHOOL OF MEDICINE</u>				
MD Program				
In-State Tuition	34,977	36,375	1,398	4.0%
Out-of-State Tuition	61,877	64,351	2,474	4.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	83	83	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State MD Program	36,891	38,301	1,410	3.8%
Total Out-of-State MD Program	63,791	66,277	2,486	3.9%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

5

	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
Medicine Graduate - Masters per Credit Hour				
In-State Tuition	682.50	702.50	20.00	2.9%
Out-of-State Tuition	1,223.50	1,258.50	35.00	2.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities flat rate	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Medicine Graduate - Ph D per Credit Hour				
In-State Tuition	557.50	574.50	17.00	3.0%
Out-of-State Tuition	976.50	1,005.50	29.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Masters in Genetic Counseling				
In-State Tuition	18,280	19,185	905	5.0%
Out-of-State Tuition	30,167	31,666	1,499	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	59	75	16	27.1%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State Genetic Counseling	20,170	21,103	933	4.6%
Total Out-of-State Genetic Counseling	32,057	33,584	1,527	4.8%
Masters in Public Health per Credit Hour				
In-State Tuition	796.50	822.50	26.00	3.3%
Out-of-State Tuition	1,413.50	1,451.50	38.00	2.7%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	47	47	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Medical & Research Technology - Undergraduate				
In-State Tuition	7,878	8,035	157	2.0%
Out-of-State Tuition	23,236	24,392	1,156	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State Med. & Research Technology	9,760	9,929	169	1.7%
Total Out-of-State Med. & Research Tech.	25,118	26,286	1,168	4.7%
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	13,542	14,211	669	4.9%
Out-of-State Tuition	26,270	27,575	1,305	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State Medical & Research Tech Certificate	15,424	16,105	681	4.4%
Total Out-of-State Medical & Research Tech Certificate	28,152	29,469	1,317	4.7%
Medical Research Technology - Undergraduate per Credit Hour				
In-State Tuition	378.50	385.50	7.00	1.8%
Out-of-State Tuition	840.50	881.50	41.00	4.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities Fee	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Medical & Research Technology - Graduate per Credit Hour				
In-State Tuition	700.50	733.50	33.00	4.7%
Out-of-State Tuition	1,186.50	1,243.50	57.00	4.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities Fee	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Doctorate in Physical Therapy (All PT Students) per Credit Hour				
In-State Tuition	626.50	666.50	40.00	6.4%
Out-of-State Tuition	1,086.50	1,138.50	52.00	4.8%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities Fee	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
MPH Dual Degree				
In-State Tuition	23,500	24,675	1,175	5.0%
Out-of-State Tuition	41,270	43,344	2,074	5.0%
Technology Fee	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	67	67	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State MPH Dual Degree	25,398	26,585	1,187	4.7%
Total Out-of-State MPH Dual Degree	43,168	45,254	2,086	4.8%
<u>SCHOOL OF NURSING</u>				
Nursing Undergraduate				
In-State Tuition	8,666	9,080	414	4.8%
Out-of-State Tuition	35,554	37,314	1,760	5.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	110	110	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State School of Nursing - Undergraduate	10,607	11,033	426	4.0%
Total Out-of-State School of Nursing - Undergraduate	37,495	39,267	1,772	4.7%
Nursing Undergraduate per Credit Hour				
In-State Tuition	378.50	393.50	15.00	4.0%
Out-of-State Tuition	1,273.50	1,335.50	62.00	4.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	110	110	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Nursing Masters CNL per Credit Hour				
In-State Tuition	725.50	762.00	36.50	5.0%
Out-of-State Tuition	1,397.50	1,465.50	68.00	4.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	90	90	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Nursing Masters Other per Credit Hour				
In-State Tuition	777.50	800.00	22.50	2.9%
Out-of-State Tuition	1,404.50	1,446.50	42.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	90	90	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Nursing Ph D per Credit Hour				
In-State Tuition	777.50	816.00	38.50	5.0%
Out-of-State Tuition	1,404.50	1,446.50	42.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	80	80	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Nursing DNP per Credit Hour				
In-State Tuition	777.50	816.00	38.50	5.0%
Out-of-State Tuition	1,404.50	1,446.50	42.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities flat rate	80	80	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Nursing - Masters ONLINE - INFORMATICS (per Credit Hour)*				
In-State Tuition	777.50	800.00	23	2.9%
Out-of-State Tuition	1,404.50	1,446.50	42	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	0	0.0%
Student Activities	90	90	0	0.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%
Nursing - Masters ONLINE - HEALTH SERVICES LEADERSHIP & MANAGEMENT (per Credit Hour)*				
In-State Tuition	777.50	800.00	23	2.9%
Out-of-State Tuition	1,404.50	1,446.50	42	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	0	0
Student Activities	90	90	0	0
Online Student Services Fee - per credit hour	25	25	0	0

*Online Nursing Program to be offered PENDING APPROVAL from MHEC

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SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
<u>SCHOOL OF PHARMACY</u>				
Pharmacy D Program				
In-State Tuition	24,285	25,487	1,202	4.9%
Out-of-State Tuition	41,469	42,900	1,431	3.5%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	67	67	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State School of Pharm D Program	26,183	27,397	1,214	4.6%
Total Out-of-State School of Pharm D Program	43,367	44,810	1,443	3.3%
Pharmacy Graduate - Masters per Credit Hour				
In-State Tuition	682.50	702.50	20.00	2.9%
Out-of-State Tuition	1,223.50	1,258.50	35.00	2.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Pharmacy Graduate - ONLINE Masters Regulatory Sciences (per Cr Hr)				
In-State Tuition	682.50	702.50	20.00	2.9%
Out-of-State Tuition	1,068.50	1,100.50	32.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Student Activities	51	51	0	0.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%
Pharmacy Graduate - ONLINE Masters PALLIATIVE CARE (per Cr Hr)				
In-State Tuition	593.50	610.50	17.00	2.9%
Out-of-State Tuition	743.50	765.50	22.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Student Activities	51	51	0	0.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%
Pharmacy Graduate - ONLINE Masters PHARMACOMETRICS (per Cr Hr)				
In-State Tuition	682.50	702.50	20.00	2.9%
Out-of-State Tuition	1,223.50	1,258.50	35.00	2.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Student Activities	51	51	0	0.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%

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**SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Pharmacy Graduate - Ph D per Credit Hour				
In-State Tuition	557.50	574.50	17.00	3.0%
Out-of-State Tuition	976.50	1,005.50	29.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
Pharm D per Credit Hour				
In-State Tuition	940.50	984.50	44.00	4.7%
Out-of-State Tuition	1,432.50	1,481.50	49.00	3.4%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	67	67	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
<u>SCHOOL OF SOCIAL WORK</u>				
Masters of Social Work Program-Full Time				
In-State Tuition	13,990	14,550	560	4.0%
Out-of-State Tuition	30,484	31,703	1,219	4.0%
Technology Fee - flat rate	120	120	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	63	63	0	0.0%
Campus Center Infrastructure & Service Fee	<u>1,512</u>	<u>1,512</u>	<u>0</u>	<u>0.0%</u>
Total In-State School of Social Work	15,884	16,456	572	3.6%
Total Out-of-State School of Social Work	32,378	33,609	1,231	3.8%
Masters of Social Work - per Credit Hour				
In-State Tuition	693.50	721.30	27.80	4.0%
Out-of-State Tuition	1,244.50	1,294.30	49.80	4.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities flat rate	51	51	0	0.0%
Summer Supporting Facilities Fee - flat rate	75	75	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%

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**SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019**

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
Social Work - Ph D per Credit Hour				
In-State Tuition	561.50	584.00	22.50	4.0%
Out-of-State Tuition	984.50	1,024.00	39.50	4.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Summer Campus Center Infrastructure & Services	75	75	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
 <u>GRADUATE SCHOOL</u>				
GRADUATE - MASTERS				
In-State Tuition Per Credit Hour	682.50	702.50	20.00	2.9%
Out-of-State Tuition Per Credit Hour	1,223.50	1,258.50	35.00	2.9%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.50	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
 GRADUATE - PH D				
In-State Tuition Per Credit Hour	557.50	574.50	17.00	3.0%
Out-of-State Tuition Per Credit Hour	976.50	1,005.50	29.00	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
UMB Shuttle Fee for Part Time	90	94.5	5	5.0%
UMB Shuttle Fee for Full Time	179	189	10	5.6%
Student Activities	51	51	0	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0	0.0%
 Graduate - Masters, Health Science Online				
In-State Tuition Per Credit Hour	653.50	684.50	31.00	4.7%
Out-of-State Tuition Per Credit Hour	1,068.50	970.50	(98.00)	-9.2%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	20	22	2	10.0%
Student Activities	51	51	0	0.0%
Online Student Services Fee - per credit hour	25	25	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	8,481	8,651	170	2.0%
Out-of-State Tuition	31,688	33,272	1,584	5.0%
Technology Fee - flat rate	304	306	2	0.7%
Auxiliary Fees - flat rate (unless noted):				
Athletics	406	406	0	0.0%
Shuttle Bus	203	217	14	6.9%
Student Union	338	339	1	0.3%
Student Activities	81	80	(1)	-1.2%
Recreation Services	388	394	6	1.5%
Performing Arts & Cultural Center	84	87	3	3.6%
Student Sustainability Fee	12	12	0	0.0%
Health Center Fee	84	85	1	1.2%
Student Facilities Fee	<u>18</u>	<u>18</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	1,918	1,944	26	1.4%
Total In-State Cost	10,399	10,595	196	1.9%
Total Out-of-State Cost	33,606	35,216	1,610	4.8%
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	353	360	7	2.0%
Out-of-State Tuition - per credit hour	1,321	1,387	66	5.0%
Technology Fee - flat rate	152	153	1	0.7%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	136	0	0.0%
Shuttle Bus	102	109	7	6.9%
Student Union	169	170	1	0.6%
Student Activities	41	40	(1)	-2.4%
Recreation Services	194	197	3	1.5%
Performing Arts & Cultural Center	42	43	1	2.4%
Student Sustainability Fee	6	6	0	0.0%
Health Center Fee	42	43	1	2.4%
Student Facilities Fee	<u>9</u>	<u>9</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	893	906	13	1.5%
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above <u>PLUS</u> the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	2,800	2,800	0	0.0%
Part-time Undergraduate Jr./Sr. rate (per credit hour)	116	116	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	8,481	8,651	170	2.0%
Out-of-State Tuition	31,688	33,272	1,584	5.0%
Differential Pricing Rate Jr./Sr.	2,800	2,800	0	0.0%
Fees (Per Student)	<u>1,918</u>	<u>1,944</u>	26	1.4%
Total In-State Full-time	13,199	13,395	196	1.5%
Total Out-of-State Full-time	36,406	38,016	1,610	4.4%
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	353	360	7	2.0%
Out-of-State Tuition (Per Credit Hour)	1,321	1,387	66	5.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	<u>116</u>	<u>116</u>	0	0.0%
Total In-State Part-time	469	476	7	1.5%
Total Out-of-State Part-time	1,437	1,503	66	4.6%
Part-time mandatory fee (flat rate per student)	893	906	13	1.5%
FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	683	717	34	5.0%
Out-of-State Tuition - per credit hour	1,474	1,548	74	5.0%
PhD Candidacy In-State Tuition - per semester	1,129	1,185	56	5.0%
PhD Candidacy Out-of-State Tuition - per semester	2,156	2,264	108	5.0%
Technology Fee - flat rate	304	306	2	0.7%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	136	0	0.0%
Shuttle Bus	203	217	14	6.9%
Student Union	338	339	1	0.3%
Student Activities	35	38	3	8.6%
Recreation Services	388	394	6	1.5%
Performing Arts & Cultural Center	84	87	3	3.6%
Health Center Fee	84	85	1	1.2%
Student Facilities Fee	<u>18</u>	<u>18</u>	0	0.0%
Total Fees:	1,590	1,620	30	1.9%
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	683	717	34	5.0%
Out-of-State Tuition - per credit hour	1,474	1,548	74	5.0%
PhD Candidacy In-State Tuition - per semester	1,129	1,185	56	5.0%
PhD Candidacy Out-of-State Tuition - per semester	2,156	2,264	108	5.0%
Technology Fee - flat rate	152	153	1	0.7%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	136	0	0.0%
Shuttle Bus	102	109	7	6.9%
Student Union	169	170	1	0.6%
Student Activities	35	38	3	8.6%
Recreation Services	194	197	3	1.5%
Performing Arts & Cultural Center	42	43	1	2.4%
Health Center Fee	42	43	1	2.4%
Student Facilities Fee	<u>9</u>	<u>9</u>	0	0.0%
Total Fees:	881	898	17	1.9%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
SPECIAL GRADUATE TUITION RATES:				
PROFESSIONAL GRADUATE PROGRAMS:				
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park. Additional fees above the standard fees or exceptions to the standard fees are noted below.)				
<u>SCHOOL OF ARCHITECTURE</u>				
PART-TIME GRADUATE STUDENTS - per credit hour				
Master (and Certificate) of Real Estate Development				
In-State Tuition - per credit hour	854	871	17	2.0%
Out-of-State Tuition - per credit hour	1,163	1,163	0	0.0%
School of Architecture Technology Fee (per semester) - Full-Time	100	100	0	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50	50	0	0.0%
<u>SCHOOL OF ENGINEERING</u>				
PART-TIME GRADUATE STUDENTS - per credit hour				
Professional Masters in Engineering ¹	932	979	47	5.0%
Distance Learning Engineering	1,153	1,211	58	5.0%
Masters in Telecommunications	1,089	1,089	0	0.0%
¹ For remote sites, students pay a Distance Education Technology Services fee of \$150 per class. Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.				
<u>COLLEGE OF EDUCATION</u>				
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour				
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs ²	683	717	34	5.0%
² Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.				
<u>COLLEGE OF BUSINESS AND MANAGEMENT</u>				
MBA PROGRAMS				
PART-TIME and FULL-TIME MBA (Program in College Park)				
In-State Tuition - per credit hour	1,658	1,658	0	0.0%
Out-of-State Tuition - per credit hour	1,998	1,998	0	0.0%
MBA Association Fee (Fall only)	700	725	25	3.6%
PART-TIME MBA PROGRAM (Offsite programs)³				
Tuition - per credit hour	1,642	1,665	23	1.4%
PT MBA Association Fee (Fall and Spring - each semester)	75	80	5	6.7%
MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	1,538	1,566	28	1.8%
Out-of-State Tuition - per credit hour	2,056	2,077	21	1.0%
MS Association Fee (Fall and Spring semester - each semester)	75	80	5	6.7%
MASTERS OF FINANCE & MASTER OF QUANTITATIVE FINANCE (Offsite program)³				
Tuition - per credit hour	1,675	1,675	0	0.0%
MS Association Fee (Fall and Spring - each semester)	75	80	5	6.7%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	1,538	1,566	28	1.8%
Out-of-State Tuition - per credit hour	1,984	1,995	11	0.6%
MS Association Fee (Fall and Spring - each semester)	75	80	5	6.7%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	Recommended Change			
	<u>FY 2018</u>	<u>FY 2019</u>	<u>Amount</u>	<u>%</u>
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING				
ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Offsite programs³)				
Tuition - per credit hour	1,538	1,566	28	1.8%
MS Association Fee (Fall and Spring - each semester)	75	80	5	6.7%
³ Offsite program students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.				
ONLINE MBA PROGRAM				
Tuition - per credit hour	1,555	1,617	62	4.0%
EXECUTIVE MBA PROGRAM - College Park Weekends	121,900	124,900	3,000	2.5%
<u>SCHOOL OF PUBLIC POLICY</u>				
FULL-TIME & PART-TIME GRADUATE STUDENTS (including PhD)				
In-State Tuition - per credit hour	835	877	42	5.0%
Out-of-State Tuition - per credit hour	1,818	1,909	91	5.0%
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	48,195	48,195	0	0.0%
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	835	877	42	5.0%
Out-of-State Tuition - per credit hour	1,818	1,909	91	5.0%
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA) (flat rate per credit hour regardless of residency status)	1,375	1,409	34	2.5%
<u>COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES</u>				
PART-TIME GRADUATE STUDENTS - per credit hour				
Mathematics of Advanced Industrial Technology (MAIT)	758	758	0	0.0%
<u>COLLEGE OF INFORMATION STUDIES - Online Program fee⁴</u>				
Masters of Library Science & Masters of Information Mgmt - per semester	444	N/A	N/A	N/A
Masters of Library Science & Masters of Information Mgmt - per credit hour	N/A	100	N/A	N/A
⁴ Students pay the standard graduate tuition rates listed above. Students in online programs pay the additional Information Studies on-line program fee and the standard technology fee. They do not pay the standard auxiliary fees. The per credit hour structure charges these students more equitably.				
<u>SCHOOL OF PUBLIC HEALTH</u>				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	796	836	40	5.0%
Out-of-State Tuition - per credit hour	1,459	1,532	73	5.0%
<u>COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES</u>				
Masters Geospatial Information Sciences - per credit hour*	728	764	36	4.9%
Masters Geospatial Intelligence (GEOINT) - per credit hour**	750	803	53	7.1%
Joint Program in Survey Methodology (JPSM) - per credit hour ⁵	1,071	1,071	0	0.0%

*Erroneously omitted in previous schedule

**Program approved June 2017

⁵ Offsite program students pay the standard technology fee but do not pay the auxiliary fees

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
<u>BOWIE STATE UNIVERSITY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	5,427	5,536	109	2.0%
Out-of-State Tuition	16,016	16,176	160	1.0%
Technology Fee - flat rate	245	250	5	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	770	785	15	1.9%
Health Service Fee	145	145	0	0.0%
University Construction	172	172	0	0.0%
Student Union Operating	1,121	1,145	24	2.1%
Student Activity	165	180	15	9.1%
Sustainability Fee	4	4	0	0.0%
Bowie Card Fee	<u>15.20</u>	<u>16.20</u>	<u>1.0</u>	<u>6.6%</u>
Total Fees:	2,637	2,697	60	2.3%
Total In-State Cost	8,064	8,233	169	2.1%
Total Out-of-State Cost	18,653	18,873	220	1.2%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	239	243.50	4.50	1.9%
Out-of-State Tuition	673	680	7	1.0%
Technology Fee - per credit hour	10.20	10.40	0.20	2.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	32.00	32.70	0.70	2.2%
Health Service Fee	6.00	6.00	0.00	0.0%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	46.70	47.70	1.00	2.1%
Student Activity	6.86	7.50	0.64	9.3%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	15.20	16.20	1.00	6.6%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	407	415	8	2.0%
Out-of-State Tuition	695	702	7	1.0%
Technology Fee - per credit hour	10.20	10.40	0.20	2.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	32.00	32.70	0.70	2.2%
Health Service Fee	6.00	6.00	0.00	0.0%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	46.70	47.70	1.00	2.1%
Student Activity	11.65	11.65	0.00	0.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	15.20	16.20	1.00	6.6%

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**SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019**

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	6,692	6,826	134	2.0%
Out-of-State Tuition	19,138	20,094	956	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	10,038	10,240	202	2.0%
Technology Fee - flat rate	200	206	6	3.0%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	910	956	46	5.1%
Auxiliary Services	636	648	12	1.9%
Auxiliary Services - Construction	1,166	1,214	48	4.1%
Student Services - SGA	<u>90</u>	<u>90</u>	<u>0</u>	<u>0.0%</u>
Total Fees	3,002	3,114	112	3.7%
Total In-State Cost	9,694	9,940	246	2.5%
Total Out-of-State Cost	22,140	23,208	1,068	4.8%
Total Out-of-State Regional Cost On-Site Hagerstown	11,404	11,660	256	2.2%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	288	293	5	1.7%
Out-of-State Tuition	806	846	40	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	434	443	9	2.1%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	40	43	3	7.5%
Auxiliary Services	28	30	2	7.1%
Auxiliary Services - Construction	49	55	6	12.2%
Student Services - SGA	<u>4</u>	<u>4</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	130	141	11	8.5%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	398	418	20	5.0%
Out-of-State Tuition	824	865	41	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	597	627	30	5.0%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	40	43	3	7.5%
Auxiliary Services	28	30	2	7.1%
Auxiliary Services - Construction	49	55	6	12.2%
Graduate SGA	<u>4</u>	<u>4</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	130	141	11	8.5%
PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	1,575	1,575	0	0.0%
Tuition - AIT 500 - per course	1,969	1,969	0	0.0%
Tuition - AIT 501 - per course	1,706	1,706	0	0.0%
Tuition - AIT 885 - per course	525	525	0	0.0%
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM				
	653	653	0	0.0%

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	Recommended Change		<u>Amount</u>	<u>%</u>
	<u>FY 2018</u>	<u>FY 2019</u>		
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	785	801	16	2.0%
In-State Tuition - Web Instruction	835	801	(34)	-4.1%
Regional Tuition#	785	801	16	2.0%
Regional Tuition# - Web instruction	835	801	(34)	-4.1%
Out-of-State Tuition	1,084	1,106	22	2.0%
Out-of-State Tuition - Web Instruction	1,134	1,106	(28)	-2.5%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate	50	50	0	0.0%

** Joint degree with University of Baltimore (UB) for the MBA is charged and billed through UB

#Regional: VA - Arlington, Fairfax, Prince William counties, PA - Adam, York, Lancaster counties, DE - all counties, DC

UNIVERSITY OF MARYLAND EASTERN SHORE**FULL-TIME UNDERGRADUATE STUDENT**

In-State Tuition	5,208	5,312	104	2.0%
Out-of-State Tuition	15,214	15,518	304	2.0%
Out-of-State Tuition - Eastern Shore Regional Rate	7,608	7,760	152	2.0%
Technology Fee - flat rate	155	158	3	1.9%
Auxiliary Fees - flat rate (unless noted):				
Athletic	973	992	19	2.0%
Student Union	704	718	14	2.0%
Recreational Facilities	865	882	17	2.0%
Student Health Services	0	100	100	N/A
Student Activities	137	140	3	2.2%
Total Fees:	2,834	2,990	156	5.5%
Total In-State Cost	8,042	8,302	260	3.2%
Total Out-of-State Cost	18,048	18,508	460	2.5%
Total Out-of-State Cost - Eastern Shore Regional Rate	10,442	10,750	308	2.9%

PART-TIME UNDERGRADUATE PER CREDIT HOUR

In-State Tuition	216	220	4	1.9%
Out-of-State Tuition	561	572	11	2.0%
Out-of-State Tuition - Eastern Shore Regional Rate	280	286	6	2.1%
Technology Fee per credit hour	7	8	1	14.3%
Auxiliary Fees:				
Student Union Fee per credit hour	29	30	1	3.4%
Student Health Services per credit hour	0	5	5	N/A
Athletic fee per credit hour	41	42	1	2.4%

PART-TIME GRADUATE PER CREDIT HOUR

In-State Tuition	319	325	6	1.9%
Out-of-State Tuition	592	604	12	2.0%
Out-of-State Tuition - Eastern Shore Regional Rate	440	449	9	2.0%
Technology Fee per credit hour	7	8	1	14.3%
Auxiliary Fees:				
Student Union Fee per credit hour	29	30	1	3.4%
Athletic fee per credit hour	41	42	1	2.4%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	28,159	28,722	563	2.0%
Out-of-State Tuition	56,908	58,046	1,138	2.0%
Out-of-State Pharm D program Regional Rate	0	48,000	N/A	N/A
Technology Fee - flat rate	155	158	3	1.9%
Auxiliary Fees - flat rate (unless noted):				
Pharmacy Activity Fee	324	331	7	2.2%
Student Union	704	718	14	2.0%
Recreational Facilities	<u>865</u>	<u>882</u>	<u>17</u>	<u>2.0%</u>
Total Fees:	2,048	2,089	41	2.0%
Total In-State Pharm D program	30,207	30,811	604	2.0%
Total Out-of-State Pharm D program	58,956	60,135	1,179	2.0%
Total Out-of-State Pharm D program Regional Rate	0	50,089	N/A	N/A
<u>FROSTBURG STATE UNIVERSITY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	6,468	6,600	132	2.0%
Out-of-State Undergraduate Tuition	19,816	20,320	504	2.5%
Out-of-State Undergraduate Tuition - Regional Rate	14,812	15,188	376	2.5%
Technology Fee - flat rate	184	192	8	4.3%
Auxiliary Fees - flat rate (unless noted):				
Athletic	968	1,008	40	4.1%
Student Union Operating	358	372	14	3.9%
Auxiliary Facilities	540	592	52	9.6%
Student Activity	330	342	12	3.6%
Sustainability Fee	30	30	0	0.0%
Transportation Fee	<u>36</u>	<u>36</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	2,446	2,572	126	5.2%
Total In-State Cost	8,914	9,172	258	2.9%
Total Out-of-State Cost	22,262	22,892	630	2.8%
Total Out-of-State Regional Cost	17,258	17,760	502	2.9%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	267	272	5	1.9%
Out-of-State Tuition	556	570	14	2.5%
Out-of-State Tuition - Regional Rate	422	432	10	2.4%
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50	52	2	4.0%
Student Union Operating	21	22	1	4.8%
Auxiliary Facilities	24	26	2	8.3%
Student Activity - flat rate	26	27	1	3.8%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	413	433	20	4.8%
Out-of-State Tuition	531	557	26	4.9%
Nurse Practitioner In-State Tuition	0	485	N/A	N/A
Nurse Practitioner Out-of-State Tuition	0	660	N/A	N/A
Nurse Practitioner Out-of-State Tuition - Regional Rate	0	545	N/A	N/A
Physician's Assistant In-State Tuition	0	516	N/A	N/A
Physician's Assistant Out-of-State Tuition	0	750	N/A	N/A
Physician's Assistant Out-of-State Tuition - Regional Rate	0	616	N/A	N/A
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50	52	2	4.0%
Student Union Operating	21	22	1	4.8%
Auxiliary Facilities	24	26	2	8.3%
Student Activity - flat rate	26	27	1	3.8%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	569	597	28	4.9%
Out-of-State Tuition	712	747	35	4.9%
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	50	52	2	4.0%
Student Union Operating	21	22	1	4.8%
Auxiliary Facilities	24	26	2	8.3%
Student Activity - flat rate	26	27	1	3.8%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
<u>COPPIN STATE UNIVERSITY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	4,468	4,557	89	2.0%
Out-of-State Undergraduate Tuition	10,616	10,828	212	2.0%
Technology Fee - flat rate	200	200	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	800	800	0	0.0%
College Center	482	482	0	0.0%
Auxiliary Construction	386	386	0	0.0%
Student Activity	<u>200</u>	<u>200</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	2,068	2,068	0	0.0%
Total In-State Cost	6,536	6,625	89	1.4%
Total Out-of-State Cost	12,684	12,896	212	1.7%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	191	194	3	1.6%
Out-of-State Tuition	591	603	12	2.0%
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	8,348	8,515	167	2.0%
Out-of-State Tuition - Part-Time (per credit hour)	442	451	9	2.0%
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	331	337	6	1.8%
Out-of-State Tuition	609	621	12	2.0%
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	504	514	10	2.0%
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	659	672	13	2.0%
Out-of-State Tuition	1,012	1,032	20	2.0%
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
<u>UNIVERSITY OF BALTIMORE</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	6,742	6,876	134	2.0%
Out-of-State Undergraduate Tuition	18,622	18,994	372	2.0%
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Government Association*	<u>50</u>	<u>50</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	2,082	2,082	0	0.0%
Total In-State Cost	8,824	8,958	134	1.5%
Total Out-of-State Cost	20,704	21,076	372	1.8%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	308	314	6	1.9%
In-State Tuition - Web Instruction	349	355	6	1.7%
Out-of-State Tuition	973	992	19	2.0%
Out-of-State Tuition - Web Instruction	1,037	1,056	19	1.8%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
High School Dual Enrollment	154	157	3	1.9%
Technology Fee - per credit hour	9	4.50	(5)	-50.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	1.50	(2)	-50.0%
Auxiliary Operation	23	11.50	(12)	-50.0%
Student Center Fee	34	17.00	(17)	-50.0%
Student Services Fee	16	8.00	(8)	-50.0%
Student Government Association - flat rate*	50	25.00	(25)	-50.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	28,978	29,848	870	3.0%
Regional FT Law Tuition - J.D.**#		29,848	29,848	N/A
Out-of-State FT Law Tuition - J.D.	43,220	44,516	1,296	3.0%
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	<u>74</u>	<u>74</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	2,106	2,106	0	0.0%
Total In-State FT Law - J.D.	31,084	31,954	870	2.8%
Regional FT Law Tuition - J.D.**	2,106	31,954	29,848	1417.3%
Total Out-of-State FT Law - J.D.	45,326	46,622	1,296	2.9%
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	19,990	20,390	400	2.0%
Out-of-State FT Law Tuition - LL.M. - US	19,990	20,390	400	2.0%
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	<u>74</u>	<u>74</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	2,106	2,106	0	0.0%
Total In-State FT Law - LL.M. - US	22,096	22,496	400	1.8%
Total Out-of-State FT Law - LL.M. - US	22,096	22,496	400	1.8%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	1,200	1,236	36	3.0%
J.D. Regional Tuition**#		1,236	1,236	N/A
J.D. Out-of-State Tuition	1,690	1,741	51	3.0%
LL.M. US In-State Tuition	673	686	13	1.9%
LL.M. US Out-of-State Tuition	673	686	13	1.9%
LL.M. Tax In-State/Masters Tax In-State Tuition	979	999	20	2.0%
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	979	999	20	2.0%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Bar Association - flat rate (LL.M. students only)*	74	74	0	0.0%
Student Government Association - flat rate (Masters Tax only)*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	824	840	16	1.9%
Regional Tuition (MBA - in person and on-line instruction)	824	840	16	1.9%
Out-of-State Tuition (MBA - on-line instruction)	824	840	16	1.9%
Out-of-State Tuition (MBA - in person instruction)	1,149	1,172	23	2.0%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition	785	801	16	2.0%
In-State Tuition - Web Instruction	835	801	(34)	-4.1%
Regional Tuition**	785	801	16	2.0%
Out-of-State Tuition - OnLine MS Accounting#	0	801		
Regional Tuition - Web instruction**	835	801	(34)	-4.1%
Out-of-State Tuition	1,084	1,106	22	2.0%
Out-of-State Tuition - Web Instruction	1,134	1,106	(28)	-2.5%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition	730	750	20	2.7%
In-State Tuition - Web Instruction	840	750	(90)	-10.7%
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	840	750	(90)	-10.7%
Regional Tuition**	730	750	20	2.7%
Regional Tuition - Web Instruction**	840	750	(90)	-10.7%
Out-of-State Tuition (Other than IDIA on-line)	1,091	1,100	9	0.8%
Out-of-State Tuition - Web Instruction (Other than IDIA on-line)	1,194	1,100	(94)	-7.9%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	752	760	8	1.1%
In-State Tuition - Web Instruction	862	870	8	0.9%
Out-of-State Tuition: Masters Public Administration - on-line	862	870	8	0.9%
Regional Tuition**	752	760	8	1.1%
Regional Tuition - Web Instruction**	862	870	8	0.9%
Out-of-State Tuition (Other than MPA on-line)	1,091	1,102	11	1.0%
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	1,194	1,205	11	0.9%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	932	951	19	2.0%
Out-of-State Tuition (Arts & Sciences)	1,582	1,614	32	2.0%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	960	979	19	2.0%
Out-of-State Tuition (Public Affairs)	1,582	1,614	32	2.0%
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
*Full year rate is shown. Half of the amount will be charged per semester.				
**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).				
#New rate				
<u>SALISBURY UNIVERSITY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	6,982	7,122	140	2.0%
Out-of-State Undergraduate Tuition	16,022	16,824	802	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	10,784	11,000	216	2.0%
Technology Fee - flat rate	242	250	8	3.3%
Auxiliary Fees - flat rate (unless noted):				
Athletic	772	794	22	2.8%
Student Recreation Fee	68	70	2	2.9%
Facilities Use	1,070	1,118	48	4.5%
Student Union Operation	308	318	10	3.2%
Student Activity Fee	124	128	4	3.2%
Sustainability Fee	16	24	8	50.0%
Total Fees:	2,600	2,702	102	3.9%
Total In-State Cost	9,582	9,824	242	2.5%
Total Out-of-State Cost	18,622	19,526	904	4.9%
Total Out-of-State Regional Cost On-Site Hagerstown	13,384	13,702	318	2.4%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	287	292	5	1.7%
Out-of-State Tuition	662	695	33	5.0%
Out-of-State Regional Tuition On-Site Hagerstown	443	452	9	2.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	26	28	2	7.7%
Student Recreation Fee	2	3	1	50.0%
Facilities Use	37	41	4	10.8%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	4	5	1	25.0%
Sustainability Fee	1	1	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
PART-TIME GRADUATE (excluding Nursing, EdD & GIS) PER CREDIT HOUR				
In-State Tuition	392	404	12	3.1%
Out-of-State Tuition	703	724	21	3.0%
Out-of-State Regional Tuition On-Site Hagerstown	594	612	18	3.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25	27	2	8.0%
Student Recreation Fee	2	3	1	50.0%
Facilities Use	36	40	4	11.1%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	6	7	1	16.7%
Sustainability Fee	1	1	0	0.0%
DNP AND GRADUATE NURSING PER CREDIT HOUR				
In-State Tuition	640	655	15	2.3%
Out-of-State Tuition	807	825	18	2.2%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25	27	2	8.0%
Student Recreation Fee	2	3	1	50.0%
Facilities Use	36	40	4	11.1%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	6	7	1	16.7%
Sustainability Fee	1	1	0	0.0%
ATHLETIC TRAINING GRADUATE PER CREDIT HOUR				
In-State Tuition	600	615	15	2.5%
Out-of-State Tuition	750	765	15	2.0%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25	27	2	8.0%
Student Recreation Fee	2	3	1	50.0%
Facilities Use	36	40	4	11.1%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	6	7	1	16.7%
Sustainability Fee	1	1	0	0.0%
EdD PER CREDIT HOUR				
In-State Tuition	540	550	10	1.9%
Out-of-State Tuition	940	960	20	2.1%
Technology Fee - per credit hour	10	10	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	25	27	2	8.0%
Student Recreation Fee	2	3	1	50.0%
Facilities Use	36	40	4	11.1%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	6	7	1	16.7%
Sustainability Fee	1	1	0	0.0%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	650	665	15	2.3%
MBA	750	765	15	2.0%
MSW	750	765	15	2.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change</u> <u>Amount</u>	<u>%</u>
<u>UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE</u>				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	289	294	5	1.7%
Out-of-State Tuition	499	499	0	0.0%
Out-of-State Regional Tuition On-Site Hagerstown	418	418	0	0.0%
Technology Fee - per credit hour	15	15	0	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	250	250	0	0.0%
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	458	458	0	0.0%
Out-of-State Tuition	659	659	0	0.0%
Technology Fee - per credit hour	15	15	0	0.0%
MBA	694	694	0	0.0%
M.S. CYBERSECURITY	694	694	0	0.0%
M.S. CYBERSECURITY POLICY	694	694	0	0.0%
M.S. DATA ANALYTICS	694	694	0	0.0%
DOCTOR OF MANAGEMENT (DM)	1,087	1,087	0	0.0%
EXECUTIVE GRADUATE RATES (XMBA) - no longer offered				
<u>UNIVERSITY OF MARYLAND, BALTIMORE COUNTY</u>				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	8,368	8,534	166	2.0%
Out-of-State Undergraduate Tuition	22,504	23,628	1,124	5.0%
Technology Fee - flat rate	310	318	8	2.6%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,112	1,152	40	3.6%
Transportation	448	458	10	2.2%
Auxiliary Facilities	536	552	16	3.0%
University Commons	646	660	14	2.2%
Student Activities	98	104	6	6.1%
Total Fees:	3,150	3,244	94	3.0%
Total In-State Cost	11,518	11,778	260	2.3%
Total Out-of-State Cost	25,654	26,872	1,218	4.7%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	347	354	7	2.0%
Out-of-State Tuition	934	981	47	5.0%
Technology Fee - per credit hour	16	16	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	40	41	1	2.5%
Transportation	22	23	1	4.5%
Auxiliary Facilities	23	24	1	4.3%
University Commons	29	29	0	0.0%
Student Activity	6	7	1	16.7%
Total Fees:	136	140	4	2.9%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2019

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	<u>FY 2018</u>	<u>FY 2019</u>	<u>Recommended Change Amount</u>	<u>%</u>
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	621	640	19	3.1%
Out-of-State Tuition	1,047	1,099	52	5.0%
Technology Fee - per credit hour	15	15	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	28	29	1	3.6%
Graduate Program	16	17	1	6.3%
Transportation	22	23	1	4.5%
Auxiliary Facilities	23	24	1	4.3%
University Commons	<u>28</u>	<u>28</u>	<u>0</u>	<u>0.0%</u>
Total Fees:	132	136	4	3.0%
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	881	907	26	3.0%
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	838	863	25	3.0%
Out-of-State Tuition	1,479	1,523	44	3.0%
<u>USM THE UNIVERSITIES AT SHADY GROVE</u>				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	663	663	0.00	0.0%
Part-Time Student - per credit hour	27.74	27.74	0.00	0.0%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	373	373	0.00	0.0%
Part-Time Student - per credit hour	20.80	20.80	0.00	0.0%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	40	40	0	0.0%
Part-Time Student - flat rate	20	20	0	0.0%

Notwithstanding any other provision of this or any other USM publication, the USM reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by USM institutions and the USM Board of Regents.

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University of Maryland, College Park

Recreation Services

The goal of University Recreation & Wellness is to produce their annual fee proposals in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to insure all members of the campus community have input through their representatives on the Campus Recreation Advisory Board (CRAB), as well as consulting with their Student Employee Advisory Board (SEAB). Through this process, RecWell provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

Their fee proposal vetting process is accomplished through an in person review with CRAB and SEAB. The Director and Associate Director of RecWell present a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group to reach a consensus for endorsement. A second meeting of CRAB, to consider the fee submittal, is normally held in September. The proposal is discussed again at this meeting.

After outlining the proposal for those who could not make the first meeting, there is a 30 minute discussion and question/answer session. The board members present then vote to endorse the proposal.

Shuttle Bus

It is the goal of the Department of Transportation Services (DOTS) to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, DOTS employs an approach to insure all members of the campus community have input through their elected representatives. Through this process, DOTS provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

The budget vetting process includes the presentation of a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Student Affairs. Review meetings are normally held twice in the month of September.

As the budget process continues, it is not unusual for DOTS to go back to these groups to insure that proper input is provided as the budget process comes to a close and is presented to the Committee that reviews student fees.

Student Union

It is the goal of the Stamp Student Union to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to insure all members of the campus community have input through their elected representatives. Through this process, the Stamp provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. The final step of their budget vetting process is a meeting with the Stamp Advisory Board (SAB). The SAB reviews the information normally in the month of September. The Stamp Director presents a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group. The SAB are normally asked to vote on the content of the proposal within the month of September.

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Undergraduate Student Activities

The Student Government Association makes a determination in Spring to request additional fee monies within two fiscal years. Enhancements received during the budget review process within two fiscal years will be integrated into the general operations of SGA.

Student Sustainability Fee

The University Sustainability Fee provides funding for projects that promote environmental sustainability, and positively impact and enhance the student experience at UMD. Funds are allocated to projects that increase the use of renewable energy on campus and/or in the local community, increase the energy efficiency of our facilities, reduce the amount of waste created and material resources used on campus, encourage sustainable behaviors, and integrate sustainability into teaching, research, and service at UMD. Allocations are administered through a student-majority subcommittee of the University Sustainability Council.

As part of the Council, a Student Advisory Subcommittee will be appointed by the Council Chair from nominations provided by the Senate, the Student Government Association President, the Vice President for Student Affairs, and, in the event that the Graduate Students pay a sustainability fee in the future, the Graduate Student Government President and the Dean of the Graduate School. Initially, the Student Advisory Subcommittee will be composed of at least three undergraduate students and two nonstudent members of the Council. Additional members may be added by the Council. The chair of the subcommittee will be a student member of the Sustainability Council. The Student Advisory Subcommittee will review proposals for funding by the sustainability student fee and make recommendations for funding to the Council.

Athletics

The Intercollegiate Athletics Department and University Administration established the Student Advisory Council to Athletics (SACA) to serve in an advisory capacity to the athletics director and his staff on matters including, but not limited to:

- Enhancing the student voice by providing student board members with direct access to the athletics director;
- Serving as student body ambassadors through direct engagement and communication with the campus community;
- Helping with assessing the student community and campus activities;
- Collaborating with the athletics marketing staff on outreach efforts that will result in a positive student life experience;
- Serving as strategic thinkers and thought leaders to assist the athletics department with its short and long term planning; and
- Working with the athletics administration on matters involving fan civility and sportsmanship.

The Student Advisory Council to Athletics (SACA) shall consist of up to thirteen (13) members, including at most three at-large representatives. An odd numbered group is desired. These individuals shall be chosen by the SABA group to be representatives and to determine policies and procedures as they may deem appropriate for the effective operation of the group. At-large representatives must submit a formal statement or complete an interview for consideration. Board members shall be held to an attendance policy. Each member shall be allowed one (1) unexcused absence per semester. Exceptions due to uncontrollable circumstances are to be reviewed by the group. Group members, excluding at-large

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members, may have a proxy representative at meetings. After considerable discussion, normally in the month of September, SACA Policy Committee will endorse ICA student fee changes or none.

Nyumburu Cultural Center

New revenues obtained from a student fee increase will be used to support benefits for the Nyumburu Cultural Center Staff, cover departmental administrative costs, and new enhancements. Discussion of a possible fee increases is first talked about at a Spring Semester meeting of the Nyumburu Fee Advisory Board, normally in the month of May.

The Nyumburu Fee Advisory Board (NFAB) normally reviews the current proposal twice in the month of September. The Nyumburu Director presents a complete review of the forecasted headcount and expenses, for the fee year and the computations that were used to determine the fee amounts for mandatory fees and enhancement programming. The advisory group normally endorses the proposal multiple times in the month of September.

Performing Arts Center

As part of the mandatory fee review process, The Clarice presents its proposed year over year adjustments in mandatory fee to the Maryland Students for the Arts Council (MSA) for vetting and approval. Normally in the month of September, the Executive Director and Director of Finance and Administration present the Mandatory Fee proposal to the Maryland Students for the Arts committee for review, discussion and approval. All students in attendance at the September MSA meeting endorse The Clarice's request for any increase in the mandatory fee. Contained in this presentation are a student participation roster for MSA, and the meeting agenda, minutes and sign in sheet of the September meeting.

Graduate Student Activities

This fee proposal is in accordance with the legislative and executive actions of the Graduate Student Government. The Graduate Student Assembly approves the budgets for both Graduate Student Government and Graduate Legal Aid Office at their June meeting and makes a determination to request any additional fee enhancement monies for the upcoming fiscal year. An assembly of representatives of graduate programs from across the campus, the Graduate Student Assembly and the Executives of the Graduate Student Government meet monthly and include in their annual business the allocation and distribution of the Graduate Student Activities Fee.

Student Facilities Fee

The Student Facilities Committee (SFC), established in FY 2018, is a student-majority advisory subcommittee to the Provost and Senior Vice President for Academic Affairs and reports to the Facilities Council.

The Subcommittee decides which projects to recommend to the University Facilities Council for funding by a simple majority vote of the full Subcommittee membership. The Subcommittee may elect to recommend funding for a portion of a proposal. The Student Advisory Subcommittee may submit recommendations to the Facilities Council at any time.

Technology Fee

The Campus Student Technology Fee Advisory Committee (CSTFAC) is responsible for advising the Vice President for Information Technology and Chief Information Officer on future fiscal year student technology fees. The CSTFAC meets in the month of October to review the upcoming fiscal year technology fee funds expenditures and to propose an increase to the student technology fee for the upcoming fiscal year.

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Moving forward, the CTSFAC also recommends the allocation of new funds based on the following principles:

- Students should have a decision-making role over a larger pool of funds in order to fund new (and better) proposals and services they deem most important.
- The additional proposed fee should allow UMD to provide greater access to, and assistance with, technology, as well as maintain current with technological advances.
- The additional proposed fee should increase student access to critical support services (like wireless network) that may not be available otherwise.
- The proposed fee increase should increase allocations to wireless network and instructionally-related activities receiving partial funding and provide access for activities not currently funded.

Library Technology Fee

Students engage in discussion with Libraries staff about the proposed fee increase throughout the year, culminating in a final discussion at the Student Advisory Group's March meeting. Students meet two to three times a semester. Meeting dates are established at the beginning of the semester and distributed at the first meeting.

Health Center

It is the goal of the University Health Center to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, the Health Center insures that all members of the campus community have input through their elected representatives. The Health Center provides each group with all relevant materials necessary to provide timely and thoughtful recommendations. Their Student Health Advisory Committee (SHAC) members, as well as other student groups including the Student Government Association, Resident Hall Association and the Graduate Student Government, are involved in a thorough dialog of concerns and issues related to the Health Center budget before presenting for fee review. Of note, based on feedback about the membership of our SHAC consisting entirely of undergraduate students, they have added spots for graduate student members and are awaiting participation from at least one GSG member.

The University student review process involves meeting with members of the Student Health Advisory Committee (SHAC), the GSG President and its Executive Committee, correspondence with the President of SGA and with the RHA President and Executive Committee. The proposal among these student advisory groups to endorse support of any fee increase takes place twice normally in the month of September.

Bowie State University

On December 8, 2017, the Vice President for Administration and Finance, Vice President for Student Affairs, Chief Budget Director, and representatives from each of the various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2019 Tuition, Mandatory and Self-Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the propose fees prior to the upcoming University Council meeting.

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On December 12, 2017, the FY 2019 proposed Tuition, Mandatory and Self-Supporting fees were shared with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA and the GSA or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted any revisions to the proposed fees to the President, who made the final decision on the fee proposal that was submitted to USM for BOR approval.

Towson University

The Vice President for Student Affairs, the Interim Vice President for Administration and Finance, the Associate Vice President for Auxiliary Services, and the Deputy Director of Athletics met with Student Government Association (SGA) to discuss the proposed tuition, mandatory fees, room, board and parking. The students asked questions about the increases for self-support fees and the athletic fee. They had comments on how to better parking.

University of Maryland Eastern Shore

Ms. Martin and Dr. Harpe met with members of the Student Government Association (SGA) to discuss the proposed tuition and mandatory fees and the new health fee for FY 19. Ms. Martin presented the proposed 2% increase for the tuition and mandatory fee. Ms. Martin also presented the proposed new health fee. For full-time students, a proposed flat rate of \$50 is recommended and for part-time, grad students and commuters a \$5.00 per credit hour is recommended.

Comments/Feedback from students

Does the 2% increase affect other fees?

- Yes. All are capped at 2%

Is the increase a USM mandate?

- Yes. USM capped the increase at 2%. The university could increase up to that amount.

With the current enrollment, what would the dollar amount look like?

- Ms. Martin gave an example – at the current full-time undergraduate in-state revenue at \$10,200,000, at a 2% of that would be an increase of \$205,000 for the University.

What changes will we see with the increase?

- These are nominal increases. This increase is to maintain the status quo.

With the increase in the fees will we see any increases/improvement with IT?

- Ms. Martin advised that they are working on the consistency of services and getting ready to increase the bandwidth.

In attendance: Ms. Michelle Martin, Nathaniel Anderson, Dr. Michael Harpe, Marcus Burrell, Owaneami Davies, Zoe Johnson, Brandon Lewis, Aswan Mangrum, Aajah Harris

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Frostburg State University

The Vice President for Administration & Finance and the Budget Director met with representatives from FSU's Student Government Association in November 2017 to discuss the tuition and fees rates for FY2019. SGA's president and vice president are also members of the University Council that meets monthly to discuss issues, including tuition/fees and room/board. Students were informed of the justifications for the tuition increases (increased personnel costs due to fringes, costs associated with mandatory expense increases and annual inflation increases).

University of Baltimore

Overview of Tuition and Fee Rate Changes

The University of Baltimore requests tuition rate changes of 2% for undergraduate programs and degrees and 1-3% for our graduate and professional programs and degrees. We are proposing no changes to mandatory fees, other than the reduction in fees for dual enrolled high school students as described below. The combined tuition and mandatory fee increase is 1.5% for in-state and 1.8% for out-of-state full time undergraduate students.

On-Line/Web Differential Tuition

We are also beginning to phase out the tuition differential for on-line learning. Currently, on-line courses are charged a higher tuition than the same course delivered in hybrid or face-to-face format. The differential on-line tuition is used to support our on-line learning platform, but as greater percentages of our students participate in on-line classes we are moving to charge the same rate regardless of the delivery mechanism of the class. For FY 2019, we are eliminating the on-line tuition differential for graduate students enrolled in the Yale Gordon College of Arts and Sciences and the Merrick School of Business.

Regional Tuition Rate

In 2017, the University of Baltimore received advance approval *to advertise* a regional tuition rate for its J.D. program to be effective in FY2019. We now formally request approval of this regional tuition rate. We are also requesting approval of tuition for our new, fully online M.S. in Accounting and Advisory Business Services degree. We propose charging the M.S. regional rate for this program which is consistent with our other fully on-line advanced degree programs.

Also, we wish to modify the geographic footprint in Northern Virginia and Southern Pennsylvania for consistency with UMBC. Specifically, in Northern Virginia we will added Clark, Culpeper, Fauquier, Rappahannock, Spotsylvania, Stafford and Warren counties and the City of Fredericksburg. We also propose adding Chester County in Southern Pennsylvania. It is advantageous for UB to offer more competitive tuition rates in these geographic areas and expand its presence from Maryland to the wider mid-Atlantic region.

The above tuition changes were discussed with the SGA and SBA leadership on March 22, 2018. These groups had a period to provide feedback to the academic and finance leadership; however, none was received. The Executive Team discussed these FY2019 tuition and fee changes with the President during January - March 2018.

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Salisbury University

On February 11th, the Vice President of Administration and Finance, Marvin Pyles, attended the SGA Forum to meet with SU's SGA and other RSO (Registered Student organizations) leaders to discuss the campus' budget and tuition and fee proposals for fiscal year 2019. The SGA Forum consists of approximately 100 student leaders from across a broad spectrum of student led groups, including the SGA Executive Committee, the SGA Student Senate, and all student club/organization presidents and representatives.

Mr. Pyles and the Vice President of Student Affairs, Dane Foust, gave a presentation which informed students that a 2% increase in undergraduate in-state tuition and a 5% increase in undergraduate out-of-state tuition were being proposed.

The presentation also covered other self-support fees, such as room rate increases, which increased 1-3% (with the exception of the triple suites and Severn Hall double suite rate). The increase in Severn Hall is attributable to the cost which will be incurred during the summer 2018 building renovation. The remaining triple suite rate has been increased to bring the rate more in line with the double suite rate.

Board rates/plans have been revamped for this upcoming year in response to student demand. The meal plans have been restructured to allow students to utilize their meals over the course of the entire semester rather than a specific count of meals to be utilized each week. In addition, the meal plans now provide more dining dollars which can be used at a variety of on-campus eating options beyond the Commons (SU's only dining hall).

Students were provided the opportunity for questions and comments on the overall budget and rate proposals for next year, but no specific concerns were expressed by the students in attendance regarding the proposed increases to tuition, mandatory fees and self-support fees.

UMBC

Mandatory Fees

The administration invited the Student Government Association, the Graduate Student Association, and other representative student groups to identify student representatives to serve on a Student Fee Advisory Committee. Six undergraduate students and two graduate students actively participated on this committee. A training session was conducted to provide an overview of the functions and budgets of units supported by mandatory fees, including services and activities supported by fee revenue, expenditures and revenue from FY2013 through 2018. A meeting was held between the student committee and the unit heads. At this meeting the unit heads proposed their FY2019 fee schedule and responded to questions from the student committee. UMBC's two student government organizations prepared their proposed fee increases with input as follows:

Student Government Association (SGA)

The Student Government Association elected leadership has the opportunity to propose an increase to the Student Activity Fee each year. If approved, the increase takes effect not the following fiscal year, but a year after that. Prior to proposing an increase, the SGA Senate and SGA Finance Board must approve the proposal. In addition to the protocol for altering the Student Activity Fee, all three parts of SGA must approve an annual operating budget which is submitted to the Student Activity Fee Review Board (SAFRB)

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for approval. SAFRB voting membership is comprised of two student representatives, two staff representatives and the Vice President of Student Affairs.

Graduate Student Association (GSA)

The GSA built an annual budget for the coming year, based on its current budget and anticipated cost increases and proposed initiatives. A \$1 increase was proposed. This was shared with the Graduate Senate, who is responsible for consulting with their constituents regarding any proposed changes. In addition, the GSA held multiple Student Issue Forums at which graduate students were welcome to bring issues before the GSA, including proposed fee increases. The democratic and participatory process used in the Graduate Senate led to a very detailed and lengthy consideration of the many pros and cons of the fee increase. The Senators were very invested in a thorough examination of all the implications. The proposed fee increase was brought to a vote at GSA's November 2017 meeting. The proposed \$1 increase was approved by more "yes" votes than are required by GSA bylaws to approve a fee increase.

A campus-wide fee forum was held on February 14, 2018. Unit heads and the two student government associations presented their proposed FY2019 fee increases and explained the expenditures that contributed to these increases. Students had the opportunity to ask questions of the presenters on the proposed fee increases. A representative of the Student Fee Advisory Committee described the role of the committee as making sure that students' voices were heard in the development of the FY2019 mandatory fee schedule. The committee also distributed a survey to solicit student input on the proposed fees. The committee submitted a final report to the administration which included their recommendations as well as a summary of the feedback obtained from the survey.

Student input was an important component of the deliberations on the FY2019 mandatory fee schedule to be proposed to the USM Board of Regents. The administration reviewed the comments and recommendations presented by the student committee. Changes were made in proposed fee increases and in allocation of fee revenue in response to the Student Fee Advisory Committee recommendations.

Student Input for Graduate Tuition for FY 2019

Attendees at meeting on Nov. 29, 2017:

Courtney Chandler – GPILS (Biochemistry)

Quinton Banks – GPILS (Neuroscience)

Rachel Larsen – Pathology Assistant

Kendra Ireigbe – Forensic Medicine

Jim Reynolds – Graduate School

Flavius Lily – Graduate School

The proposed changes for graduate student tuition for FY2019 seemed logical and necessary based on the description of why they were needed and what they would be going towards (staff, faculty, facilities, etc.). We appreciate that the university was thoughtful with how much of an increase was truly needed and that increases were kept to a minimum instead of blindly adopting a 'standard' rate like 5%. We hope we can continue to keep rates under 5% in future years. For online degrees, we agree that the gap between in- and out-of-state tuition costs should be decreased and eventually become negligible. We appreciate that this is being done with several of the current online degree programs.

Allowing students the chance to give feedback on tuition changes is extremely valuable to us, and we hope to be included in discussions in future years as well. If the GSA and Graduate School administration could work together to put together & distribute an annual spreadsheet and short document of the reasons behind tuition changes, it would be helpful for students to understand where their money is going and why rates are changing. Many of us don't know much about the business aspects that make getting our degrees possible so this information is very helpful.

For the future, we hope the university continues to be stringent when it comes to tuition increases to keep them to a minimum. Many students are concerned about the rising costs of higher education, and hope the university will do what it can to mitigate the expense of receiving such an education at UMB.

MEMORANDUM

TO: Dr. Jay Perman, President
 COPY: Dr. Bruce Jarrell, Executive Vice President and Provost; James N. Reynolds, Assistant Vice President, Fiscal and Administrative Affairs; William Crockett, Executive Director, Campus Center; Mina Yumin He, President of the University Student Government Association; Robert Milner, Director of Parking and Transportation Services; Raymond Dudeck, Director, Campus Life Business Services; Larry Miller, Associate Controller; Members of the Student Fees Advisory Board
 FROM: Laura Bozzi, Chair on behalf of the Student Fees Advisory Board
 DATE: November 28, 2017
 RE: Recommendation on Student Fee Increases (Fiscal Year 2019)

Laura Bozzi
 12/04/17

In accordance with the Board of Regents Policy 260.0 VIII-2.50, revised June 22, 2012, Section I.5.i, the Student Fee Advisory Board (SFAB) is responsible for advising the President and Board of Regents of The University of Maryland, Baltimore on the type and amount of mandatory student fees including student government association, transportation, housing, online services, support facilities, and other necessary fees. The role of the SFAB is to be consulted in the establishment or change of mandatory student fees. The SFAB will then make recommendations for consideration by the University President for his subsequent formulation of the annual operating budget.

This year the SFAB met for the first time on October 16, 2017. The board is comprised of the following students and staff:

Students

Jenny Afkinich	Graduate School
Laura Bozzi	Graduate School
Elyse De Laittre	School of Nursing
Sammy Gurman	School of Dentistry
Laetitia N'Dri	School of Pharmacy
Bella Onwumbiko	School of Medicine
Julia Peter	Graduate School
Deborah Woolford	School of Social Work

Stakeholders

William Crockett	Campus Center Infrastructure and Services
Mina Yumin He	Student Government
Robert Milner	Transportation
William Crockett	Housing
Raymond Dudeck	Online Student Services
Larry Miller	Student Accounting

Board Administration

Laura Bozzi	Chair
Julia Peter	Co-Chair
Meghan Bruce-Bojo	Co-Advisor
Gregory Brightbill	Co-Advisor

The board considered six mandatory fees including:

1. **Campus Center Infrastructure and Services Fee** supports URecFit, student affairs programming and the operations of the SMC Campus Center. The current fee is \$756 per semester for full-time students and \$84 per credit hour for part-time students. There is no proposed increase in this fee for fiscal year 2019.
2. **Student Government Fee** supports the University Student Government Association (USGA) and its associated operations and programming. The current fee is \$10 per semester for both full-time and part-time students. The proposed increase for fiscal year 2019 is \$1 per semester for full-time students and part-time students. The Student Fee Advisory Board approved this fee increase.

This fee increase will add approximately \$12,000 to USGA's annual budget. They will allocate this money to student organizations around campus for Organizational Funding Requests (OFRs). OFRs have increased exponentially in the past several years and USGA cannot fully fund these requests. Usually, there is approximately a \$25,000 to \$30,000 difference between what is requested and what is funded. The proposed fee would aid in decreasing the OFR deficit to approximately \$17,000. There is no guarantee that the fee increase will always aid in OFRs but historically the budget breakdown is repeated annually. Additionally, the treasurer cannot decide to allocate the money in other areas of the budget (i.e. programming, operations, etc.) without the senate's consent. The USGA Fee will be \$11 per semester for both full-time and part-time students for fiscal year 2019.

3. **Student Transportation Fee** supports the operation of the UM Shuttle service. The current fee is \$179.00 per year for full-time students and \$89.50 per year for part-time students. The proposed fee increase for the fiscal year 2019 is \$10 per year for full-time students and \$5 per year for part-time students. The Student Fee Advisory Board approved this fee increase for fiscal year 2019.

The proposed fee would cover maintenance, fuel and labor costs. While the fee increase was accepted, and the Student Fee Advisory Board recognizes the need for a shuttle service, it is concerned about the rising cost of operation. The Student Transportation Fee has increased significantly in

recent years and is now a significant financial burden for students. When the shuttle began in fiscal year 2014, the fee for full-time students was \$110 and \$55 for part-time students per year. The current yearly fee and rate of fee increases is not sustainable. Because of this, cost cutting measures need to be implemented in the organization of the shuttle service before any future transportation fees will be considered.

One possible cost saving change we suggest investigating is eliminating or merging existing lines from the 4 current routes to 3 routes. We believe the Biopark/Midtown line may be eliminated as many of these stops are a part of the Escort Service provided by Campus Safety. The remaining stops near Midtown campus may be accommodated by a reroute of the Mount Vernon line. It is also recommended that the Parking and Transportation Department inquire whether these stops near Midtown campus are being utilized currently, since hospital employees no longer ride this shuttle. There have been marked changes in ridership due to the elimination of hospital employee riders and the implementation of the Escort Van Service. As such, we believe meticulous evaluation of the use of the shuttle system as a whole would reveal significant cost saving measures. Also, we believe significant cost savings can be achieved with only minor changes to shuttle service efficiency.

We understand the Parking and Transportation Department is investigating hiring a consulting service to evaluate the current shuttle service. The Student Fee Advisory Board strongly agrees with this idea and thus, we insist a consultant be hired to explore cost-cutting measures, elimination of a route, and evaluate functionality of the shuttle, such as fixing the iPads used to track ridership. This consultant must make significant progress in the evaluation of the shuttle service, if not complete the audit, by fiscal year 2020's proposal or further fee proposals will not be considered by this committee.

Without major changes to the organization of the shuttle system, students will be unwilling to continue to pay this fee. We expect changes in the transportation system will not only curb the current rate of transportation fee increases, but will result in a large fee decrease from the current value. The Student Transportation Fee will be \$189.00 per year for full-time students and \$94.50 per year for part-time students for fiscal year 2019.

4. **Housing Fee** supports the operation of Pascault Row. The current daily rates for the academic year are relative to the unit. Please see the following page.

Renovated Units (2013)	Apartment Type	Size of Apartment (approximate)	Daily Rate
Pascault Row Apartments 651 W. Lexington Street and 653 2BR	Efficiency	400 square feet	\$32.19
	1 bedroom	480 square feet	\$38.19
	2 bedroom	750 square feet	\$53.59
	2 bedroom 2 people	750 square feet	\$27.54 each
	Apartment Type	Size of Apartment (approximate)	Daily Rate
Pascault Row Apartments 653-665 W. Lexington Street	Efficiency	400 square feet	\$30.69
	1 bedroom	480 square feet	\$36.69
	2 bedroom	750 square feet	\$52.09
	2 bedroom 2 people	750 square feet	\$26.04 each
Spousal/Domestic Partner Fee	All Apartments	N/A	\$200.00/month

The proposed fees, approximately a 5% increase across the academic year, are:

Renovated Units (2013)	Apartment Type	Size of Apartment (approximate)	Daily Rate
Pascault Row Apartments 651 W. Lexington Street and 653 2BR	Efficiency	400 square feet	\$33.80
	1 bedroom	480 square feet	\$40.10
	2 bedroom	750 square feet	\$56.27
	2 bedroom 2 people	750 square feet	\$28.92 each
	Apartment Type	Size of Apartment (approximate)	Daily Rate
Pascault Row Apartments 653-665 W. Lexington Street	Efficiency	400 square feet	\$32.22
	1 bedroom	480 square feet	\$38.52
	2 bedroom	750 square feet	\$54.69
	2 bedroom 2 people	750 square feet	\$27.34 each
Spousal/Domestic Partner Fee	All Apartments	N/A	\$200.00/month

The Student Fee Advisory Board approved this fee increase. Pascault Row Apartments are fully furnished, and rent includes all utilities as well as basic cable and internet. The proposed 5% increase across the academic year

would be used to buy new furniture such as desks, chairs, and couches to update the apartment. This furniture has not been updated since the early 1980s, and a fee increase has not been requested for updates in the last five years. The board accepts a fee increase of approximately 5% across the academic year (exact fees listed above) for fiscal year 2019. The board also recommends that On-Campus Housing updates the website to include pictures of the units with new furniture and available floor plans.

5. **Online Student Services Fee** is currently \$25 per credit hour, up to six credits per semester for online students. This fee, instituted in fiscal year 2018, facilitates programs that online students can utilize, such as the writing center, disability services, and international student support. Therefore, students in online programs do not pay the Campus Center Infrastructure and Services Fee. There is no proposed increase in this fee during the academic year for fiscal year 2019.

However, a new fee for summer students enrolled in online programs was proposed. The Summer Online Student Services Fee is \$12.50 per credit hour for online students taking summer courses, up to 6 credit hours. The Student Fee Advisory Board approved this new fee. This fee covers the same services for online students during the summer as it does during the academic year. This includes the wellness center, student communications, writing center, leadership programs, disability services, digital communications, career and student organizations, student counseling etc. This fee will only be applied for online students taking summer courses since students still have access to these services during the summer. The new Summer Online Student Services Fee will be \$12.50 per credit hour for online students taking summer courses, up to 6 credit hours, for fiscal year 2019.

6. **Tuition Late Fee** is charged when tuition is paid late at a rate of 5% of the tuition, up to a maximum of \$100. The proposed fee is 5% of the tuition, with a \$200 maximum. The Student Fee Advisory Board approved this increase. The Tuition Late Fee is waived if financial aid distribution is late. Currently, the collected late fees are given back to the schools. The money from the proposed fee will also be allocated to the schools and remaining funds will be appropriated to a new eBilling system for students. The Tuition Late Fee will be 5% of tuition, with a maximum of \$200, for fiscal year 2019.

In closing, the Student Fees Advisory Board is pleased to be included in an advisory capacity to the President regarding the setting of mandatory student fees.

Student Fee Advisory Board Addendum: Matriculation Fee

The Student Fee Advisory Board was also asked to review the Matriculation Fee for fiscal year 2019. The board did not vote on the fee but did discuss the proposed changes. The current fee, the Diploma Fee, is applied to the student's final semester to pay for their diploma. This often creates problems for student accounting and places a hold on the student's account until this fee is paid.

The proposed change to a Matriculation Fee will allow this charge to appear in a student's first term of the program to prevent unexpected charges at the end of the program, just before graduation. The Student Fee Advisory Board supports the change from the Diploma Fee to Matriculation Fee, whereby this fee will be applied in the student's first semester of the program for fiscal year 2019.

MEMORANDUM

TO: Dr. Flavius Lilly, AVP Academic Affairs
FROM: University of Maryland School of Dentistry Student Tuition and Fees Advisory Committee
DATE: November 13, 2017
RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the University of Maryland School of Dentistry sought input from students on all proposed increases. The School established a committee of students, who met on November 13, 2017 to review and discuss the schedule of tuition and fees and to confer on any proposed tuition and/or student fee changes. The committee was comprised of the following students:

Student Name	Year of Study	Program of Study	Email
Teebok Choe	Senior Class 2018	DDS	teebok.choe@umaryland.edu
Taylor Duckworth	Senior Class 2018	DDS	taylor.duckworth@umaryland.edu
Linda Powers	Junior Class 2019	DDS	lindakpowers@umaryland.edu
Azad Dhingra	Junior Class 2019	DDS	aziedhingra@umaryland.edu
Maria Barsoum	Sophomore Class 2020	DDS	maria.barsoum@umaryland.edu
Katherine Bell	Sophomore Class 2020	DDS	katie.bell@umaryland.edu
Hussain Choudhary	Freshman Class 2021	DDS	hchoudhary1@umaryland.edu
Jonathan Jackson	Freshman Class 2021	DDS	jmjackson@umaryland.edu

In addition to the student members of the committee, several staff and stakeholders participated in the committee meeting to provide information and guidance. Those individuals included:

Stakeholder Name	Title	Office Telephone	Email
Bill Gardiner	Assoc. Dean, Finance	410-706-1579	bgardiner@umaryland.edu
Karen Faraone	Assoc. Dean, Student Affairs	410-706-8053	kfaraone@umaryland.edu
Mark Reynolds	Dean	410-706-7461	mreynolds@umaryland.edu

The student committee reviewed proposed tuition rates for fiscal year 2019, which are summarized in the table below. The University of Maryland School of Dentistry justification for proposing to increase tuition is to offset the increases in mandatory operational costs of providing and delivering the educational programs and experiences. The tuition increase is listed

as a range between 2-5%. The student committee's recommendation is to support the proposed increases for fiscal year 2019.

Program Tuition	Current FY 2018	Proposed FY 2019	% Increase
Dental Hygiene, Resident, FT	2,702.50	2,756.55	2%
Dental Hygiene, Resident, PT (per credit hour)	378.50	386.07	2%
Dental Hygiene, Non-Resident, FT	14,388.00	15,107.40	5%
Dental Hygiene, Non-Resident, PT (per credit hour)	915.00	960.75	5%
DDS, Resident, FT	19,084.50	20,038.73	5%
DDS, Non-Resident, FT	35,482.00	37,256.10	5%
Post Graduate Dental			

The student committee also reviewed proposed school-specific fee increases for fiscal year 2019, which are summarized in the table below. The University of Maryland School of Dentistry justification for proposing to increase fees is to reflect anticipated FY19 costs associated with the fee collected. The school worked closely with department heads and program directors to analyze the existing fees and projected expenses to determine if a fee increase is needed. The rationale for the student committee's position to support the proposed rate is so the school can continue to provide its students with the required goods and services for a high quality education.

Fees with Proposed Increases	Current FY 2018	Proposed FY 2019	% Increase
Central Services			
DDS Yr I, II, III	2,747.00	2,815.50	2.5%
DDS Yr IV	2,602.00	2,667.05	2.5%
Dental Hygiene	1,329.00	1,362.23	2.5%
Post Graduate, Dental	3,730.00	3,823.25	2.5%
Dental Equipment (Fall Only)			
DDS Yr I	2,894.00	2,980.82	3.0%
DDS Yr II	3,135.00	3,229.05	3.0%
DDS Yr III	381.00	393.00	3.1%
Dental Hygiene I	876.00	885.00	1.0%
Laundry Service			
DDS Yrs I and II	130.00	133.00	2.3%
DDS Yrs III and IV	180.00	184.00	2.2%
Dental Hygiene	112.00	114.00	1.8%
Post Graduate Dental	180.00	184.00	2.2%

Board Prep			
DDS Year IV, Spring Only	1,006.00	1031.15	2.5%
DH Yr II, Spring Only	404.00	414.10	2.5%
Malpractice Insurance (Fall Only)			
DDS Yrs I and II	250.00	275.00	10%
DDS Yrs III and IV	500.00	550.00	10%
Dental Hygiene	142.00	156.00	10%
Post Graduate Dental	710.00	781.00	10%
ASDA Membership (Fall Only)			
DDS Yrs I thru IV	115.00	125.00	9%
Information Technology Fee (Fall Only)			
DDS I-IV	590.00	608.00	3%
Dental Hygiene	590.00	608.00	3%

*Not a rate change. Correction of previously published rates.

In closing, the University of Maryland School of Dentistry student committee reviewing tuition and fees appreciates the opportunity to provide feedback. Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email Bill Gardiner, Associate Dean, Administration and Finance.

MEMORANDUM

TO: Dr. Flavius Lilly, AVP Academic Affairs
 FROM: University of Maryland Carey School of Law Student Tuition and Fees Advisory Committee
 DATE: November 7, 2017
 RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the University of Maryland Carey School of Law sought input from students on all proposed increases. The School established a committee of students, who met on November 7, 2017 to review and discuss the schedule of tuition and fees and to confer on any proposed tuition and/or student fee changes. The committee was comprised of the following students:

Student Name	Year of Study	Program of Study	Email
Harman, Devon L.	2018	JD	Per Outlook
Bacon, Laura J.	2020	JD	“
Macon, Benson	2019	MSL	“
Kassir, Charles	2019	JD	“
Hoffman, Allison N.	2018	JD	“

In addition to the student members of the committee, several staff and stakeholders participated in the committee meeting to provide information and guidance. Those individuals included:

Stakeholder Name	Title	Office Telephone	Email
Donald Tobin	Dean	6-2041	“
Barbara Gontrum	Senior Associate Dean	6-7271	“
Susan Krinsky	Associate Dean	6-8385	“

The student committee reviewed proposed tuition rates for fiscal year 2019, which are summarized in the table below. The University of Maryland Carey School of Law justification for proposing to increase tuition **is to keep up with the cost of operating legal education**

Program Tuition	Current FY 2018	Proposed FY 2019	% Increase
JD Full-time flat in-state	30,596	31,743	3.75
JD Full-time flat out-of-state	45,140	46,833	3.75
JD Part-time flat in-state	20,089	20,842	3.75
JD Part-time flat out-of-state	29,557	30,665	3.75
JD per credit in-state	1,180	1,224	3.75
JD per credit out-of-state	1,729	1,794	3.75
LLM flat	26,365	27,354	3.75
MSL per credit	808	838	3.75
JD Part-time Program in final year:			
Flat in-state	23,058	23,923	3.75
Flat out-of-state	33,965	35,239	3.75

The student committee also reviewed proposed school-specific fee increases for fiscal year 2019, which are summarized in the table below. The University of Maryland Carey School of Law justification for proposing to increase fees is **No increase**

Fees with Proposed Increases	Current FY 2018	Proposed FY 2019	% Increase
Student Activities fee FT	65	65	0
Student Activities fee PT	49	49	0

*Not a rate change. Correction of previously published rates.

In closing, the University of Maryland Carey School of Law student committee reviewing tuition and fees appreciates the opportunity to provide feedback. Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email Andreas Ortmeier, School Controller at 6-3873; aortmeyer@law.umaryland.edu.

MEMORANDUM

TO: Dr. Flavius Lilly, AVP Academic Affairs
FROM: School of Medicine Student Tuition and Fees Advisory Committee
DATE: November 20, 2017
RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the School of Medicine, sought input from students on all proposed increases. The School established a committee of students, who met on the following date, November 17, 2017, to review and discuss the schedule of fees and tuition and to confer on any proposed fee and/or tuition changes. The committee was comprised of the following students:

Student Name	Year of Study	Program of Study	Email
Aymen Alqazzaz	M2	MD	Aymen.alqazzaz@som.umaryland.edu
Tony Trinh	M2	MD	Anthony.trinh@som.umaryland.edu
Timothy Rodriggs	M2	MD	Timothy.rodriggs@som.umaryland.edu
Katy Eslami	M3	MD	Katayoun.eslami@som.umaryland.edu
Paige Kennedy	M3	MD	Paige.kennedy@som.umaryland.edu
Red Finney	M3	MD	Redmond.finney@som.umaryland.edu
Amit Sharma	M2	MD	Amit.sharma@som.umaryland.edu
Sara Manetta	M2	MD	Sara.manetta@som.umaryland.edu
Ariel Brackett	M2	MD	Arielle.brackett@som.umaryland.edu
Bre Tracey	M2	MD	Breanna.tracey@som.umaryland.edu
Fatima Sallman	M2	MD	Zahur.sallman@som.umaryland.edu
Saif Yasin	M1	MD	Saif.yasin@som.umaryland.edu
Greg Perraut	M1	MD	Gregory.perraut@som.umaryland.edu
Madeleine Smith	M1	MD	Madeleine.smith@som.umaryland.edu
Jonathan Hurst	M1	MD	Jonathan.hurst@som.umaryland.edu
Christopher Parrino	M1	MD	Christopher.parrino@som.umaryland.edu
Nickole Kanyuch	M1	MD	Nickole.kanyuch@som.umaryland.edu
Patricia Tyson	M1 non-student leader	MD	Patricia.tyson@som.umaryland.edu
Saad Shamshair	M2 non-student leader	MD	Saad.shamshair@som.umaryland.edu
Hallie Whalen	M2 non-student leader	MD	Hallie.whalen@som.umaryland.edu
Brittany Jones	2 nd year Physical Therapy	PTRS	Brittany.jones@som.umaryland.edu
Brittany Allen	1 st year Genetics Counseling	MGC	Brittany.allen@som.umaryland.edu
Sharon Saunders	Public Health	MPH	Sharon.saunders@umaryland.edu
Bryce Mueller	Senior Medical & Research Technology	DMRT	brycehsimons@gmail.com

In addition to the student members of the committee, several staff and stakeholders participated in the committee meetings to provide information and guidance. Those individuals included:

Stakeholder Name	Title	Office Telephone	Email
Ron Powell	Assistant Dean	706-2607	rmpowell@som.umaryland.edu
James Kaper	Senior Associate Dean	706-2344	jkaper@som.umaryland.edu
Donna Parker	Associate Dean	706-7476	dparker@som.umaryland.edu
Linda Horn	Director, Academic Affairs, PTRS	706-1950	lhorn@som.umaryland.edu
Karen Sack	Administrator, PTRS	706-4584	ksack@som.umaryland.edu
Karen Gordes	Co-Director, Student and Faculty Affairs, DPT Program	706-5209	kgordes@som.umaryland.edu
Shannon Dixon	Pediatrics Director	706-4713	smdixon@som.umaryland.edu
Kara Longo	Director, Collaborative Initiatives	706-7210	klongo@som.umaryland.edu
Eileen Patton	Assistant Professor & Admissions Coordinator	706-3772	epatton@som.umaryland.edu
Reetta Gach	Event Specialist	706-7689	rgach@som.umaryland.edu

The student committee reviewed proposed tuition rates for FY 2019, which are summarized in the table below. The School of Medicine's justification for proposing to increase tuition is to follow the University System of Maryland's guidelines. This year's guidelines state that in order to fund current services, institutions may recommend resident undergraduate tuition rate increases of up to 2% while non-resident undergraduates, graduate, and professional school tuition rates may increase 5% or greater. The recommended increase for FY 2019 is 5%. In an effort to reduce tuition for the MD Program, the SOM has once again chosen to increase less than the recommended rate, this year's increase will only be 4%. Physical Therapy opted to increase above the 5% to 6.9% for in-state tuition to support increased infrastructure requirements due to increased enrollment. The MPH Dual Degree program opted to increase in-state tuition by 7% and out-of-state tuition by 8% to bring the tuition rate in line with the rate for the single degree program. Other programs opted to accept the recommend rate increases.

The student committee's recommendation is to support the proposed increases for FY 2019. The vote was unanimous. The rationale for the committee's position is that the increases are necessary and justified to maintain both the University and Program infrastructures.

IT support for the machines is critical. They also suggested including a buy back option for the students at graduation to mitigate the cost. Representatives reported that their IT have made their recommendations based upon their research of the issue and that the package includes software and a 4-year warranty even though their program is 3 years.

Fees with Proposed Increases	Current FY 2018	Proposed FY 2019	% Increase
See attached			

In closing, the School of Medicine student committee reviewing tuition and fees appreciates the opportunity to provide feedback. Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email Dr. James Kaper, Senior Associate Dean for Academic Affairs.



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Suite 505
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410706 6741

www.nursing.umaryland.edu

MEMORANDUM

TO: Dr. Flavius Lilly, AVP Academic Affairs
FROM: School of Nursing Student Tuition and Fees Advisory Committee and Jane Kirschling, Dean UMSON
DATE: December 1, 2017
RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the School of Nursing sought input from students on all proposed increases. The School established a committee of students, who met on November 13, 2017 to review and discuss the schedule of fees and tuition and to confer on any proposed fee and/or tuition changes. The committee was comprised of the following students with representative from both the Baltimore campus and UMSON at USG:

Student Name	Year of Study	Program of Study	Email
Ashley Foster	2 nd year	MS, CNL	afoster@umaryland.edu
Morgan Hamilton	2 nd year	BSN-Shady Grove	mhamilton3@umaryland.edu
Madeleine Fryzek	2 nd year	BSN-Shady Grove	mfryzek@umaryland.edu
Warda Al Amri	3 rd year	PhD	alamri_warda@umaryland.edu
Hunter Garrett	2 nd year	BSN - Baltimore	hgarrett@umaryland.edu
Lauren Daly	1 st year	BSN - Baltimore	lauren_daly@umaryland.edu
Megan Finn	2 nd year	MS, CNL	megan.finn@umaryland.edu
Liz Beeson	2 nd year	MS, CNL	ebeeson@umaryland.edu
Kelly Ho	2 nd year	BSN-Shady Grove	kelly.ho@umaryland.edu
Niya Ross	2 nd year	BSN-Shady Grove	niya.ross@umaryland.edu
Ijeoma Agwu	1 st year	MS, CNL	iagwu@umaryland.edu
Harsana Showunmi	3 rd year	DNP	hgshowunmi@umaryland.edu

In addition to the student members of the committee, several staff and stakeholders participated in the committee meetings to provide information and guidance. Those individuals included:

Stakeholder	Title	Office Telephone	Email
Jane Kirschling	Dean	410-706-6740	kirschling@umaryland.edu
Bill Gardiner	Associate Dean, Administration and Finance	410-706-6741	bgardiner@umaryland.edu
Larry Fillian	Associate Dean, Office of Student and Academic Services	410-706-6298	lfillian@umaryland.edu
Lori M. Harris	Director, Records and Clinical Placements	410-706-5552	lharris@umaryland.edu
Kathryn Lamp	Assistant Director, Student Services	410-706-3049	klamp.umaryland.edu

The student committee reviewed proposed tuition rates for fiscal year 2019, summarized in the table below. The School of Nursing’s justification for proposing to increase tuition is that over the past three years several factors increased school costs. Those factors include: enrollment growth in the traditional BSN, RN-BSN, Master’s CNL and DNP programs; transfer of advance practice specialties from a master’s to a doctoral degree; maturing dual admission agreements with other institutions; recruitment and retention of qualified faculty to support larger student enrollment as well as expansion of doctorate programs. The student committee was supportive of the proposed increases for fiscal year 2019. The rationale for the committee’s position to support the proposed rate was their desire to secure the present and future ability of the school to continue to provide quality education for students that translates into positive career opportunities.

Program Tuition	Current FY 2018	Proposed FY 2019	% Increase
BSN In-State Flat Rate (per semester)	\$4,333	*See note	--
BSN Out-of-State Flat Rate (per semester)	\$17,777	*See note	--
BSN In-state (per credit)	\$378.50	*See note	--
BSN Out of State (per credit)	\$1,273.50	*See note	--
MS - CNL program In-State(per credit)	\$725.50	\$762	5%
MS In-State(per credit)	\$777.50	\$800	3%
DNP In-State(per credit)	\$777.50	\$816	5%
PhD In-State (per credit)	\$777.50	\$816	5%

***BSN Tradition Program Tuition Proposed Increases FY2019**

- 1) Apply an annual 3% increase to traditional BSN students above any Chancellor/Governor approved tuition increases for system schools over the next four years. The increase does not apply to the RNBSN or RNMS programs.

The student committee also reviewed proposed fee increases for fiscal year 2019, summarized in the table below. The School of Nursing’s justification for proposing to increase fees is to cover the real costs of fulfilling the educational needs of nursing students. Student fee increases help cover the costs of necessary technology, clinical placements and student academic support services. Justifications for each student fee are:

- **Clinical Hour Fee:** Charged per credit hour for clinical/practica to cover costs of placements and faculty. Proposal to increase fee by \$20 per clinical credit hour.
- **Anesthesia Simulation Fee:** Charged each fall and spring semester to students in the Nurse Anesthesia program. The fee supports the simulation lab dedicated to anesthesia education and covers costs of equipment and supplies. Proposal to increase fee by \$100 per semester.
- **Simulation Fee:** This fee guarantees SON simulation labs remain an important part of the educational experience for students. Costs associated with maintaining, repairing and replacing equipment continue to rise as well as stocking supplies to meet all the different student level needs. Fees charged only to those courses that use simulation labs. Proposal to increase fee by \$20 per course.

The committee’s recommendation is to support the proposed increases for fiscal year 2019. The rationale for the student committee’s position to support the proposed rates is the desire to maintain current resources provided to students; improve the clinical placement process; expand the clinical tracking capability of both faculty and students; and to safeguard quality educational experiences that allow graduates of the school to be competitive in the employment marketplace.

Fees with Proposed Increases	Current FY 2018	Proposed FY	% Increase
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		2019	
Clinical Hour Fee	\$165 per clinical credit	\$185 per clinical credit	12%
Anesthesia Simulation Fee	\$1,000	\$1,100	10%
Simulation Fee	\$200 per applicable course	\$220 per applicable course	10%

In closing, the School of Nursing student committee reviewing tuition and fees appreciates the opportunity to provide feedback.

Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email Jane Kirschling, Dean and Professor, School of Nursing.

MEMORANDUM-DRAFT

TO: Dr. Flavius Lilly, AVP Academic Affairs
 FROM: School of Pharmacy Student Tuition and Fees Advisory Committee
 DATE: November 8, 2017
 RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the School of Pharmacy sought input from students on all proposed increases. The School established a committee of students, who met on the following date(s) November 8, 2017 to review and discuss the schedule of fees and tuition and to confer on any proposed fee and/or tuition changes. The committee was comprised of the following students:

Student Name	Year of Study	Program of Study	Email
Andrew Wherley	3 rd year	Doctor of Pharmacy	Andrew.wherley@umaryland.edu
Lauren Groft	3 rd year	Doctor of Pharmacy	Lauren.groft@umaryland.edu
Paul Algire	3 rd year	Doctor of Pharmacy	Palgire72@umaryland.edu
Leigh Cervino	3 rd year	Doctor of Pharmacy	lcervino@umaryland.edu
Esther Eom	2 nd year	Doctor of Pharmacy	esthereom@umaryland.edu
Lafon Jones	2 nd year	Doctor of Pharmacy	Wljones333@umaryland.edu

In addition to the student members of the committee, several staff and stakeholders participated in the committee meetings to provide information and guidance. Those individuals included:

Stakeholder Name	Title	Office Telephone	Email
Natalie Eddington	Dean	6-7651	neddingt@rx.umaryland.edu
Cherokee Layson-Wolf	Associate Dean, Student Affairs	6-1067	cwolf@rx.umaryland.edu
William Cooper	Associate Dean, Budget and Finance	6-4416	wcooper@rx.umaryland.edu
Steven Fletcher	Associate Professor	6-6361	Steven.fletcher@rx.umaryland.edu

The student committee reviewed proposed tuition rates for fiscal year 2019, which are summarized in the table below. The School of Pharmacy justification for proposing to increase tuition is the need for the school to cover mandatory increases from the State of Maryland, offset some of the campus budget reductions, and cover increased costs associated with experiential learning mandated by accreditation without impacting operations at the school. The student committee’s recommendation is to support the proposed increases for fiscal year 2019. The rationale for the committee’s position to support the proposed rate is understanding the budgetary needs of the school to continue to support faculty and additional services.

Program Tuition	Current FY 2018	Proposed FY 2019	% Increase
PharmD In-State	\$23,536	\$24,713	5.0%
PharmD Out-of-State	\$40,720	\$42,126	3.5%

Note: The School of Pharmacy tuition rates schedule posted on the UMB Student Accounting website, Tuition and Fees by School, includes the tuition base rate and non-auxiliary fees.

The student committee also reviewed proposed fee increases for fiscal year 2019, which are summarized in the table below. The School of Pharmacy justification for proposing to increase the clinical clerkship fee is to cover increased costs. The reduction in the late registration fee is to align with USG and the other UMB schools. The committee’s recommendation is to support the changes proposed for fiscal year 2019. The rationale for the student committee’s position to support the proposed changes is understanding the needs of the school to continue to support faculty and additional services.

Fees with Proposed Increases	Current FY 2018	Proposed FY 2019	% Increase
Technology fee	\$120	\$120	0
Student Activities	\$67	\$67	0
Clinical Clerkship	\$576	\$605	5%
Immunization training fee	\$35	\$35	0
Late registration	\$80	\$40	-50%
Student Liability insurance (Pharmacy/PharmD)	\$11	\$11	0

In closing, the School of Pharmacy student committee reviewing tuition and fees appreciates the opportunity to provide feedback. Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email Cherokee Layson-Wolf at cwolf@rx.umaryland.edu or 410-706-1067

MEMORANDUM

TO: Dr. Flavius Lilly, AVP Academic Affairs
 FROM: University of Maryland School of Social Work Student Tuition and Fees Advisory Committee
 DATE: 12/11/17
 RE: Recommendation on Student Tuition and Fees Fiscal Year 2019

In accordance with the Board of Regents policy on tuition, fees and charges, the University of Maryland School of Social Work sought input from students on all proposed increases. The School established a committee of students, who met on 12/11/17 to review and discuss the schedule of tuition and fees and to confer on any proposed tuition and/or student fee changes. The committee was comprised of the following students:

Student Name	Year of Study	Program of Study	Email
Mauveen Walker	2017-18	Social Work	mauveen.walker@umaryland.edu
Amanda Menke	2017-2018	Social Work	afmenke@umaryland.edu

In addition to the student members of the committee, several staff and stakeholders participated in the committee meeting to provide information and guidance. Those individuals included:

Stakeholder Name	Title	Office Telephone	Email
Dawn Shafer	Assistant Dean Student Service	66992	dshafer@ssw.umaryland.edu
Gene Severance	Assoc Dean Fin Adm	67645	gseverance@ " "

The student committee reviewed proposed tuition rates for fiscal year 2019, which are summarized in the table below. The University of Maryland School of Social Work justification

*Not a rate change. Correction of previously published rates.

In closing, the University of Maryland School of SSW student committee reviewing tuition and fees appreciates the opportunity to provide feedback. Should the Office of Academic Affairs have questions about any information contained herein, please do not hesitate to call or email rbarthe@ssw.umaryland.edu



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Legislative Session Summary

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 20, 2018

SUMMARY: On April 9, 2018, the Maryland General Assembly concluded, with several actions having direct impact on the policies and processes of interest to the Board of Regents. Vice Chancellor for Government Relations, Mr. Patrick Hogan, will update the regents on the legislative session.

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 item only

DATE: April 20, 2018

BOARD ACTION:

DATE:

SUBMITTED BY: Patrick Hogan, 301-445-1927, phogan@usmd.edu



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Appointment of FY 2018 Nominating Committee

COMMITTEE: Committee of Whole

DATE OF COMMITTEE MEETING: April 20, 2018

SUMMARY: The Bylaws, Policies and Procedures of the Board of Regents (Article II, Section 2) require that the “officers of the Board shall be elected at the annual meeting of the Board by the majority vote of the Board.” The 2018 annual meeting is scheduled for June 22, 2018. The Chairman of the Board has appointed a nominating committee that is charged with presenting a slate of officers at the June 22, 2018 meeting. The Committee will be chaired by Regent Neall and will include Regents Fish, Gooden, Gourdine, and Rauch. Note: The new Chairperson appoints Committee Chairs and makes Committee assignments.

ALTERNATIVE(S): None. This is an information item.

FISCAL IMPACT: None

CHANCELLOR’S RECOMMENDATION: Information item

COMMITTEE ACTION:

DATE:

BOARD ACTION: Information item

DATE: April 20, 2018

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



REVISED

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 20, 2018
Time: Approximately 11:30 a.m.
Location: College Park Marriott Inn and Conference Center – Conference Room
1105
University of Maryland University College

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) [] To consult with counsel to obtain legal advice on a legal matter.
- (8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
 - (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

Md. Code, General Provisions Article §3-103(a)(1)(i):

- Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with Presidents Nowaczyk and Schatzel as part of their performance reviews;
2. Legislative audit matters that are ongoing and, therefore, confidential;
3. Discussion of investigations of possible criminal conduct;
4. Update of collective bargaining negotiations;
5. Emeritus status request for an individual;
6. The awarding of a new contract for information technology services and support;
7. The awarding of a new dining services contract;
8. Lease of property in Bowie;
9. Purchase of property in Salisbury;
10. Discussion regarding the employment status of an institutional employee;
11. Discussion regarding potential litigation against an institution.

REASON FOR CLOSING:

1. To maintain confidentiality of ongoing legislative audit matters as required by law (§3-305(b)(13));

2. To maintain confidentiality of investigations of possible criminal conduct (§3-305(b)(12));
3. To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
4. To maintain confidentiality with regard to personnel evaluations of presidents (§3-305(b)(1)(i));
5. To maintain confidentiality of personal and personnel-related information concerning an individual nominated for emeritus status. (§3- 305(b)(1) and (2));
6. To maintain confidentiality of discussions of potential property acquisitions prior to BOR approval (§3-305(b)(3));
7. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
8. To maintain confidentiality with regard to the employment status of an individual (§3-305(b)(1));
9. To maintain confidentiality of discussion regarding potential litigation (§3-305(b)(8)).