
University System of Maryland Fiscal 2021 Budget Overview

**Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland**

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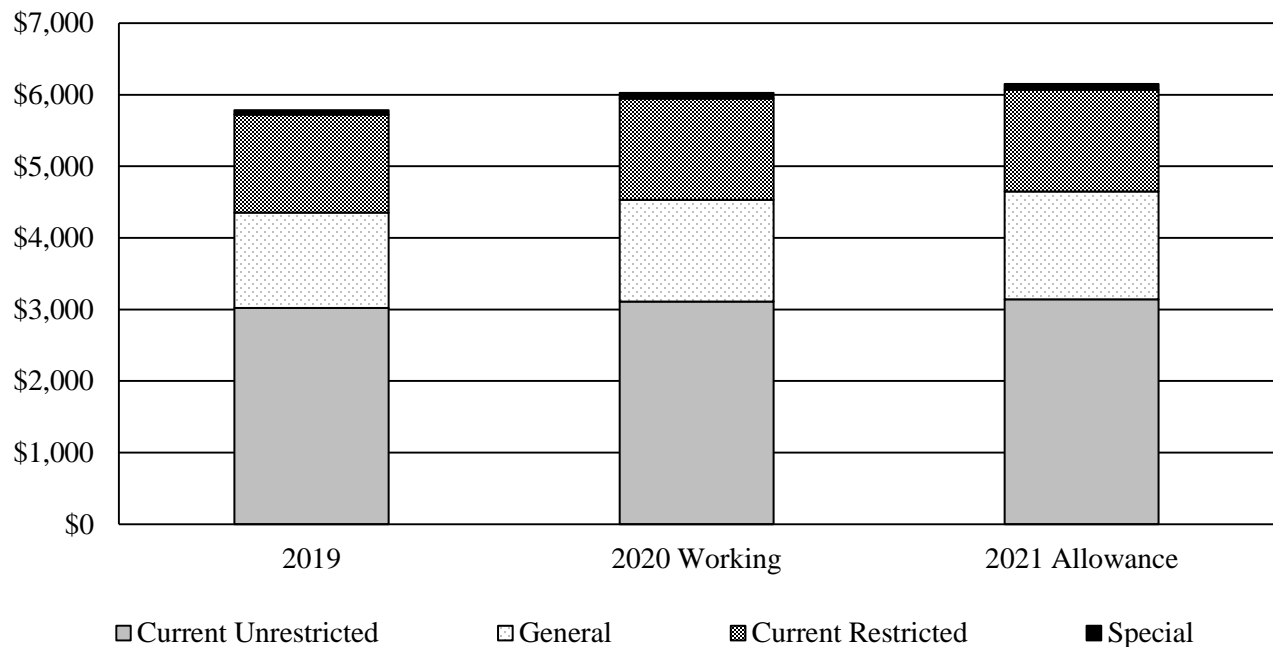
Analysis of the FY 2021 Maryland Executive Budget, 2020

Executive Summary

The University System of Maryland (USM) consists of 11 degree-granting institutions, a research center, and the system office, which operates three regional higher education centers.

Operating Budget Data

Revenue by Fund Type
Fiscal 2019-2021
 (\$ in Millions)



Note: Special funds totaling \$9.5 million in fiscal 2020 and \$9.4 million in fiscal 2021 for the Maryland Fire and Rescue Institute are included as restricted funds. Fiscal 2020 appropriation includes deficiencies and a general salary increase. The fiscal 2021 allowance includes general salary increases.

- General funds increase by \$84.6 million, or 5.9%, in fiscal 2021 after accounting for a deficiency that would replace \$11.7 million in general funds with Higher Education Investment Funds, a 1.0% general salary increase effective January 2020, the annualization of the fiscal 2020 salary increase, and a 2% general salary increase effective January 1, 2021.
- The fiscal 2021 general fund allowance includes an additional \$10.0 million to support Workforce Development Initiatives, including nine new and eight on-going initiatives or programs at eight institutions and the Universities at Shady Grove.

Key Observations

- Total undergraduate enrollment declined at all but two institutions.
- Two institutions continue to face enrollment challenges leading to serious budget shortfalls.
- Enrollment at two of USM’s regional higher education centers declined for a third consecutive year.
- The second- and third-year retention rates declined at six institutions.

Operating Budget Recommended Actions

1. Reduce funding for Workforce Development Initiative.
2. Reduce the University System of Maryland’s general fund appropriation.

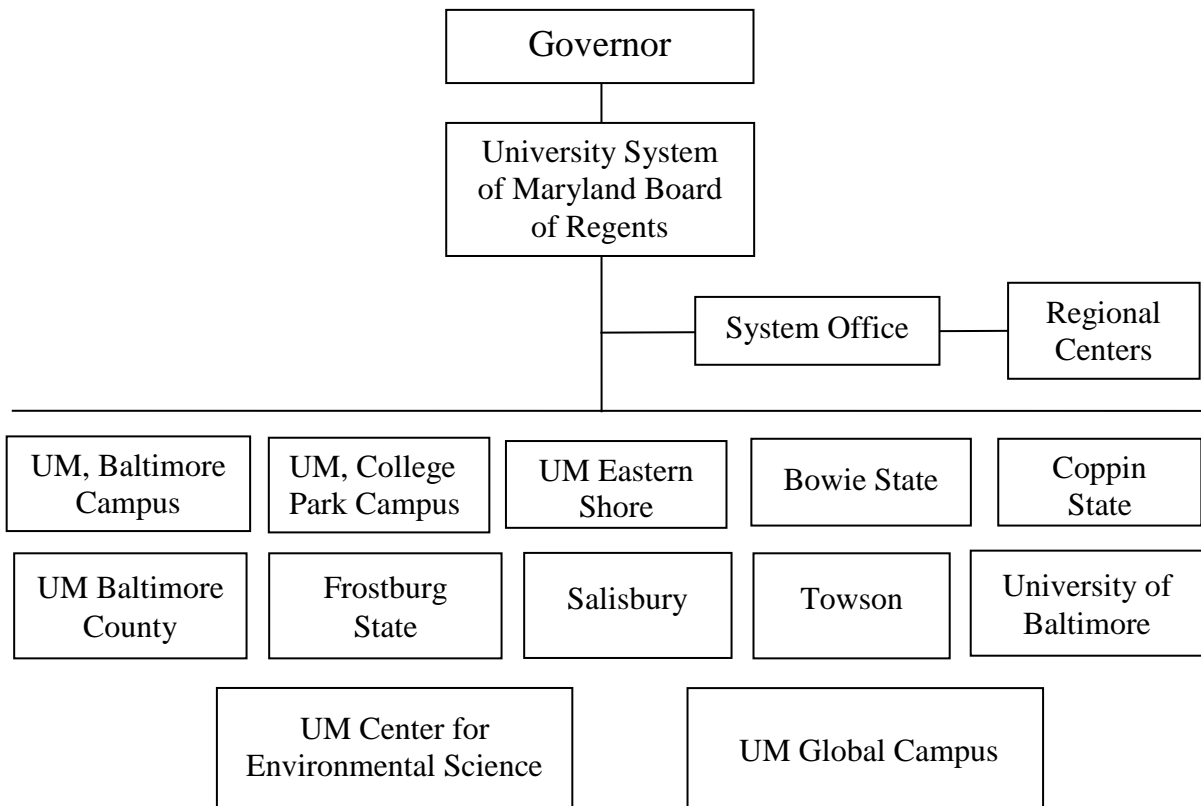
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University System of Maryland
Fiscal 2021 Budget Overview

Operating Budget Analysis

Program Description

Title 12 of the Education Article establishes the University System of Maryland (USM) to “foster the development of a consolidated system of public higher education, to improve the quality of education, to extend its benefits, and to encourage the economical use of the State’s resources.” USM consists of 11 degree-granting institutions, a research center, and the system office, which operates three regional higher education centers. **Exhibit 1** illustrates the structure of the system.

Exhibit 1
University System of Maryland



UM: University of Maryland

Source: Department of Legislative Services

The Board of Regents (BOR) is the governing body of USM. The board consists of 21 members, including 2 full-time students, the Secretary of Agriculture (*ex officio*), and the Secretary of Commerce (*ex officio*). Except for the Agriculture and Commerce Secretary, 17 members are appointed by the Governor with the advice and consent of the Senate; one member is appointed by the Senate President; and one member is appointed by the Speaker of the House of Delegates. The board appoints the Chancellor, who serves as the chief executive officer of the system and the chief of staff to the board. The Chancellor and staff coordinate system planning; advise the board of systemwide policy; coordinate and arbitrate among system institutions; and provide technical, legal, and financial assistance.

The board reviews, modifies, and approves a system strategic plan developed by the Chancellor in consultation with institution presidents. The board is charged with assuring that programs offered by the institutions are not unproductive or unreasonably duplicative. Other board activities include reviewing and approving new programs, reviewing existing programs, setting minimum admission standards, and determining guidelines for tuition and fees. The board monitors the progress of each system institution toward its approved goals and holds each president accountable for the progress toward the goals. Furthermore, the board may delegate any of its responsibilities to the Chancellor.

USM goals, consistent with the State Plan for Higher Education, are to:

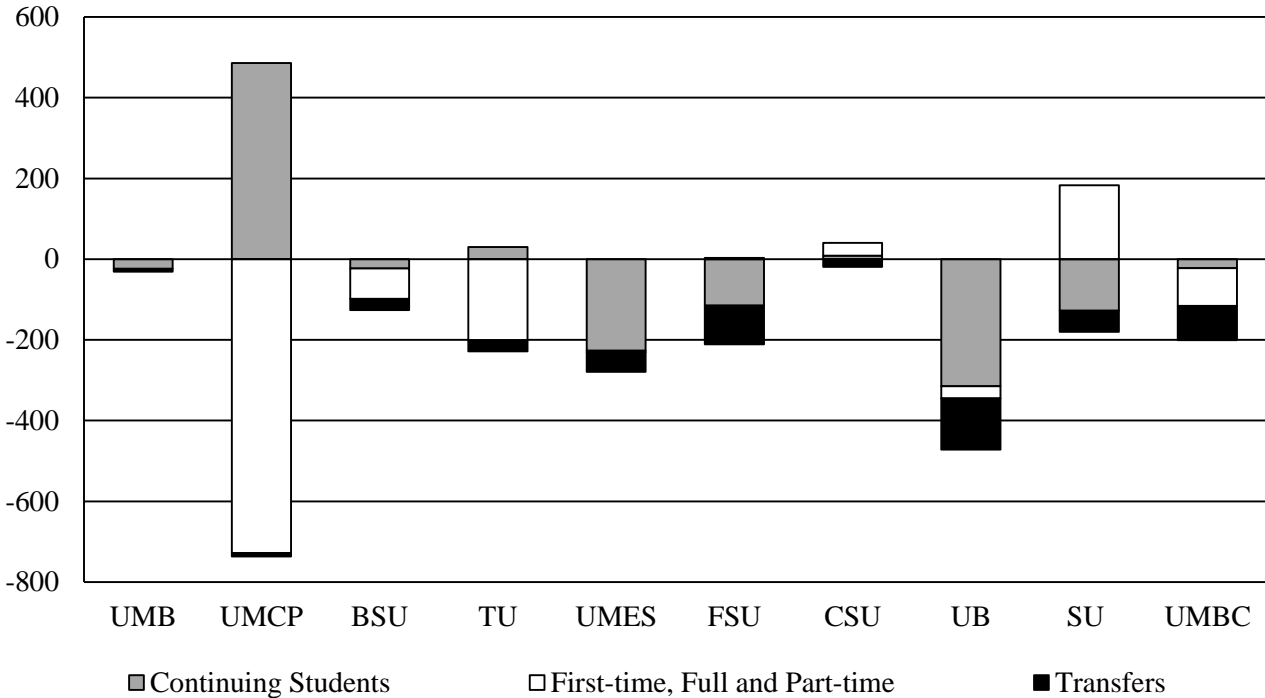
- create and maintain a well-educated workforce;
- promote economic development;
- increase access for economically disadvantaged and minority students; and
- achieve and sustain national eminence in providing quality education, research, and public service.

Performance Analysis

1. Enrollment

Undergraduate enrollment at USM institutions declined 2.1%, or 2,886 students, in fall 2019, with the University of Maryland Global Campus (UMGC) accounting for almost 40% of the decrease, or 1,144 students. When excluding UMGC, enrollment decreased 2.0%, or 1,742 students. Undergraduate enrollment increased at only two institutions – by 21 students at Coppin State University (CSU) and 3 students at Salisbury University (SU), as shown in **Exhibit 2**. The University of Baltimore (UB) and the University of Maryland Eastern Shore (UMES) experienced the largest declines of 22.5% and 12.0%, respectively. Overall, when including graduate students, total USM enrollment declined 2.5%, or 1.7%, excluding UMGC.

Exhibit 2
Change in Fall 2018 and 2019 Undergraduate Headcount Enrollment



BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 SU: Salisbury University
 TU: Towson University

UB: University of Baltimore
 UMB: University of Maryland, Baltimore Campus
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMES: University of Maryland Eastern Shore

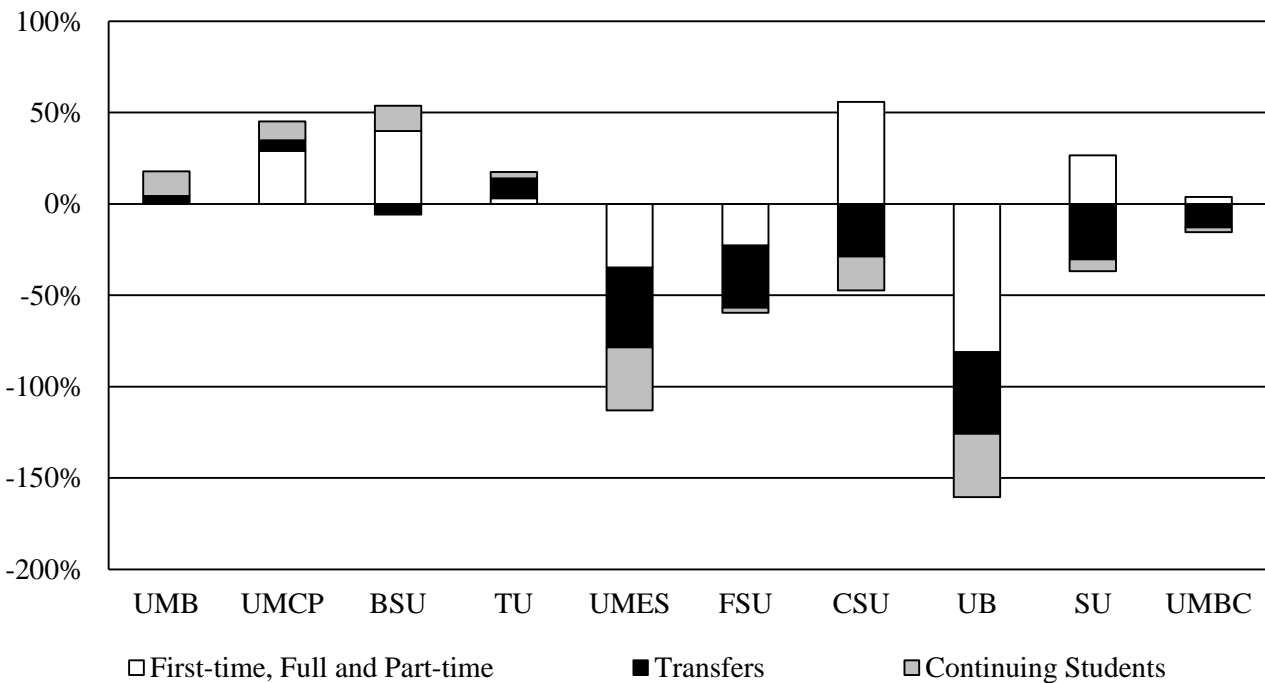
Source: University System of Maryland

Overall, when excluding UMGC, there was a slight decline of 0.5% in continuing students, while first-time and transfer students dropped 6.2% and 5.7%, respectively. Only three institutions experienced an increase in the number of continuing students – the University of Maryland, College Park Campus (UMCP), Towson University (TU), and CSU. The largest increase of continuing students, 2.2%, or 486 students, occurred at UMCP, while CSU and TU saw a slight improvement of 0.5% and 0.2%, respectively. In regard to first-time full-time students, UMCP experienced the largest drop of 728 students, accounting for 75% of the total decline in students. This was a planned decrease due to the fall 2018 freshmen class being significantly larger than planned with an unexpected yield rate of 38%, above the five-year average of 32.4%. This stretched UMCP’s resident hall capacity, and, therefore, the fall 2019 entering class was right-sized, allowing UMCP to better accommodate students. SU had the largest increase in first-time students of 183, a 14.2% increase. The number of transfer

students declined at all institutions ranging from 7 at the University of Maryland, Baltimore Campus (UMB) to 127 at UB.

Although enrollment fell in 2019, between fall 2014 and 2019, undergraduate enrollment grew 9.8%, or 11,766 students, at USM institutions. However, this increase was driven primarily due to enrollment increasing by 10,929 students at UMGC. When excluding UMGC, enrollment grew 1.0%, or 837 students, with enrollment declines at six institutions totaling 4,161 student, as shown in **Exhibit 3**. Two institutions accounted for 63.4% of this decline: UB (1,388); and UMES (1,252), resulting in UB and UMES losing 39.8% and 35.1%, respectively, of their total undergraduate enrollment. At both institutions, this has resulted in significant budgetary challenges. While overall enrollment at CSU declined 11.8%, they had the highest rate of growth for first-time students of 55.9%.

Exhibit 3
Five-year Percentage Change in Undergraduate Headcount Enrollment
Fall 2014 and 2019



BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 SU: Salisbury University
 TU: Towson University

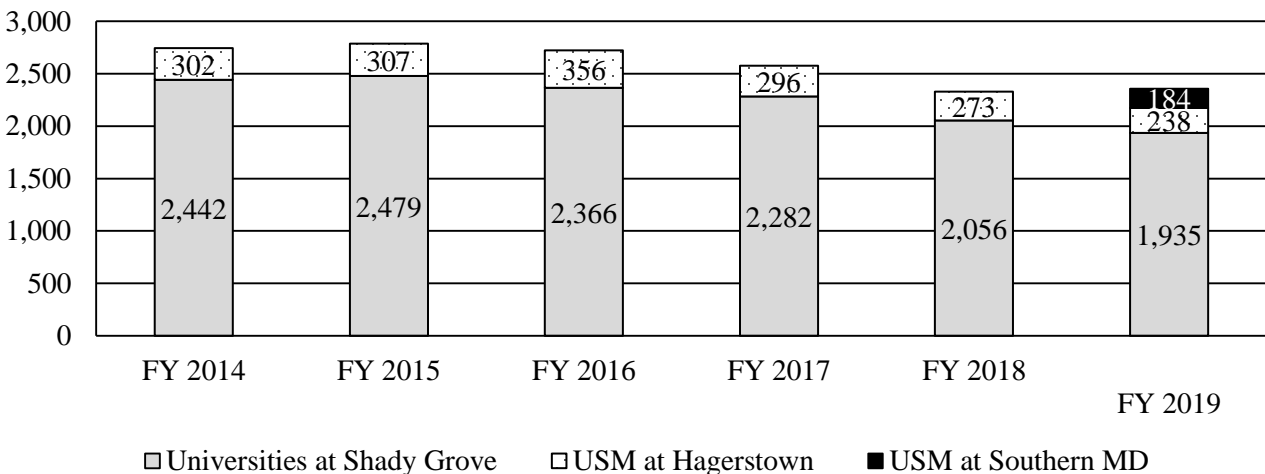
UB: University of Baltimore
 UMB: University of Maryland, Baltimore Campus
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMES: University of Maryland Eastern Shore

Source: University System of Maryland; Department of Legislative Services

Enrollment at the Regional Education Centers

USM provides access to its institutions through three regional higher education centers – the Universities at Shady Grove (USG), the University System of Maryland at Hagerstown (USMH), and USM at Southern Maryland, which merged with USM in fiscal 2019. Enrollment continued to drop at USG and USMH, falling 5.9% and 12.8%, respectively, in fiscal 2019, as shown in **Exhibit 4**. This may be attributed to declining enrollment at the community colleges that has, on average, decreased 3.4% in each of the past four years. Between fiscal 2014 and 2019, enrollment in USG programs dropped 20.8%, or 508 full-time equivalent students (FTES) with the largest enrollment declines of 425.4 FTES and 180.0 FTES occurring in UMCP’s and UMGC’s programs, respectively (see **Appendix 1** for enrollment by institution). Trends in USG’s enrollment will be discussed further in University System of Maryland Office’s budget analysis.

Exhibit 4
Full-time Equivalent Enrollment at Regional Centers
Fiscal 2014-2019



USM: University System of Maryland

Source: University System of Maryland

At USMH, enrollment in Frostburg State University (FSU) and TU programs fell 27.8% (49.9 FTES) and 49.8% (36.1 FTES), respectively, between fiscal 2014 and 2019. Enrollment in TU’s nursing program has fallen from a high of 111.2 FTES in fiscal 2016 to 36.3 in fiscal 2019. According to TU, this is due to a number of factors including difficulty in recruiting and retaining faculty in rural underserved areas, scarcity of clinical education sites and insufficient placement opportunities, and fewer applicants who meet entry requirements. Conversely, enrollment in SU programs more than doubled, increasing by 35.3 FTES. Despite the drop in enrollment, FSU still accounts for over half (54.4%) of total enrollment with SU over a quarter (27.7%).

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

2. Student Performance

Retention Rates

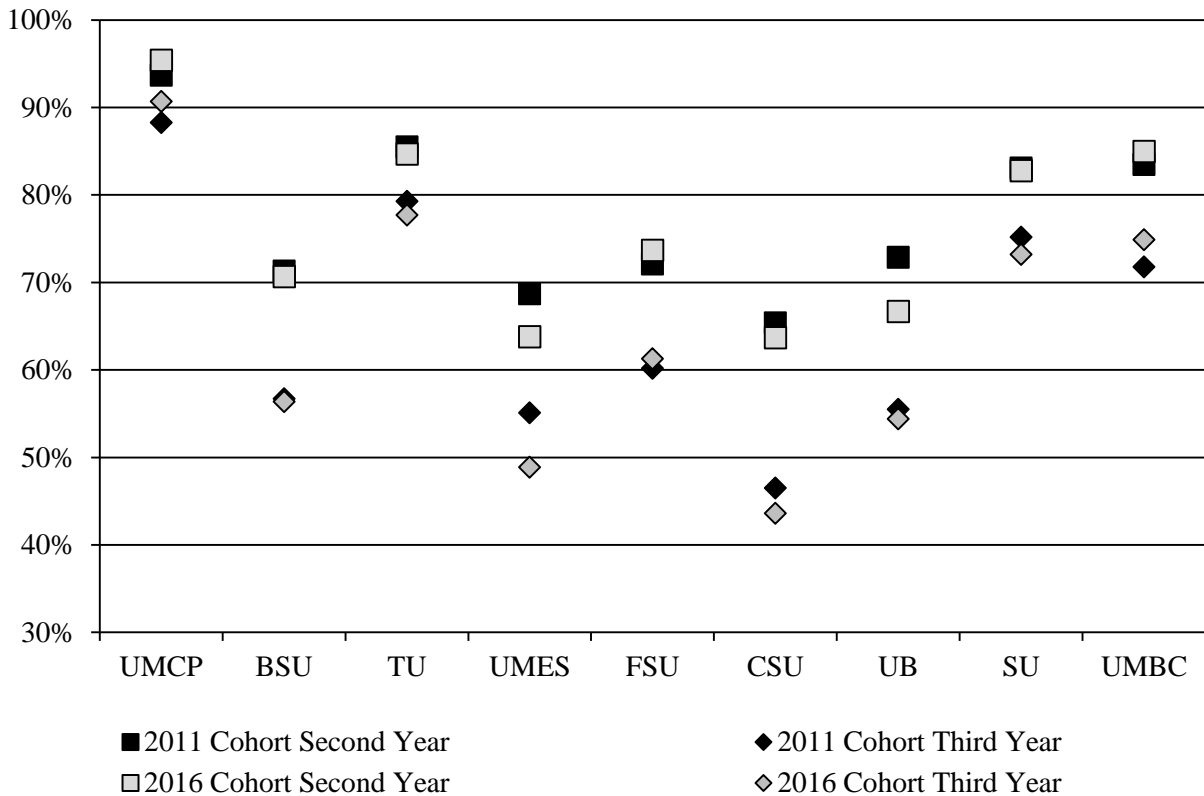
Student retention rates provide insight into student progress, showing if students are on track to graduate in a timely manner. Higher rates indicate that students are moving faster through the pipeline, freeing space for more students, and leading to increased degree production. Improving the retention of students is one of USM's strategies to increase enrollment and thereby increase the production of bachelor's degrees. **Exhibit 5** compares the second- and third-year retention rates for the fall 2011 and 2016 first-time/full-time (FT/FT) cohorts by institution, excluding UMB and UMGC. While six institutions experienced a decline in their second-year rate, the decrease at four institutions – BSU, CSU, TU, and SU – was minor. The second-year rate dropped 6.2 and 4.9 percentage points at UB and UMES, respectively, to 66.7% and 63.8%. This reflects ongoing enrollment challenges at these institutions. UMCP showed the most improvement with the retention rate increasing 1.7 percentage points from 93.7% to 95.4%.

The third-year rate declined at six institutions, indicating institutions should target efforts to retain students after the second year. The largest decline of 6.2% occurred at UMES. Overall, on average, the second- and third-year retention rate declined 1.1% and 0.8%, respectively.

Graduation Rates

The traditional graduation rate used by the Maryland Higher Education Commission only tracks the completions of traditional FT/FT students – those enrolled at an institution at the start of the academic year and continuously enrolled as a full-time student until graduation. In general, for USM institutions, this only captures the progress of about a third of the students, thus providing only a partial picture of how an institution is performing. In order to provide a more comprehensive picture, USM bases its six-year graduation rate on all new degree-seeking students enrolled during the fiscal year. This includes not only FT/FT students but also part-time students; transfers; and those who enrolled in spring, stopped out, or changed enrollment status. By and large, the graduation rates of fiscal year cohorts tend to be higher than the traditional rate at institutions that have a higher proportion of transfers and part-time students, such as CSU, BSU, and UB. Furthermore, using a fiscal year cohort allows for a calculation of the UMGC six-year rate, which has been excluded from the traditional measure due to its unique student population – mainly adult nontraditional students.

Exhibit 5
Undergraduate Second- and Third-year Retention Rates
First-time/Full-time Fall 2011 and 2016 Cohorts



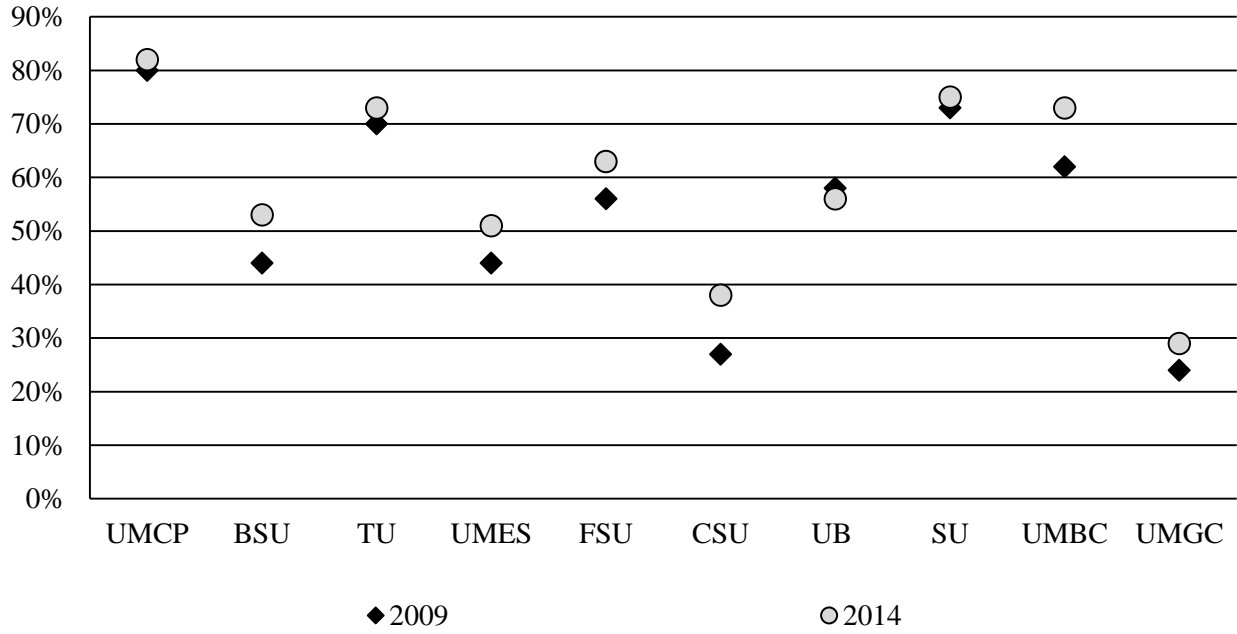
BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
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 TU: Towson University

UB: University of Baltimore
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMES: University of Maryland Eastern Shore

Source: Maryland Higher Education Commission

Exhibit 6 compares the six-year graduation rates of the fiscal 2009 and 2014 cohorts. Overall, the graduation rate improved at all institutions except UB, where the rate declined by 2 percentage points. CSU and UMBC showed the most improvement with the rates at both institutions increasing by 11 percentage points. While UMGC’s six-year rate increased to 29% with the 2014 cohort, it is the lowest of all the institutions and is more comparable to the two-year graduation rates of Maryland community college transfer students at other institutions. This is not surprising, given that transfer students comprised 94.1% of UMGC’s new undergraduate enrollment in fiscal 2014. Furthermore, 76.5%, or 26,893 students, of UMGC’s undergraduate students in fall 2014 were part-time students who take longer to graduate.

Exhibit 6
Comparison of Six-year Graduation Rates
Fiscal 2009 and 2014 Cohorts



BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 SU: Salisbury University
 TU: Towson University

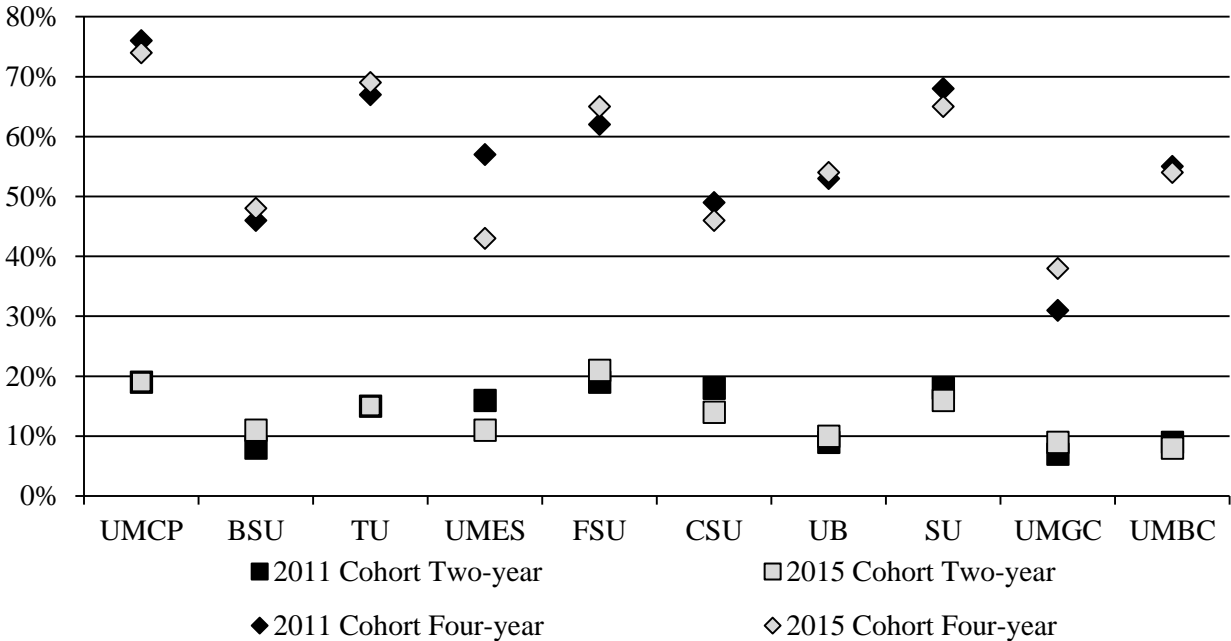
UB: University of Baltimore
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMES: University of Maryland Eastern Shore
 UMGC: University of Maryland Global Campus

Note: Fiscal year cohorts include all degree-seeking students (first-time/full-time, part-time, transfers, and spring admits) who enrolled during the fiscal year.

Source: University System of Maryland

The two- and four-year graduation rates for the fiscal 2011 and 2015 cohorts of Maryland community college transfer students are shown in **Exhibit 7**. Overall, 65% of the 2015 cohort of community college transfers graduated within four years after enrolling in a USM institution, excluding UMGC. When including UMGC, the graduation rate drops to 57%. In general, the four-year graduation rate tends to be lower than the comparable six-year rate for FT/FT students (the USM average for the 2013 cohort was 72%) due to the number of part-time students. If only considering full-time transfer students, the average four-year graduation rate increases to 69%. In addition, the percentage of transfers entering as freshmen and sophomores affects the rate, as they come in with fewer credits and take longer to graduate. For the fiscal 2015 cohort, 14% and 34% entered as either a freshman or sophomore, respectively.

**Exhibit 7
Two- and Four-year Graduation Rates of
Maryland Community College Transfers
2011 and 2015 Cohorts**



BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 SU: Salisbury University
 TU: Towson University

UB: University of Baltimore
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMGC: University of Maryland Global Campus
 UMES: University of Maryland Eastern Shore

Note: Graduation rates include those students who transferred in and then transferred and earned a degree at another University System of Maryland institution.

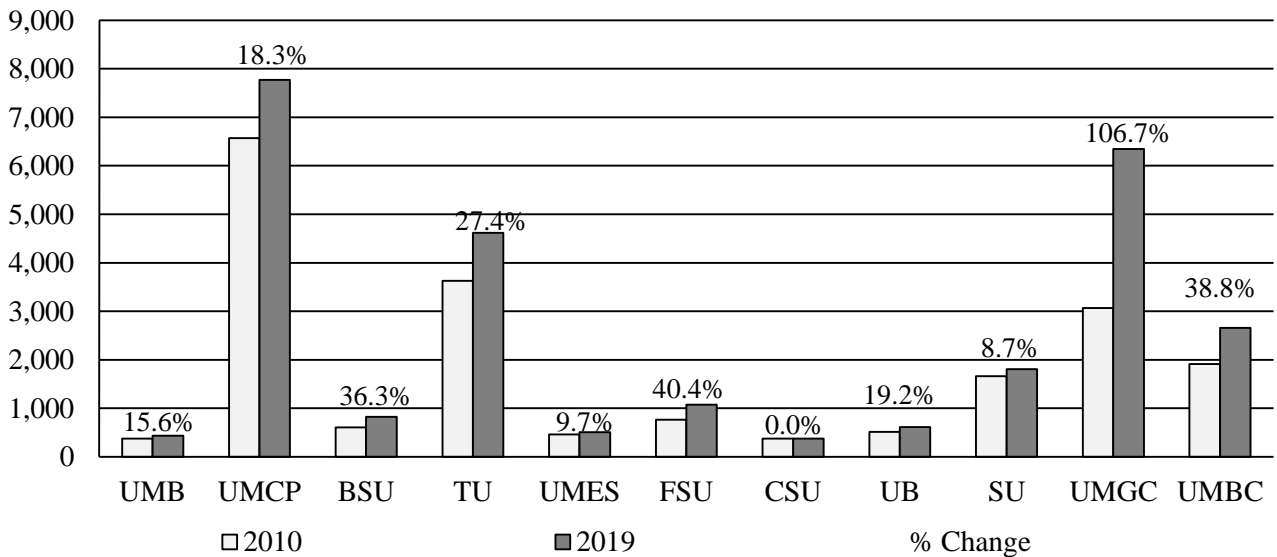
Source: University System of Maryland

The two-year graduation rate increased at three institutions: BSU; FSU; and UB. The rate at UMCP and TU remained steady at 19% and 15%, respectively. UMES and CSU experienced the largest declines of 5 and 4 percentage points, respectively. The four-year rate increased at four institutions – BSU, TU, FSU and UB. FSU showed the most improvement in the four-year rate, which increased by 3 percentage points. UMES experienced the largest decline of 14 percentage points with the four-year graduation rate falling from 57% to 43%. Overall, while the four-year rate exceeded 70% at UMCP, there are opportunities at all institutions to improve the success of transfer students.

Undergraduate Degree Production

In order to produce a well-educated workforce and meet the State’s 55% degree attainment goal by 2025, USM will need to increase the number of undergraduate degrees awarded. USM plans to increase bachelor’s degree production from 19,950 in fiscal 2010 to 28,000 annually by fiscal 2020. **Exhibit 8** compares the number of undergraduate degrees conferred by institution between fiscal 2010 and 2019. Overall, since fiscal 2010, degree production increased 35.5%, to 27,039 in fiscal 2019. The highest rates of growth occurred at UMGC, FSU, UMBC, and BSU. In terms of the greatest increase in the number of undergraduate degrees awarded, UMGC and UMCP awarded an additional 3,276 and 1,199 degrees, respectively. However, it should be noted that degrees awarded by UMGC in 2019 are not comparable to 2010 due to a change in the U.S. Department of Education reporting requirements in 2014. Because UMGC’s online courses are administered stateside, all undergraduate degrees awarded are included in the total. Due to UMGC’s degree production not being comparable, it cannot be accurately determined if USM will meet its goal.

Exhibit 8
Total Undergraduate Degrees Awarded and Percent Change
Fiscal 2010 and 2019



BSU: Bowie State University
 CSU: Coppin State University
 FSU: Frostburg State University
 SU: Salisbury University
 TU: Towson University
 UB: University of Baltimore

UMB: University of Maryland, Baltimore Campus
 UMBC: University of Maryland Baltimore County
 UMCP: University of Maryland, College Park Campus
 UMES: University of Maryland Eastern Shore
 UMGC: University of Maryland Global Campus

Note: Degrees awarded by UMGC in 2019 are not comparable to 2010 due a change in the U.S. Department of Education reporting requirements; since online courses are now administered stateside, all degrees are included in the total.

Source: University System of Maryland; University of Maryland Global Campus

3. Faculty Workload

BOR’s faculty workload policy, which sets the standard of expectations of instructional workload of tenured/tenure-track faculty at comprehensive and research institutions, was last revised in fiscal 2005. As more institutions started to rely on nontenured and part-time faculty such as adjuncts, instructors, and lecturers, the report was modified to include the workload of all types of faculty. However, over time, the faculty workload has increase beyond the classroom to include other academic activities such as advising, mentoring, and course redesign. It became apparent to USM that the method of quantifying all academic activities to three credit hour course units was outdated and constraining faculty for the workload of faculty has increasingly become more than just instruction. Under the old methodology it became difficult to quantify these other duties such as advising, mentoring, and redesigning courses. Therefore, in June 2019, BOR revised its policy and the standard expectations for faculty workload.

Standard work expectations in teaching, research, and service will be assessed based upon a percentage of load ranges as shown in **Exhibit 9**, by type of institution. For teaching, the workload expectations are set to ensure institutions are generating enough credit hours for students to complete their degrees in a timely manner. Teaching includes not only preparation and delivery of programs but also student advising and course/curricular design. Research/scholarship/creative activity also includes artistic and creative work and entrepreneurial activity. Service includes contributions to department, school, institution, system, discipline, and/or society. USM will begin reporting faculty workload using the expected percentage load ranges by fiscal 2022.

Exhibit 9
Expected Percentage Load Ranges

<u>Institution Type</u>	<u>Teaching</u>	<u>Research/ Scholarship/ Creative Activity</u>	<u>Service</u>
Comprehensive	60% to 70%	15% to 30%	5% to 20%
Research	45% to 55%	35% to 45%	5% to 20%
Degree Granting Research Center	5% to 15%	75% to 85%	15% to 25%

Source: University System of Maryland

Fiscal 2020

Proposed Deficiency

There is a proposed deficiency that would replace \$11.8 million in general funds with Higher Education Investment Funds (HEIF) reflecting the revised revenue estimates in fiscal 2020 and use of the HEIF fund balance.

Proposed Budget

As shown in **Exhibit 10**, the adjusted fiscal 2021 budget for USM increases by \$126.3 million, 2.1% over the adjusted fiscal 2020 working appropriation. State support increases by \$83.3 million, 5.5%.

Exhibit 10
Proposed Budget
University System of Maryland
Fiscal 2019-2021
(\$ in Thousands)

	<u>2019</u> <u>Actual</u>	<u>2020</u> <u>Adjusted</u>	<u>2021</u> <u>Adjusted</u>	<u>2020-2021</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Funds	\$1,334,886	1,426,168	\$1,470,786		
Deficiency		-11,779			
General Salary Increases		9,414	37,657		
Total General Funds	\$1,334,886	\$1,423,803	\$1,508,443	\$84,640	5.9%
HEIF	\$63,188	\$67,503	\$77,903		
Deficiency		11,779			
Total HEIF	\$63,188	\$79,283	\$77,903	-\$1,380	-1.7%
Total State Funds	\$1,398,074	\$1,503,086	\$1,586,346	\$83,260	5.5%
Other Unrestricted Funds	\$3,033,683	\$3,106,941	\$3,149,535	\$42,593	1.4%
Transfer to Fund Balance	-13,357	2,925	-9,449		
Net Unrestricted Funds	\$4,418,399	\$4,612,952	\$4,726,432	\$113,479	2.5%
Restricted Funds	\$1,365,450	\$1,411,307	\$1,424,144	\$12,837	0.9%
Total Funds	\$5,783,849	\$6,024,259	\$6,150,575	\$126,316	2.1%

HEIF: Higher Education Investment Fund

Note: Numbers may not sum due to rounding. Fiscal 2020 adjusted to reflect general salary increase and an \$11.8 million deficiency. Fiscal 2021 general funds include the fiscal 2021 general salary increase and the annualization of the fiscal 2020 salary increase.

Source: Governor's Fiscal 2021 Budget Books; Department of Legislative Services

In terms of State fund supported growth, the allowance includes:

- \$28.2 million for general salary increases (annualizing the January 1, 2020 increase and the 2% January 1, 2021 increase);

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- \$16.8 million for health insurance and other miscellaneous adjustments to better align costs with the actual fiscal 2019 experience;
- \$12.5 million to fund increases in current service costs (CSC);
- \$10.0 million increase for Workforce Development Initiatives (WDI);
- \$6.4 million to fund new and ongoing mandates: \$4.0 million to increase funding guideline attainment – UMBC (Chapter 25 of 2016); \$2.0 million to support the MPowering Steering Council (UMCP and UMB); and \$0.4 million to UMBC to further its mission as a research university and to complement the economic development and research activities of the council (Chapter 765 of 2019).
- \$5.5 million for new facilities;
- \$2.4 million to UB for Baltimore education and community;
- \$0.6 million to USMO to restore funding related to the Chancellor’s salary;
- \$0.5 million to UMES for one-time cost related to accreditation of the Physician Assistant program;
- \$0.2 million for the SU Entrepreneurial Center; and
- \$65,000 to USMO for costs associated with implementing requirements in Chapter 345 of 2019 including live streaming of BOR meetings and expenses related to increasing the number of regents.

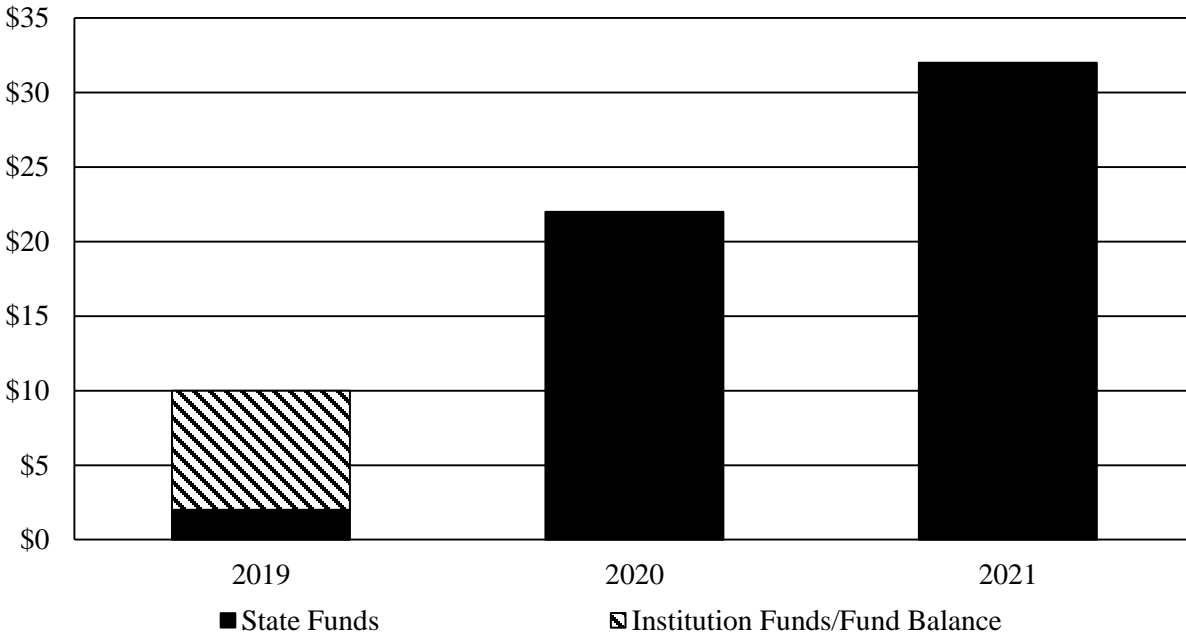
Other current unrestricted funds increase 1.4%, or \$42.6 million, over fiscal 2020 of which tuition and fee revenues account for \$27.9 million partly due to a planned 2% increase in resident undergraduate tuition, and auxiliary revenues of \$13.1 million. The remaining funds come from other sources such as the sale and services of educational activities.

Workforce Development Initiative

In fiscal 2019, the Administration agreed to provide USM with additional funds over a three-year period to support WDI. USM received \$2 million of new State funding in fiscal 2019, which was supplemented with \$6.9 million from institutions’ fund balance and \$1.7 million in other institutional funds. In fiscal 2020, State funding replaced the \$8.6 million in institutions’ funds, and USM received an additional \$11.3 million in State funding. As shown in **Exhibit 11**, the allowance provides an additional \$10.0 million for WDI in fiscal 2021 for a total of \$32.0 million. It should be noted that the programs created or expanded under WDI should produce tuition revenue that could be

used to cover at least a portion of the ongoing cost of the programs. (**Appendix 2** provides further details on WDI funding and programs.)

Exhibit 11
State Funding for Workforce Development Initiatives
Fiscal 2019-2021
(\$ in Millions)

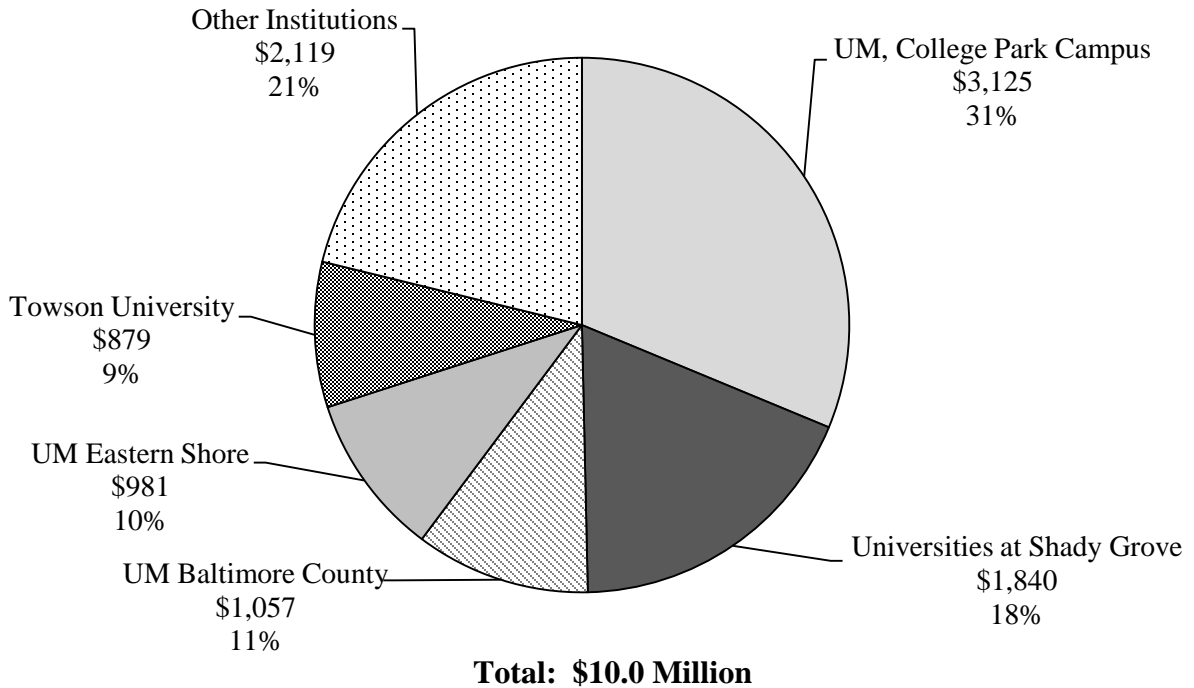


Source: University System of Maryland; Department of Legislative Services

Institutions are using the funds to support a variety of initiatives and programs, including establishing a Statewide Physician Assistance Partnership that will be discussed further in Issue 4; developing new undergraduate, graduate, and certificate programs; and expanding capacity of existing programs. Overall, USM projects these efforts will ultimately result in an additional 3,368 degrees or certificates upon full implementation of programs.

The \$10.0 million provided in fiscal 2021 would support nine new and eight ongoing initiatives or programs at eight institutions and USG. New programs would receive \$5.7 million of the new funds, with the remaining \$4.3 million going to support existing programs. As shown in **Exhibit 12**, UMCP receives the most funding, \$3.1 million, with USG receiving \$1.8 million.

Exhibit 12
Distribution of New Workforce Development Initiative Funds
Fiscal 2021
(\$ in Thousands)

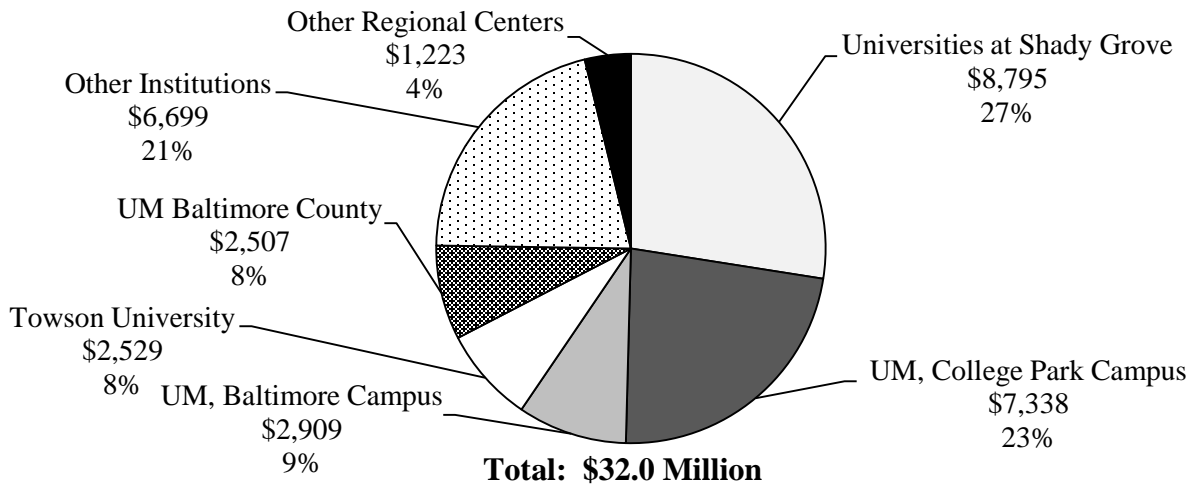


UM: University of Maryland

Source: University System of Maryland

Overall, of the \$32.0 million total funding provided in the fiscal 2021 budget for WDI activities, USG and UMCP receive half the funds of \$8.8 million and \$7.3 million, respectively, as shown in **Exhibit 13**. Three institutions – UMB, TU, and UMBC – receive 24.8% of the WDI funds with the remaining going to other institutions. While \$26.3 million of WDI funds included in the fiscal 2021 allowance will continue to support initiatives or programs already implemented by institutions, \$5.7 million goes to support new initiatives and programming. **In an effort to constrain costs, the Department of Legislative Services (DLS) recommends reducing USM’s general fund appropriation by \$5.7 million for new WDI programs or initiatives.**

Exhibit 13
Distribution of Total Workforce Development Initiative Funds
Fiscal 2021
(\$ in Thousands)



UM: University of Maryland

Note: Other regional centers include the University System of Maryland Hagerstown and the University System of Maryland Southern Maryland. Regional centers include funding allocated to institutions for programs to be delivered at a regional center.

Source: University System of Maryland

Current Services Costs

USM State-supported CSC are estimated to increase \$70.2 million, as shown in **Exhibit 14**. These costs are funded with State-supported unrestricted funds (*e.g.*, general funds, the HEIF, and tuition and fee revenues). Miscellaneous adjustments comprise 31.3% of the total CSC. A majority, over 80% aligns employee health insurance spending with recent experience.

The Chancellor should comment on how USM will absorb the fiscal 2020 shortfall and why the same strategies cannot be applied in fiscal 2021 in lieu of additional State funds.

All institutions except UMES and UB plan to increase spending on facilities renewal. This is a BOR priority in which presidents are held accountable through the annual review process to annually increasing operating expenditures on facilities renewal by 0.2% until the amount of facilities renewal funding equals 2% of the replacement value of the academic buildings. USM’s deferred maintenance totals \$1.6 billion.

Exhibit 14
Increases in State-supported Current Service Costs
Fiscal 2021
(\$ in Thousands)

	<u>Miscellaneous Adjustments¹</u>	<u>Facilities Renewal</u>	<u>Financial Aid</u>	<u>Other²</u>	<u>New Facilities</u>	<u>Minimum Wage</u>	<u>Mandated³</u>	<u>Fuel and Utilities</u>	<u>Total</u>
UM, Baltimore (UMB)	\$2,447	\$3,000	\$511	\$0	\$0	\$0	-\$1,500	\$0	\$4,458
UM, College Park (UMCP)	11,127	3,920	4,499	6,880	1,294	986	1,051	0	29,757
Bowie State University	547	534	214	0	0	364	0	0	1,659
Towson University (TU)	3,199	2,346	2,214	0	3,490	1,085	0	379	12,712
UM Eastern Shore	-477	0	750	0	160	7	0	0	440
Frostburg State University	344	500	521	0	0	68	0	0	1,432
Coppin State University	-73	456	0	0	0	126	0	124	632
University of Baltimore (UB)	481	0	0	0	0	20	0	0	501
Salisbury University (SU)	1,746	1,000	1,200	0	0	345	0	0	4,291
UM, University College (UMBC)	-183	0	0	0	0	2	0	0	-182
UM Baltimore County	2,470	2,442	2,000	643	0	399	4,400	227	12,581
UM Center for Environmental Science (UMES)	142	189	0	0	0	11	0	0	342
University System of Maryland Office	278	0	0	708	580	0	0	0	1,565
Total	\$22,046	\$14,388	\$11,908	\$8,232	\$5,524	\$3,412	\$3,951	\$730	\$70,191

UM: University of Maryland

¹Includes health insurance and other statewide adjustments.

²Includes contractual increases; technology upgrades; costs related to Title IX, restoring Chancellor's salary, and costs related to implementing requirements in Chapter 345 of 2019 including live streaming of Board of Regents meetings and extra cost associated with additional regents.

³Includes funds for Veterinary Medicine Agreement and University of Maryland Center for Economic and Entrepreneurship Development (UMCP); funding guideline attainment (UMBC); and MPowering Steering Committee (UMB, UMCP, UMBC). Excludes one-time funding for UMB for Immunotherapy Research.

Note: The University System of Maryland estimated current service costs (CSC) increase \$87.7 million when including an adjustment of \$2.5 million for one-time funding in fiscal 2020. The Department of Legislative Service's analysis does not include \$10.0 million related to workforce development initiatives; \$2.4 million for Baltimore education and community at UB; \$2.3 million for various campus initiative including expansion and enhancement of programs and sustainability projects; and \$0.2 million for entrepreneurial center at SU that are better categorized as program enhancements/initiatives and therefore not included in CSC. Also excluded are one-time expenditures including \$2.1 million for investment in educational equipment and plant infrastructure at TU; and \$0.5 million for costs related to accreditation of Physician Assistant program at UMES.

Source: University System of Maryland

After adjusting for the annualization of the fiscal 2020 general salary increase and including the fiscal 2021 general salary increase, expenditures increase by \$107.9 million in fiscal 2021, as shown in **Exhibit 15**. Against this are \$112.8 million of new revenues, leaving USM \$4.9 million to fund \$14.9 million in new initiatives and one-time costs. However, it should be noted the tuition and fee revenues tend to be underestimated in the allowance due to the revenues being based on enrollment projected early in the year. From fiscal 2016 to 2019, tuition and fee revenues, on average, exceeded the allowance by 3.2%, or \$50.3 million, when including UMGC, and by 2.1%, or \$26.2 million, when excluding UMGC. Therefore, it is likely that revenue growth will be higher than the budgeted 1.6% in fiscal 2021. Furthermore, institutions could use surpluses in auxiliary enterprises to fund initiatives and programs. Currently, several institutions are utilizing auxiliary surpluses to cover education and general expenditures. While auxiliary enterprises such as resident halls, dining, athletics, and bookstores are self-supporting and, as such, typically have surpluses, in order to have funds available for future expenses including renovations and new facilities, institutions use these surpluses to cover shortfalls in the academic enterprise.

For over a decade, the State has focused on making college more affordable for its residents by limiting tuition increases. From fiscal 2015 to 2020, resident undergraduate tuition at USM institutions has increased by only 2% annually. This has resulted in tuition at Maryland institutions moving from among the most expensive in the country to around the national average. **DLS recommends reducing USM’s general fund appropriation by \$10 million, which is approximately equivalent to the increase in revenue from a 1% tuition increase. This relatively small increase in tuition would relieve pressure on the General Fund.**

Exhibit 15
USM State Supported Revenues Available for Program Enhancements
Fiscal 2021

	<u>\$ Amount</u>
Expenditures	
Current Services Cost Increase	\$70,190,562
Salary Increase	37,657,180
Total Expenditures	\$107,847,742
Revenues	
New State Funds ¹	\$83,259,908
New Tuition and Fee Revenues	27,882,440
Other New Unrestricted Revenues ²	1,651,897
New General Fund, Tuition, and Other Revenues	\$112,794,245
Funds Available for Initiatives/Program Enhancements (Revenues Less Expenditures)	\$4,946,503
New Initiatives	
Workforce Development	\$10,000,000
Baltimore Education and Community (UB)	2,400,000
Various Campus Initiatives (UMB, UMES, UB, SU)	2,319,839
SU Entrepreneurial Center	175,000
Total Initiatives	\$14,894,839
Funds Available for Enhancements or Fund Balance	-\$9,948,336
One-time Costs	
Educational Equipment & Plant Infrastructure (TU)	\$2,083,564
Accreditation Cost for Physician Assistant Program (UMES)	500,000
	\$2,583,564
Planned Fund Balance Transfers	
State-supported Fund Balance	\$12,275,888
Non-State-supported Fund Balance ³	-2,826,500
Estimated Ending Fiscal 2021 Total Fund Balance	\$1,113,436,332

SU: Salisbury University

TU: Towson University

UB: University of Baltimore

UMB: University of Maryland, Baltimore

UMES: University of Maryland Eastern Shore

USM: University System of Maryland

¹State funds include general funds and Higher Education Investment Funds. General funds include \$37.7 million related to general salary increases included in the budget of the Department of Budget and Management.

²Excludes \$13.1 million increase in auxiliary revenues.

³Reflects University of Maryland Global Campus' transfer of 16.8 million to support a national marketing campaign.

Source: Governor's Fiscal 2021 Budget Books; University System of Maryland; Department of Legislative Services

R30B00 – University System of Maryland – Fiscal 2021 Budget Overview

As also shown in Exhibit 17, USM plans to transfer \$12.3 million to the State-supported portion of the fund balance in fiscal 2021 (see **Appendix 3** for fund balance by institution). Due to UMGC’s withdrawal of \$16.8 million from the non-State-supported portion of the funds to support its national marketing campaign, the non-State-supported balance is estimated to decrease by \$2.8 million. Overall, USM’s fund balance is estimated to increase by \$9.4 million to \$1.1 billion.

Personnel Data

	FY 19 <u>Actual</u>	FY 20 <u>Working</u>	FY 21 <u>Allowance</u>	FY 20-21 <u>Change</u>
Regular Positions	24,795.15	25,236.06	25,237.06	1.00
Contractual FTEs	<u>6,587.64</u>	<u>6,631.92</u>	<u>6,924.84</u>	<u>292.92</u>
Total Personnel	31,382.79	31,867.98	32,161.90	293.92

Vacancy Data: Regular

Turnover and Necessary Vacancies, Excluding New Positions	747.02	2.96%
Positions and Percentage Vacant as of 12/31/19	1,641.31	6.50%
Vacancies Above Turnover	894.29	

R30B00 – University System of Maryland – Fiscal 2021 Budget Overview

- The allowance provides 1 new regular position at USMO that will oversee USM’s three regional centers. However, USM has personnel autonomy and may create or abolish positions during the fiscal year.
- In fiscal 2020, 458.16 positions were added that were slightly offset by the elimination of 17.5 positions at UB resulting in a net 440.66 new positions. The majority of the positions were at UMCP (174.13) and UMB (118.68). Over half the positions (57.8%) are State-supported.
- Of the 458.16 newly created positions, 316.16 were new positions, and 142 were contractual positions that were converted to regular positions.
- The allowance provides for an additional 292.92 contractual positions of which 206.36 are attributed to UMCP related to new facilities, the University of Maryland Center for Economic and Entrepreneurial Development, and WDI and 79.28 at the University of Maryland Baltimore County related to WDI.
- Three institutions have a vacancy rate over 10.0% in State-supported positions. CSU’s rate of 17.1% is related to right sizing the institution in which a number of positions became vacant, but it is currently recruiting for 20 positions and recently hired 8 new employees.
- FSU’s rate of 12.2% is due to leaving positions open to help cover budget shortfall. BSU’s rate of 11.8% is related to several issues including almost half of the vacancies occurring in academic affairs due to retirements, promotions, and external advancement; the time of the hiring process, which can take one to two years; and failed searches.

Issues

1. Another USM Institution to Implement Differential Tuition

In spring 2020, TU will become the second USM institution to implement differential tuition following UMCP, which implemented differential tuition for business, engineering, and computer science in fall 2015.

UMCP's differential was phased in between fiscal 2016 and 2019. The differential rate for fiscal 2020 is \$2,856, and the maximum a student will pay is two years of the higher rate. Revenue generated from differential tuition remains with the respective departments. Most of the revenue (65%) is used to reduce the undergraduate student/faculty ratio, class sizes, and to strengthen research and innovation; 25% is used to increase financial aid in those programs; and 10% is targeted at growing enrollment.

Exhibit 16 shows the amount of revenue generated by college and the amount going toward financial aid. The differential was fully phased in by fiscal 2019 and generated a total of \$15.8 million. The computer science and engineering colleges applied more than 25% of the revenue to financial aid, with business using 23%.

Exhibit 16
University of Maryland, College Park Campus Tuition Differential
Revenues and Amount to Financial Aid
Fiscal 2016-2019
(\$ in Thousands)

	Tuition Revenue				Total
	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>¹	
Business	\$1,365	\$2,707	\$5,075	\$5,112	\$14,259
Computer Science	827	2,015	3,908	4,367	\$11,117
Engineering	1,999	4,063	6,330	6,306	\$18,698
Total	\$4,191	\$8,785	\$15,313	\$15,785	
		Financial Aid			
Business	\$322	\$623	\$1,113	\$1,201	\$3,259
Computer Science	248	556	1,058	1,047	\$2,909
Engineering	552	1,114	1,670	1,603	\$4,940
Total	\$1,123	\$2,294	\$3,841	\$3,851	

¹Differential fully phased in.

Source: University of Maryland, College Park Campus

In regard to reducing the student/faculty ratio, as shown in **Exhibit 17**, for business and engineering, the ratio has basically remained unchanged from that of fall 2014 (before differential tuition). Enrollment in computer science increased 98%, resulting in the ratio increasing from 32 to 55. According to UMCP, it is a challenge to recruit and retain instructional faculty in these programs due to the strong market for these individuals. Revenues have been used to hire graduate teaching assistants, academic advisors, staff to help enhance student learning outcomes, instructional designers, and teaching coaches.

Exhibit 17
Student Faculty Ratio
Fall 2014 and 2019

	(Prior to Differential)	
	<u>Fall 2014</u>	<u>Fall 2019</u>
Business		
Faculty FTE	166.0	160.0
Undergraduate FTE	2,765.0	2,841.6
Student/faculty ratio	16.7	17.8
Computer Science		
Faculty FTE	47.7	54.3
Undergraduate FTE	1,514.9	2,999.2
Student/faculty ratio	31.8	55.2
Engineering		
Faculty FTE	245.0	264.0
Undergraduate FTE	3,903.9	4,061.6
Student/faculty ratio	15.9	15.4

FTE: full-time equivalent

Source: University of Maryland, College Park Campus

Studies on differential tuition have found that enrollment of female and minority students are more likely to be adversely affected by higher tuition rates. However, as shown in **Exhibit 18**, with the slight exception of minority business students, the implementation of differential tuition has not negatively impacted enrollment for these students. The enrollment of Pell students follows the same trends as minority and female students, although the decline in business is more noticeable.

Exhibit 18
Impact of Differential Tuition on Enrollment
Juniors and Seniors
Fall 2016-2019

Portion of Enrollment by Minority and Gender				
	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<u>Minorities</u>				
Total – All Majors	44%	45%	45%	45%
Business	43%	44%	42%	42%
Engineering	39%	39%	40%	39%
Computer Science	49%	50%	52%	51%
<u>Females</u>				
Total – All Majors	46%	45%	46%	47%
Business	43%	42%	43%	43%
Engineering	23%	23%	24%	25%
Computer Science	17%	18%	18%	19%
Pell Students				
Business	444	431	414	
Engineering	646	679	661	
Computer Science	464	513	527	

Source: University of Maryland, College Park Campus

Towson University to Implement Differential Tuition

At the June 21, 2019 BOR meeting, the regents approved the implementation of differential tuition at TU starting in fiscal 2020 for the College of Business and Economics, the Department of Nursing, and the Department of Information and Computer Science. The differential tuition will apply to juniors and seniors, be phased in over a three-year period, and not apply to current juniors and seniors. The differential will only apply to transfer students in fiscal 2020 to 2022.

- ***Fiscal 2020:*** \$250 spring semester.
- ***Fiscal 2021:*** \$500 per semester or \$1,000 per year.
- ***Fiscal 2022:*** \$750 per semester or \$1,500 per year (fully phased in).

According to the BOR item, business, nursing, and information and computer science were selected for differential tuition as each met five criteria, although the data to support the decision was lacking.

- **Higher Cost of Instruction:** TU's proposal to BOR presented data comparing the average faculty salaries for business, nursing, and computer science, which was higher than that of all TU faculty. However, salaries alone do not provide accurate data regarding the cost of instruction, which only includes that portion of a faculty's salary attributed directly to instruction. Higher salaried faculty may have numerous other responsibilities not directly related to instruction such as advising and administrative duties. The cost of instruction also includes other indirect cost such as administrative, technology, and academic overhead.
- **High Demand by Students:** The proposal did not provide data showing the growth in the number of applicants or enrollment nor the projected enrollment growth in the three colleges. In addition, TU did not indicate how many more students it could accommodate with the increase revenue from the differential.
- **High National Standing:** No mention was made of the programs' national standing.
- **Higher Placement Rate and Salary Upon Graduation:** Instead of providing salary data on its graduates, TU cited the average entry-level wages for occupations aligned with majors in the three departments compared to all occupations requiring a bachelor's degree. According to TU's data, the average entry-level wage for computer science majors in 2018 was \$72,718. However, according to the U.S. Department of Education's College Scoreboard, the median earnings one year after graduation for a 2015 and 2016 TU undergraduate computer science major ranged from \$51,700 to \$65,000.
- **High Economic Impact on the State:** No mention of this was made in the proposal.

In determining the appropriate level to set its differential tuition, TU benchmarked differentials to a set of comparable institutions: those students and leadership consider to be comparable; and those with similar operational characteristics. In all, 46 institutions were identified of which only 12 had tuition differentials: 6 for computer science; 8 for nursing; and 11 for business. Institutions included Northern Illinois University, Western Michigan University, James Madison University, UMCP, the University of Delaware, and Pennsylvania State University.

Overall, TU expects differential tuition will impact 113 students in spring 2020, generating an additional \$28,250 in revenue, as shown in **Exhibit 19**. When fully implemented in fiscal 2023, it is projected that the differential will generate \$3.2 million in additional revenue. This revenue will remain within the respective departments of which at least 18.2% will be used to expand financial aid and up to 81.8% to fund academic excellence that includes new faculty, staff to support research, and specialized equipment.

Exhibit 19
Phase in of Differential Tuition
Fiscal 2020-2023

	2020		2021		2022		2023	
	<u>Enrollment</u>	<u>Revenue</u>	<u>Enrollment</u>	<u>Revenue</u>	<u>Enrollment</u>	<u>Revenue</u>	<u>Enrollment</u>	<u>Revenue</u>
Nursing	33	\$8,250	271	\$135,500	452	\$339,000	770	\$577,500
Computer Science	65	16,250	486	243,000	900	675,000	1,300	975,000
Business	15	3,750	377	188,500	1,258	943,500	2,200	1,650,000
Total	113	\$28,250	1,134	\$567,000	2,610	\$1,957,500	4,270	\$3,202,500

Source: Towson University

Implementing a tuition differential on the undergraduate nursing program raises concerns considering Maryland is facing a critical shortage of nurses. The increase may dissuade some students, especially low-income and first-generation students, from majoring in nursing. According to the College Scoreboard, the median federal loan debt (excluding private and parent PLUS loans) of a 2016 and 2017 TU undergraduate nursing graduate was \$18,593. It should be noted that the additional differential revenue for nursing would be in addition to \$650,000 of ongoing WDI TU received for its nursing program in fiscal 2020.

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

Despite the lack of data and information to justify differential tuition presented in the proposal, BOR approved TU’s request to implement the differential tuition and to have it only apply to transfer students for the initial phase-in period. This raises questions about the BOR’s oversight of institutions demonstrating appropriate justification for increasing tuition for specific programs.

The Chair of BOR should comment on the BOR approval for TU to implement differential tuition despite the proposal not providing convincing evidence justifying the differential and the potential impact on students.

Lack of USM Policy

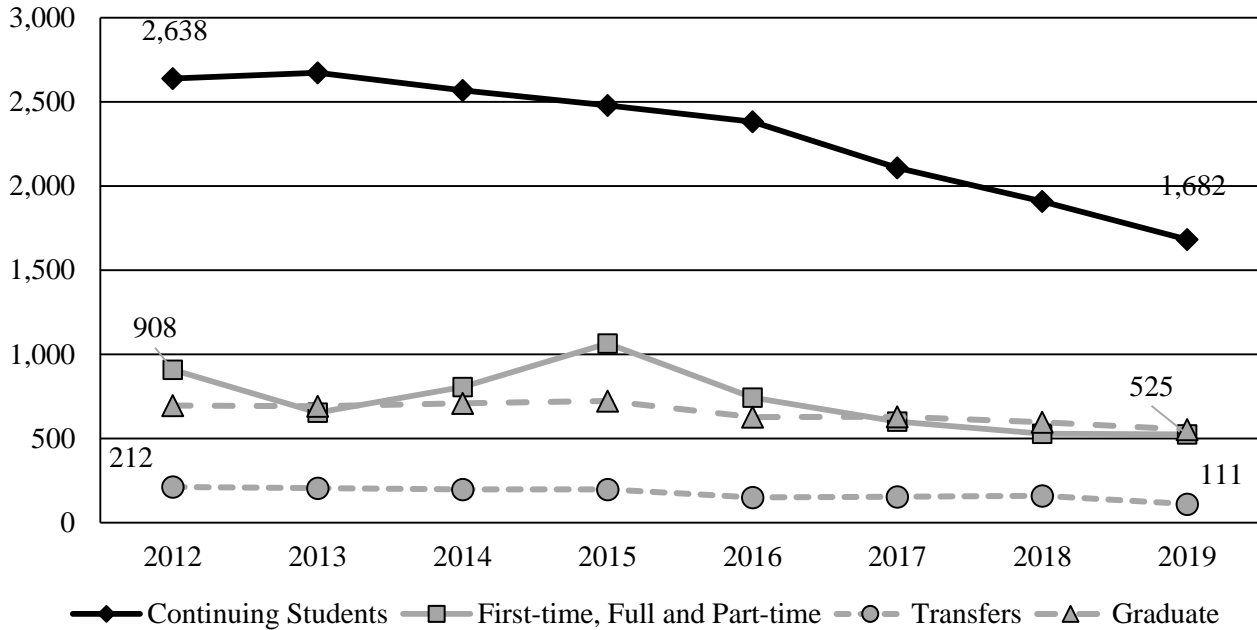
While USM has a tuition policy, it does not include a provision regarding the procedures that an institution needs to undertake to obtain approval to implement differential tuition. In order for USM and BOR to make an informed decision, they need to have complete and accurate data supporting the rationale for increasing the tuition for students in a program. **Therefore, DLS recommends USM develop a policy detailing the process for an institution to obtain approval to implement differential tuition.** The policy should include the information or data needed to justify the tuition differential, including documentation of student input, the purpose and educational objectives, and proposed uses of the revenues generated by the tuition differential. In addition, the policy should include the requirement of an annual report that should include information on use of the revenue and how it improved the program; retention and graduation rates of the students; and the impact on the enrollment of minority, female, and Pell students.

2. University of Maryland Eastern Shore Update

Enrollment

For a third consecutive year, undergraduate enrollment at UMES declined, specifically by 10.7%, or 279 students, in fall 2019. As shown in **Exhibit 20**, most of this decline related to the number of continuing students. When including graduate students, enrollment dropped 10.1%, or 322 students. Since fall 2015 when UMES reached its highest undergraduate enrollment of 3,742, enrollment has fallen 35.1%, or 1,252 students, of which 885 (70.7%) were continuing students.

Exhibit 20
Total Headcount Enrollment
Fall 2012-2019



Source: University System of Maryland

UMES’ efforts to stabilize enrollment of first-time students appears to be successful with a decline of four students in fall 2019. However, in order to stabilize and grow the total undergraduate enrollment, UMES needs to target programs and initiatives to retain students. In addition to establishing a strong partnership between Enrollment Management and Academic Affairs, which has strengthened academic advising, monitoring of student credit hours, and block scheduling, UMES has implemented several initiatives focusing on recruitment and retention. Recruitment efforts include:

- Expanding the UMES brand including joining the Common Application and the Black Common Application networks; expanding recruitment territories to include California, Georgia, Illinois, and Wisconsin; expanding high school dual enrollment; and enhancing transfer recruitment including creating a transfer scholarship fund and increasing the number of articulation agreements.
- Enhancing information technology including automating transcript retrievals; targeted communication campaigns through the use of customer relationship management Radius Campus Management; and utilizing text messaging.
- Enhancing counselor and student engagement through a high school counselor advisory board, a welcome back campaign, counselor open house, and a reception for admitted students.

In addition, at the November 2019 meeting, BOR gave approval for UMES to conduct a one-year pilot study in which applicants have the option of submitting standardized test scores for the 2021-2022 academic year rather than requiring them. In a review of their students, UMES found high school GPAs to be a better predictor of academic success and failure than the standardized tests. UMES will report results of the test-optional admissions to BOR in fall 2021.

Retention efforts focus on:

- ensuring a strong start including a mandatory week of freshmen orientation, block scheduling, and first-year experience programs;
- intrusive care that includes implementing the Starfish early alert system and providing financial literacy; and
- connecting students to resources including mini-completion grants targeting near completers in a six-year graduation cohort. Recipients are required to attend financial aid literacy workshops and meet with academic advisors and career counselors. Other efforts include offering services beyond financial aid such as a food pantry mentoring and career planning and integrating degree auditing into every aspect of the enrollment process, which includes targeted communications with students and sending a copy of their updated degree audit for review at the end of each semester.

Budget

UMES continues to face budgetary challenges due to the persistent enrollment declines. UMES experienced deficits in the academic enterprise from fiscal 2014 to 2017, as shown in **Exhibit 21** necessitating use of auxiliary surplus revenue and fund balance to cover education and general (E&G) expenses. In fiscal 2018, UMES revised its original unrestricted fund appropriation downward by \$5.6 million due to the drop in enrollment. Through various cost containment actions UMES ended with an E&G surplus in fiscal 2018. However, auxiliary expenditures exceeded revenues by \$92,217, which was covered by the E&G surplus.

Exhibit 21
Education and General Revenues and Expenditures
Fiscal 2013-2019
(\$ in Thousands)

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
E&G Revenues	\$67,724	\$68,417	\$75,412	\$76,569	\$74,316	\$72,968	\$72,732
E&G Expenses	67,444	69,517	75,583	77,547	78,432	71,992	72,501
E&G surplus/deficit	\$280	-\$1,100	-\$171	-\$978	-\$4,116	\$977	\$231
Auxiliary							
Revenues	\$28,032	\$25,798	\$26,851	\$28,945	\$28,573	\$26,858	\$23,064
Expenditures	28,659	25,395	26,037	28,092	28,115	26,950	24,996
Auxiliary Surplus/Deficit	-\$627	\$403	\$814	\$852	\$458	-\$92	-\$1,933
Total Surplus/Deficit	-\$347	-\$697	\$643	-\$126	-\$3,657	\$885	-\$1,702

E&G: education and general

Source: Governor's Budget Books

In fiscal 2019, UMES revised its original unrestricted fund appropriation down by \$4.5 million. Through various cost containment actions including continuing a hiring freeze, elimination of vacant positions, and reducing departmental budgets, UMES ended the year with an E&G surplus of \$0.2 million. However, the auxiliary deficit grew to \$1.9 million, declining enrollment leading to a \$2.7 million decrease in room and board revenues. A combination of the E&G surplus and a \$1.7 million transfer of fund balance was used to cover the shortfall. The transfers leave UMES with a net ending fund balance of \$0: a positive balance of \$5.7 million in non-State supported portion offset by a negative \$5.7 million in the State-support portion.

In fiscal 2020, once again due to the decline in enrollment, the unrestricted fund appropriation was revised downward by \$3.8 million to \$73.7 million. This is an increase of \$1.0 million over fiscal 2019. To cover this shortfall in expected revenue, UMES will reduce spending on contractual services and capital equipment by \$2.8 million and spending in various areas such as travel, library purchases, and operations and plant maintenance by \$1.0 million. It should be noted that in the revised fiscal 2020 spending plan, as shown in **Exhibit 22**, there is a 21.4%, or \$2.6 million, increase in institutional support due to filling executive level positions and student service support positions and adjustment to existing contracts.

Exhibit 22
UMES Budget Changes for Unrestricted Funds by Program
Fiscal 2019-2020
(\$ in Thousands)

	2019	2020	2019-2020	2019-2021
	<u>Actual</u>	<u>Working</u>	<u>Change</u>	<u>% Change</u>
Expenditures				
Institutional Support	\$12,165	\$14,767	\$2,603	21.4%
Scholarships and Fellowships	5,844	6,295	451	7.7%
Research	1,933	2,293	360	18.6%
Academic Support	6,571	6,690	120	1.8%
Student Services	3,112	2,877	-235	-7.6%
Public Service	505	268	-238	-47.0%
Instruction	29,738	28,886	-852	-2.9%
Operation and Maintenance of Plant	12,634	11,432	-1,202	-9.5%
General Salary Increase/Bonus		232		
E&G Total	\$72,501	\$73,739	\$1,238	1.7%
Auxiliary Enterprises	\$24,996	\$22,888	-\$2,108	-8.4%
Total Expenditures	\$97,497	\$96,627	-\$870	-0.9%
Revenues				
Tuition and Fees	\$25,301	\$24,826	-\$475	-1.9%
State Funds ¹	44,084	46,118	2,034	4.6%
Other	3,346	2,795	-552	-16.5%
Total E&G Revenues	\$72,732	\$73,739	\$1,007	1.4%
Auxiliary Enterprises	\$23,064	\$22,888	-\$175	-0.8%
Transfer (to)/from Fund Balance	1,702	0	-1,702	
Available Unrestricted Revenues	\$97,497	\$96,627	-\$870	-0.9%

E&G: education and general

¹State funds include general funds and Higher Education Investment Funds.

Note: Fiscal 2020 State funds adjusted to reflect a general salary increase.

Source: Governor's Fiscal 2021 Budget Books; Department of Legislative Services

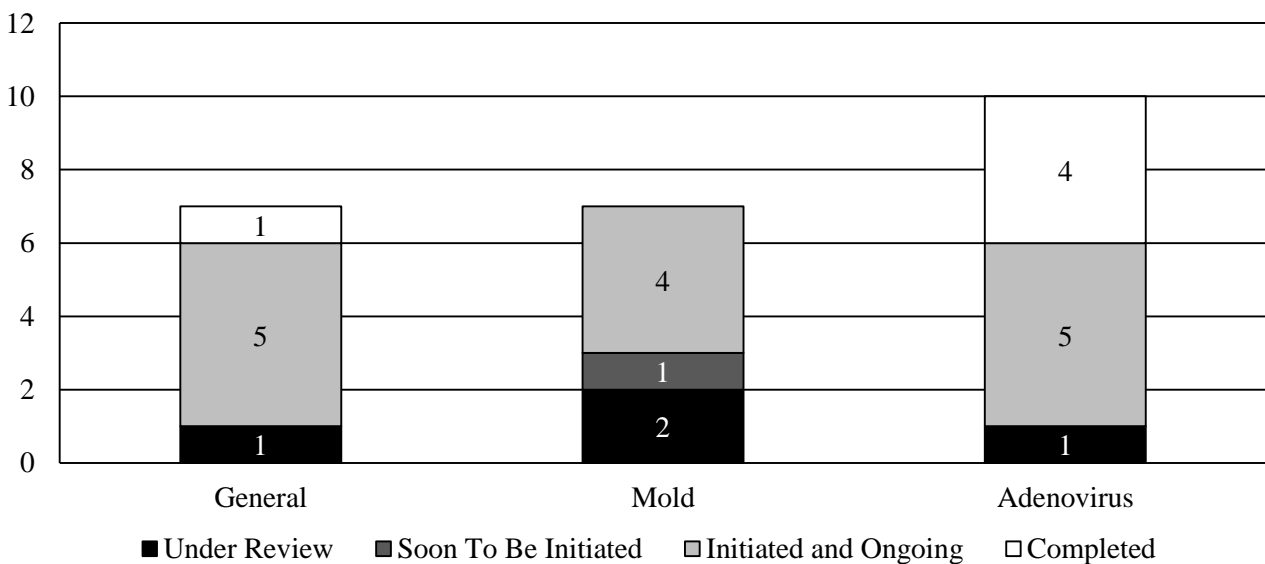
In fiscal 2020, UMES implemented a three-year budget plan to ensure balanced budgets in the out-years. The plan includes increasing enrollment, controlling costs, and restructuring operations within auxiliary enterprises to reduce expenditures including changing procurement practices. UMES is also taking efforts to change the culture, educating and informing faculty and administrators on the financial situation. This includes discussions on wants, needs, current expenditures, reducing projected costs, and ensuring each new expenditure is connected to a revenue source.

The President should comment on the factors attributing to the steady decline in continuing students, efforts taken to retain students, the expected impact that the test-optional admission will have on enrollment, and efforts to stabilize the budget in fiscal 2021 and the out-years.

3. Status of UMCP Implementing Mold and Adenovirus Recommendations

In June 2019, BOR assembled a group of independent subject matter experts to study UMCP’s response to the presence of the adenovirus and mold in some residence halls. The group included experts in fields ranging from an infectious diseases physician to a building engineer with expertise in building engineering; design; and heating, ventilation, and air conditioning systems. The report was submitted in November 2019 and included 24 recommendations of which 7 were general in nature, 7 were related to mold, and 10 related to the adenovirus. As shown in **Exhibit 23**, 14 of the recommendations have been initiated, 5 are completed, 4 are under review, and 1 will be initiated soon.

**Exhibit 23
Status of Implementing Recommendations**



Source: University of Maryland, College Park Campus

The President should comment on ongoing efforts to implement the recommendations.

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

4. Statewide PA Program

Nationally, the demand for physician assistants (PA) is projected to grow faster than the average of all other occupations due to the aging population, PAs can be trained more quickly than physicians, and an increase in team-based health care. The U.S. Bureau of Labor Statistics projects the national demand for PAs will grow 31% between 2018 and 2028. In Maryland, according to Projections Central website that provides occupational employment projections, growth between 2016 and 2026 is estimated at 22.3%, from 2,820 to 3,420, with an annual average of 230 openings.

Currently, three USM institutions offer a PA program: TU/Community College of Baltimore County; UMB/Anne Arundel Community College; and FSU. The PA programs at TU and UMB are for students that already have a bachelor or master's degree and take lower level courses at the community college and graduate courses at the four-year institution. Students graduate with a professional certificate and Masters of PA Studies (TU) or Health Studies (UMB). UMB admits 40 students into each cohort, and TU admits 36 students per year. It should be noted accreditation requirements puts strict limits on a program's size. In 2017 and 2018, UMB produced 57 and 48 graduates, respectively, and TU produced 41 and 43 during the same time period.

FSU Launches PA Program

After receiving accreditation from the Review Commission on Education for the Physician Assistant (ARC-PA). FSU launched its PA program in 2019 at USMH. In fiscal 2019, FSU used \$0.9 million of institutional funds and \$0.5 million of fund balance, which was backfilled with WDI funds in fiscal 2020, to support its PA program. An additional \$0.6 million is provided in the fiscal 2021 allowance. FSU received 451 applications for its initial May cohort of 25 students. For the 2020 cohort, FSU received 681 applications. Maryland residents comprise over half the 2020 cohort, and 28% are regional out-of-state (those who reside within a 120-mile radius of campus). FSU's notes 24% of the 2020 cohort currently live in a federally designated Health Provider Shortage Area/Medically Underserved Area.

Update on UMES' Reaccreditation

In October 2015, ARC-PA informed UMES of its decision to withdraw accreditation of its PA program citing UMES for being out of compliance with its standards for institutional oversight, reporting, staffing, clinical sites, and general support for an accredited program. In response, UMES voluntarily withdrew from the accreditation process, allowing the students scheduled to graduate in December 2015 to become eligible for licensure after passing their professional certification exam. In October 2018, UMES began the provisional accreditation process for the reinitiation of the PA program. Provisional accreditation is granted if a proposed program appears to demonstrate the ability

to meet the standards for accreditation and is limited to five years. It does not guarantee a program will receive accreditation.

In October 2019, an ARC-PA provisional site visit was conducted. While there were some observations, there were no serious deficiencies in the program plan or progress being made to implement the program. ARC-PA will determine at its March 2020 meeting if UMES will be granted provisional accreditation and therefore may accept students for the fall 2020 semester. UMES started the application cycle in July 2019, noting on its website that admission is contingent on UMES receiving accreditation. As of the close of the cycle on January 15, 2020, UMES received 606 applications. UMES expects to award 20 degrees by fall 2022, 25 degrees by fall 2023, and 30 degrees annually thereafter. UMES received \$0.4 million in WDI in fiscal 2020, and the allowance provides \$1.5 million to support the PA program.

Physician Assistant Leadership and Learning Academy

In fiscal 2019, UMB used \$0.6 million of fund balance to establish a statewide PA program. In fiscal 2020, \$1.8 million was provided including \$0.6 million to back fill the fund balance, and the allowance provides an additional \$0.1 million. In fiscal 2019, UMB used the funds to implement a student management and accreditation system, develop a patient simulation curriculum and training program for prospective faculty teaching in PAs programs, standardize a provider verification system, and work with UMES to reestablish their PA program.

The Physician Assistant Leadership and Learning Academy (PALLA) was launched in July 2019, a statewide effort led by UMB. Besides supporting all of the State's PA program, the goal of PALLA is to develop a faculty pipeline for PA educators, advance clinical education, and develop a model of PA education quality improvement. In its role PALLA is serving as the advisory group for the State's PA programs; providing outreach and consultation to UMES through its accreditation process. Other activities undertaken by PALLA include:

- sponsoring a board preparation course for graduating PA students (97% of student passed on the first try compared to 65% to 95% nationally);
- sponsoring students to present at the Maryland Academy of PA meeting;
- developing a fellowship for practicing PAs with stipends being provided for training to PAs to become qualified faculty at a USM program (one has been hired by FSU);
- identifying a validated faculty effectiveness self-assessment tool;
- developing a model and series of simulation cases to assess clinical skills; and
- providing a needs assessment of the State.

Furthermore, directors of USM’s PA programs are working on developing a telemedicine curriculum to lead the country in the education of PAs in virtual health. Students educated and trained in USM’s PA programs will complete instruction with telemedicine equipment and present cases to their peer programs in the State to train in a “hub and spoke” model. In addition, the directors meet regularly to discuss policies, improve efficiencies, and help mitigate risks and concerns.

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

5. BOR Governance

Events surrounding UMCP’s athletics program in 2018, including the appropriateness of BOR taking over the internal and external review of the football program and its involvement in personnel decisions at UMCP, led BOR to engage the Association of Governing Boards of Universities and Colleges (AGB) to conduct a governance review. For its review, AGB interviewed 50 people; observed a full board meeting; and reviewed BOR bylaws, policies, meeting agendas and minutes, committee charters and organizational charts.

Overall, those interviewed mentioned the following issues facing the system and the BOR:

- a lack of “systemness,” with the system operating “more like a confederation of competitors than an independent network of allies;”
- a sense of race-based inequity including a lack of diversity among faculty, a perceived differential of treatment among the institutions, and the system not paying attention to persistent educational and achievement gaps of Baltimore City;
- a lack of crisis leadership and risk management at the board level including that BOR seemed too willing to inappropriately defer to the former chair;
- an undefined board-chancellor relationship;
- the attention of regents tended to focus on UMCP and to a lesser extent UMB to the exclusions of other institutions; and
- diminished transparency at board meetings.

AGB’s recommendations focused on four areas and are listed below together with the response to those recommendations.

- **Reclaiming Public Confidence**
 - ***Establish a Workgroup on Equity and Diversity with a Commitment to Addressing Racial Tension within the System:*** USM established an Inclusion and Diversity Council which includes two regents.
 - ***Expand the Working Group on Athletics and Develop Policies to Enable BOR to Better Define Its Accountability and Role in the Oversight of Athletics:*** BOR will reconstitute the athletic workgroup with an additional focus on student safety. Membership was expanded to include a regent that was a non-athletic booster, and BOR will determine if the workgroup should be a standing committee. However, while a new charter for the workgroup was finalized in fall 2019, it does not appear that BOR is developing policies as recommended by AGB.
- **Improving Board Structure and Engagement**
 - ***Assess Risk Systematically and Become Adept at Crises Leadership:*** An Enterprise Risk Management (ERM) workgroup was established that developed an ERM policy. Each institution, regional higher education center, and USMO is required to develop an ongoing system of risk management and a policy on crises management in which presidents must establish a process for responding to events considered to be crises.
 - ***Focus on Fundamental Board Responsibilities Including Holding a Retreat to Review and Discuss Core Principles for Governance and Allow Time for Public Discussion of Those Responsibilities and Other Strategic Issues at Meetings:*** The annual BOR retreat included topics on governance, and there has been an increase in the public discussion at meetings regarding the Regents roles, responsibility, and accountability.
 - ***Clarify Work of Committees:*** The various BOR committees are reviewing and revising charters, and bylaws were reviewed and revised to reflect requirements in statute
 - ***Establish a Governance Committee:*** The Organization and Compensation Committee was renamed the Governance and Compensation Committee with a focus on board governance.
 - ***Seek Robust Discussion at Board Meetings:*** Items of public interest are removed from the consent agenda so BOR can have a discussion of these issues in public
- **Adhering to the Fundamentals of Sound Governance**
 - ***Refresh the Strategic Plan:*** USM is exploring hiring an outside consultant to take a fresh look at USM and the direction that it should take in the next 5 to 10 years. It should be noted that work on the plan was postponed until the appointment of the new Chancellor.

- ***Create a More Effective Board Orientation and Development Program:*** The revised regent orientation program was held in September 2019 for the new appointments, and a professional development program and regent mentor program was developed. This was also requested by Chapter 345 of 2019. However, BOR should consider requiring annual training for all board members including refresher training on BOR responsibility and accountability and issues affecting higher education.
- ***Achieve Greater Transparency:*** In addition to the AGB recommendation, Chapter 345 further clarified steps for BOR take in order to increase transparency including requiring BOR to:
 - review annual financial disclosure statements filed by the Chancellor and each president;
 - live stream and archive video streaming of each open meeting;
 - allow time for public comment at each open meeting; and
 - make publicly available in meeting minutes all motions, and vote tallies from open and closed sessions.

The BOR implemented these requirements. However, it should be noted while BOR began to live stream meetings starting with the September 2019 meeting, they failed to stream a special BOR meeting on August 7, 2019, in which various topics were discussed in open session including updates on the implementation of legislative actions, AGB's recommendations, and searches for various presidents and the Chancellor.

- ***Better Define the Role of the Board Chair:*** Bylaws will be reviewed and revised as appropriate, and the interaction between the Executive Leadership Council with the BOR chair and officers was increased.
- ***Develop an Effective Chair-Chancellor Relationship:*** The bylaws regarding the roles of the Chair and Chancellor were reviewed and revised to further delineate their respective roles. In addition, the Governance Committee will conduct an annual self-assessment and an annual and three-year review of the Chair and the Chancellor.
- **Achieving the Benefits of a Unified System**
 - ***Leverage the Strengths of the System:*** BOR released statements of intent and the value of ERM and cooperating on acquiring new information technology and business process.
 - ***Be More Attentive to Individual Institutions:*** Assigned a regent to each institution to serve as the BOR liaison.

Overall, the BOR has made strides in implementing the AGB recommendations and meeting the requirements set out in statute. BOR has made numerous revisions to bylaws, policies, and procedure. However, in the end, it comes down to the Regents and Chancellor adhering to those policies, and BOR upholding its fiduciary and oversight responsibilities.

The Chair of the Board of Regents should comment on the status of implementing the recommendations and efforts to change the culture to ensure good governance practices are followed in the future.

6. Chancellor's Buyout

In December 2019, BOR announced that the new Chancellor, Dr. Jay Perman, would be starting on January 6, 2020. At this time, the previous Chancellor started his sabbatical year and, as stipulated in his letter of employment, will receive his final base annual salary \$694,575 in fiscal 2020. In addition, he will receive \$400,000 in deferred compensation.

USM made two contributions to the USM Contingent Deferred Compensation Plan on behalf of the former chancellor: \$150,000 in January 2017; and \$250,000 in January 2018. The service completion date for the 2017 contribution is January 31, 2019, and June 30, 2020, for the 2018 contribution. According to the deferred compensation participation agreement, the former Chancellor is eligible to receive the money as long as he continues to serve as an employee of USM through the service completion dates. While he is on sabbatical, he is still considered a USM employee.

Furthermore, upon his appointment as Chancellor, the former Chancellor was appointed as a full-time professor in the Department of Chemistry at TU. After his sabbatical, he can return to TU as a professor at which time he will receive 75% of his final base annual salary for the first year and then no less than 50% thereafter.

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

Operating Budget Recommended Actions

1. Add the following language:

Provided that the current unrestricted appropriation made for the purpose of Workforce Development Initiative shall be reduced by \$5,700,000.

Explanation: This language reduces the University System of Maryland’s (USM) current unrestricted (general fund) appropriation by \$5,700,000. The allowance provides USM an additional \$10.0 million for Workforce Development Initiatives (WDI) of which \$5.7 million is to fund new programs or initiatives, while the remaining amount is used to support existing programs or initiatives that have previously received WDI funds.

2. Add the following language:

Further provided that the current unrestricted appropriation made for University of System of Maryland institutions shall be reduced by \$10,000,000.

Explanation: This language reduces the University System of Maryland’s current unrestricted (general fund) appropriation by \$10.0 million equivalent to a 1% increase in resident undergraduate tuition.

Appendix 1
USM Regional Higher Education Centers
Full-time Equivalent Student Enrollment
Fiscal 2011-2019

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Universities at Shady Grove (USG)									
Bowie State Univ.	13.0	15.6	11.4	10.0	10.4	11.2	10.4	16.1	6.1
Salisbury Univ.	23.1	19.5	28.3	45.0	54.7	58.0	40.4	34.6	27.8
Towson Univ.	107.8	129	145.3	128.8	89.5	78.1	73.4	100.9	98.8
Univ. of Baltimore	69.4	78.2	78.0	76.8	68.5	58.4	77.6	88.4	81.1
Univ. of Maryland, Baltimore	418.2	428.2	420.3	409.3	458.8	453.0	531.4	567.7	544.6
Univ. of Maryland Baltimore County	243.8	292.5	276.9	331.7	359.1	350.7	363.1	365.6	363.7
Univ. of Maryland, College Park	994.4	999.5	990.0	1,022.7	1,030.3	945.4	848.8	630.0	597.3
Univ. of Maryland Eastern Shore	74.8	79.3	78.9	77.2	68.2	77.0	72.7	57.2	54.6
Univ. of Maryland Global Campus	391.1	383.0	320.1	340.8	339.9	334.4	264.5	194.7	160.8
USG Total	2,335.6	2,424.8	2,349.2	2,442.3	2,479.4	2,366.2	2,282.3	2,055.2	1,934.8
% change	4.7%	3.8%	-3.1%	4.0%	1.5%	-4.6%	-3.5%	-10.0%	-5.9%
The University System of Maryland at Hagerstown (USMH)									
Frostburg State Univ.	180.9	160.1	182.9	179.5	186.6	186.6	138.9	148.0	129.6
Coppin State University	0.0	0	0.0	0.0	2.8	1.4	1.0	1.5	0.8
Salisbury Univ.	29.0	33.9	32.5	30.7	41.6	45.8	55.0	55.9	66.0
Towson Univ.	52.7	51.8	61.1	72.4	71.1	111.2	90.6	57.2	36.3
Univ. of Maryland, Baltimore	0.0	0.0	0.0						
Univ. of Maryland, College Park	7.2	9.0	10.6	9.0	3.0	0.0	0.0	0.0	0.0
Univ. of Maryland Global Campus	10.8	12.2	11.6	10.0	1.6	11.0	10.1	10.3	5.4
USMH Total	280.6	267.0	298.7	301.6	306.7	356.0	295.6	272.9	238.1
% change	0.6%	-4.8%	11.9%	1.0%	1.7%	16.1%	-17.0%	-7.7%	-12.8%

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
The University System of Maryland at Southern Maryland¹									
Bowie State University									5.2
Florida Institute of Technology									13.4
Johns Hopkins University									2.1
Notre Dame of Maryland University									18.8
Salisbury University									26.6
Towson University									44.5
University of Maryland, College Park									28.2
University of Maryland Global Campus									
Webster University									18.0
Total									184.2

¹Merged with University System of Maryland in fiscal 2019.

Appendix 2
Allocation of Workforce Development Initiative Funds
Fiscal 2019-2021 Est.

Analysis of the FY 2021 Maryland Executive Budget, 2020

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	<u>WDI Funds</u>	<u>2019 Fund Balance</u>	<u>Other Funds</u>	<u>WDI Funds</u>	<u>2020 Total</u>	<u>WDI Funds</u>	<u>2021 Total</u>	<u>2019-2021 Est. Degrees/Certificates</u>
University of Maryland, Baltimore Campus								
Statewide Physician Assistant Partnership		648,000		1,800,000		100,000		35
Substance Use and Disorder Internship Program				800,000		209,498		40
				2,600,000		309,498		
University of Maryland, College Park Campus								
Increased Capacity Computer Science		1,675,000		1,560,000				600
Immersive Media/Augmented and Virtual Reality		303,000		555,000				70
Enhance Cybersecurity at iSchool		273,000		395,000		875,000		240
Computational Journalism				190,000				20
New Neuroscience Major		233,000		570,000		500,000		300
Expand Materials Science and Engineering				318,000				20
Expand Public Health Science Program				325,000				20
Electrical Engineering (SMHEC) ¹				300,000				25
Academy of Computer and Data Science Education						1,250,000		500
UMCP-UMCES Joint MEES expansion						500,000		10
				4,213,000		3,125,000		
Bowie State University								
Building Capacity for Veterans				225,000				20
Cybersecurity Certificate			346,350	173,000				25
Expand Entrepreneurship Concentration				115,000				25
				513,000				
Towson University								
Nursing Simulation Capacity		650,000		650,000				30
Teacher Education Scholarship Enhancement				300,000				25
TUNE- EFI Communications/Health Care				700,000				50
IT-Computer Science and Cybersecurity						597,442		35
						281,163		15
				1,650,000		878,605		

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	<u>WDI Funds</u>	<u>2019 Fund Balance</u>	<u>Other Funds</u>	<u>WDI Funds</u>	<u>2020 Total</u>	<u>WDI Funds</u>	<u>2021 Total</u>	<u>2019-2021 Est. Degrees/Certificates</u>
University of Maryland Eastern Shore								
Statewide Physician Assistant Partnership				402,900		980,542		30
					402,900		980,542	
Frostburg State University								
Construction Management Program				375,000				18
Statewide Physician Assistant Partnership		510,000	990,000	510,000		569,069		30
					885,000		569,069	
Coppin State University								
Data Science and Enterprise Resource Planning				525,000				28
					525,000			
University of Baltimore								
Cyber Security Management				260,000				30
3D Certification for BS Simulation and Game				23,000				20
Insurance/Risk Mgmt Specialization in Business				220,000				20
B.S. Forensic Sciences						332,000		18
M.S Forensic Science-Cyber Investigations						253,000		30
					503,000		585,000	
Salisbury University								
Expand Information and Decision Science		62,000		365,000				16
Expand Social Work Program (USG)1		169,343		244,000				10
Establish Community Health Program (USG)1		203,818		218,000				10
SU Total		400,000	35,158					
Retention Support and Degrees in Computer						292,000		25
RN to BSN						363,176		30
					827,000		655,176	
University of Maryland Baltimore County								
STEM High Demand Degrees		2,000,000		1,449,994		1,057,110		180
					1,449,994		1,057,110	
University of Maryland Center for Environment Science								
Environmental Professionals Graduate Certificates				253,071				20

	<u>WDI Funds</u>	<u>2019 Fund Balance</u>	<u>Other Funds</u>	<u>2020 WDI Funds</u>	<u>2020 Total</u>	<u>2021 WDI Funds</u>	<u>2021 Total</u>	<u>2019-2021 Est. Degrees/Certificates</u>
Universities at Shady Grove								
Dental Hygiene/Oral Health Sciences (UMB)	709,788			40,212				20
Nursing Expansion (UMB)						1,500,000		72
Engineering-Embedded Systems (UMCP)	756,242							50
Engineering Mechatronics (UMCP)				900,000				36
Agricultural Science and Technology (UMCP)				500,000				20
Bioengineering (UMCP)				900,000				70
Enhance Cybersecurity at iSchool (UMCP)						340,000		100
Psychology w/certificate Addictions Counseling				135,000				10
Applied Health Physiology MS (SU)			272,535	385,000				25
Computer Science/Cyber/Data Science (UMBC)	167,440	117,000		1,194,973				200
Translational Life Science/Bioinformatics	366,530		100,000					0
Mechanical Engineering (UMBC)				900,000				60
					4,955,185		1,840,000	
University of Maryland Hagertown								
PA Program USMH Rent – Meritus (FSU)		97,850		97,850				
Certificate Manufacturing Leadership (FSU)				125,000				20
					222,850			
Southern Maryland Higher Education Center								
				1,000,000				
					1,000,000			
Total	2,000,000	6,906,850	1,744,043		20,000,000		10,000,000	
Total WDI Expenditures			10,650,893		22,000,000		32,000,000	

WDI: Workforce Development Initiatives

**Appendix 3
Fund Balance by Institution
Fiscal 2019-2021**

	2020 Working			2021 Allowance			2020-21 \$ Change			
	<u>2019 Total</u>	<u>State-supported</u>	<u>Non-State supported</u>	<u>Total</u>	<u>State-supported</u>	<u>Non-State-supported</u>	<u>Total</u>	<u>State-supported</u>	<u>Non-State-supported</u>	
UM, Baltimore Campus	\$209,415	\$34,261	\$180,901	\$215,162	\$36,087	\$186,177	\$222,265	\$1,827	\$5,276	\$7,102
UM, College Park Campus	393,871	146,461	254,333	400,793	153,383	254,333	407,716	6,922	0	6,922
Bowie State University	30,218	18,613	12,867	31,480	19,610	13,155	32,765	997	288	1,285
Towson University	85,848	106	89,821	89,927	106	93,900	94,006	0	4,079	4,079
UM Eastern Shore	0	-5,697	5,697	0	-5,697	5,697	0	0	0	0
Frostburg State University	22,303	8,577	14,534	23,111	9,385	14,534	23,919	808,038		808
Coppin State University	13,439	-5,255	19,680	14,424	-4,270	19,680	15,410	986		986
University of Baltimore	15,333	1,128	15,124	16,252	2,048	15,124	17,171	920	0	920
Salisbury University	55,221	2,304	54,916	57,221	3,352	55,868	59,221	1,048	952	2,000
UM Global Campus	153,747	0	124,479	124,479	0	107,679	107,679	0	-16,800	16,800
UM Baltimore County	95,938	27,387	71,646	99,032	27,387	74,740	102,127	0	3,094	3,094
UM Center for Environment Science	21,513	316	21,439	21,754	557	21,439	21,996	241,521		242
USM Office	10,067	8,338	2,012	10,351	6,866	2,297	9,163	-1,473	284	-1,188
Total	\$1,106,912	\$236,539	\$867,448	\$1,103,987	\$248,815	\$864,622	\$1,113,436	\$12,276	-\$2,827	\$9,449

UM: University of Maryland
USM: University System of Maryland