

**HOUSE APPROPRIATIONS COMMITTEE**  
**Education and Economic Development Subcommittee**  
Delegate Ben Barnes, Chair  
Delegate Jared Solomon, Vice Chair  
Virtual  
Budget Hearing Agenda

Subcommittee Staff: Michele Lambert

Budget Coordinator: Ian M. Klein

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March 02, 2022 1:00 PM

**Agency**

**Budget Analyst**

**Agency Representative**

Maryland Department of Labor  
(P00)

Emily R. Haskel

The Honorable Tiffany P. Robinson,  
Secretary, Maryland Department of  
Labor (MDL)

Mr. David A. McGlone,  
Deputy Secretary, MDL

Mr. Antonio “Tony” Salazar, Esq,  
Commissioner of Financial Regulation,  
MDL

Mr. Matthew S. Helminiak,  
Commissioner of Labor & Industry,  
MDL

Mr. Gregory J. Morgan,  
Commissioner of Occupational &  
Professional Licensing, MDL

Mr. James E. Rzepkowski,  
Assistant Secretary for Workforce  
Development & Adult Learning, MDL

Ms. Elizabeth “Liz” Williams,  
Executive Director, Office of  
Administration, MDL

Mr. J. Michael Hopkins,  
Executive Director, Division of Racing,  
MDL

Mr. Michael R. DiGiacomo,

**HOUSE APPROPRIATIONS COMMITTEE**  
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**Agency Representative**

Executive Director, Governor's  
Workforce Development Board

Ms. Barbara Bernstein,  
Director of Policy and Communications,  
Division of Unemployment, MDL

University of Maryland Global  
Campus  
(R30B30)

Ian M. Klein

Dr. Gregory W. Fowler,  
President, University of Maryland  
Global Campus (UMGC)

Mr. Joseph Sergi,  
Senior Vice President and Chief  
Operating Officer, UMGC

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March 02, 2022 1:00 PM

**Agency**

**Budget Analyst**

**Agency Representative**

Maryland Higher Education  
Commission  
  
(R62I0001)

Sara J. Baker

The Honorable Dr. James Fielder,  
Secretary, Maryland Higher Education  
Commission (MHEC)

Mr. Aubrey Bascombe,  
Director of Finance and Administration.  
MHEC

Ms. Emily Dow,  
Assistant Secretary for Academic  
Affairs, MHEC

Ms. Sara Fidler,  
President, Maryland Independent  
College and University Association

Ms. Erin Layton,  
Executive Director, Maryland 529

University of Maryland Baltimore  
County  
  
(R30B31)

Sara J. Baker

Dr. Freeman A. Hrabowski, III,  
President, University of Maryland  
Baltimore County (UMBC)

Ms. Kathy Dettloff,  
Vice President, Administration and  
Finance, UMBC

# Department of Labor FY23 Operating Budget Response

Uploaded by: Andrew Fulginiti

Position: FAV

**Maryland Department of Labor  
Fiscal Year 2023 Operating Budget  
Response to Department of Legislative Services Budget Analysis**

**Appropriations Committee  
Education and Economic Development Subcommittee  
Delegate Ben Barnes  
March 2, 2022**

**Budget and Taxation Committee  
Education, Business and Administration Subcommittee  
Senator Nancy King  
February 24, 2022**

The Department greatly appreciates the thoughtful and thorough analysis from Ms. Emily Haskell. Her analysis highlights some of the unprecedented demand for department services and the excellent work being done in our agency.

**DLS Recommendations:**

- 1. Add language restricting federal funds to provide oversight of workforce development programs funded through the American Rescue Plan Act of 2021.**

**Department of Labor Responses:**

The Department agrees with this recommendation. When evaluating the cost to implement programming, MD Labor's Division of Workforce Development and Adult Learning (DWDAL) considers administrative expenses related to oversight, fiscal management, and monitoring activities. The majority of DWDAL staff are federally funded and the dollars to support their salaries are for specific purposes outlined in executed grant agreements with federal partners. When the State does not comply with this requirement, it can jeopardize crucial federal funding coming to Maryland.

To implement a new initiative, the Division typically will account for a percentage of salary time for oversight with a program manager (this ranges from 5%-100% depending upon the scope of work) to oversee subgrantees and reporting. DWDAL may add in time for the Division's Fiscal Manager and a Fiscal Grants Specialist (as an example, budgetary oversight of twenty new grants at \$50,000 each would incur 5% and 25% of the noted staff's annual salaries, respectively) to review expenditures and process invoices. And finally, in order to ensure sub-awardees are spending appropriated funds in the

***P00 - Maryland Department of Labor***

manner in which they are intended, the Division may also require funds to support the Monitoring and Compliance team (again, percentage is dependent upon scope).

This oversight is critical to ensuring public dollars are spent appropriately and in the best manner to support constituents.

**2022 MDL Budget Hearing\_JOTF.pdf**

Uploaded by: Christopher Dews

Position: FAV

# JOTF JOB OPPORTUNITIES TASK FORCE

*Advocating better skills, jobs, and incomes*

## **TESTIMONY FOR APPROPRIATIONS BUDGET HEARING:**

### **Maryland Department of Labor**

TO: Hon. Maggie McIntosh, Chair, and Members of the House Appropriations Committee

FROM: Christopher Dews, Policy Advocate

DATE: March 2, 2022

The Job Opportunities Task Force (JOTF) is an independent, nonprofit organization that develops and advocates policies and programs to increase the skills, job opportunities, and incomes of low-wage workers and job seekers in Maryland.

As a leading voice on State workforce issues, we strongly support the Department of Labor (MDL) and its Division of Workforce Development, which funds critical job training, adult education, and unemployment services to some of Maryland's most vulnerable workers and job-seekers.

Like most states, Maryland is challenged in that a large percentage of its population has limited skills and education. 10.4% or 421,000 Maryland residents over the age of 25 do not have a high school diploma. The Georgetown Center on Education and the Workforce estimated that 69 percent of the jobs in Maryland require some training beyond high school—making a high school diploma a necessary, but not sufficient, credential for most employment opportunities throughout the state and region. Without access to skills and training, these residents, our neighbors, and Maryland's working families are likely to remain underemployed.

As such, MDL's role is more critical than ever, and we are thankful for the continued commitment to the Division of Workforce Development and Adult Learning and its programming. As an example, MDL provided \$16.8 million in combined state and federal funding to 25 publicly funded adult education providers and JOTF supports the Senate President's [efforts](#) last year to expand this funding to private non-profits who provide similar services.

Beyond adult education, direct skills training and job placement are vital as well. JOTF was an original architect of the Employment Advancement Right Now (EARN) program, and its continued success is dependent upon MDL's continued support.

EARN strives to close critical employment skills gaps by creating a coordinated system to advance the skills of the State's workforce through a collaboration of industry, State and local governments,

# JOTF JOB OPPORTUNITIES TASK FORCE

*Advocating better skills, jobs, and incomes*

and nonprofits. Through EARN, 5,300 unemployed or underemployed individuals now have careers and over 8,500 workers have received incumbent working training improving skills to keep them competitive in the job market.

Even further, Maryland employers are seeking a higher-skilled workforce, and EARN provides the low-income workers' need to access training in order to advance in the workplace and obtain jobs with higher wages. For every \$1 invested into EARN, an additional \$17.32 in economic impact is created through employment access. The necessity and demand for training is clear.

JOTF strongly supports access to educational opportunities and vocational training, and we commend MDL for its continued progress in adult education.

Approximately 35,000 to 40,000 adults are served annually by its adult education program services. Yet, there are still many more who can be served with expanded funding and a continued effort to ensure that all Marylanders have access to education.

Research shows that education is one of the major predictors of recidivism and can give individuals a pathway out of poverty. The average reading level of the 19,332 incarcerated citizens in the Maryland prison system is between 5th and 8th grade. Less than half of this population has a high school diploma when they enter the correctional system. The majority of these persons also qualify as indigent before incarceration, making it imperative that they access education and training programs while behind the fence to improve their chances of successful reentry upon release. Studies have shown that recidivism rates for incarcerated persons with a high school diploma/GED or college degree are 7.9% less than the overall imprisoned population.

JOTF urges the state to maintain investments in correctional education, including educational trainers and instructors, and to identify opportunities to align correctional educational opportunities with emerging job trends and opportunities in the region.

Finally, we appreciate MDL's sustained commitment to ensuring that the GED test stays affordable and accessible to low-income Marylanders. We thank the committee for recognizing the vital role of MDL's Division of Workforce Development and Adult Learning and look forward to exploring opportunities for future investment in this important area.

**DOL Budget\_AFSCME3\_UNF.pdf**

Uploaded by: Lance Kilpatrick

Position: UNF



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Baltimore, MD 21230  
Phone: 410.547.1515  
Fax: 410.837.5436

Patrick Moran - President

## Testimony Maryland Department of Labor

AFSCME Council 3 represents 30,000 state and higher education employees, including the dedicated employees who work for the Maryland Department of Labor (DOL). From workforce development to unemployment insurance and MOSH, the work our members do in DOL has perhaps never been more vital. As the agency that regulates Labor and Industry, we expect more from the DOL in terms of how they treat their employees. The DOL continues to utilize a high number of contractual employees in place of hiring more full-time career service employees. With a record surplus and an abundance of federal funding available, more can and should be done to improve and expand the services Marylanders receive from the DOL.

### **Unemployment Insurance: Delayed Raises and Continued Issues with BEACON**

Our Unemployment Insurance Professionals are continuing to work hard every day to process and adjudicate claims and to be a resource to Marylanders during these vulnerable times. Unfortunately, our members are continuing to encounter the same problems they did this time last year. The system purchased to move claims faster continues to cause frustration and problems. It often crashes. Many wish DOL would simply discard BEACON altogether and others wish they hadn't introduced it at all. Fraudulent claims continue not just because of the enticement of larger benefits amount, but also the lure of a system that has multiple weak spots. In addition to the stresses of working in a system that doesn't work as it should, many Unemployment Insurance Professionals were also due a non-competitive promotion this past January which have inexplicitly been delayed. We simply do not understand why DOL is choosing to cause so many unnecessary morale issues with their overwhelmed workforce.

### **Too Few Resources for Vital DOL Programs**

The DOL has had challenges retaining employees past 5 years. Low and uncompetitive salaries play a large role in this. The work our members perform in MOSH and other programs is highly specialized, and they can often make much more money in the private and federal sector. As a result, there's high turnover and many resources are spent training new employees constantly. There are also too few positions in many programs, which prevents our members from doing more for Marylanders. If it's Amusement Park and Elevator Inspections or Workforce Development Programs for Veterans, Marylanders would be better served if we invested more in the employees who are charged to do this work. MOSH for instance is charged with regulating workplace safety and decreasing the number of Maryland workers who get ill, injured, or killed on the job each year.

Every AFSCME Maryland State and University contract guarantees a right to union representation.  
An employee has the right to a union representative if requested by the employee.  
800.492.1996

Find us: [afscmemd.org](http://afscmemd.org)  
Like us: [facebook.com/AFSCMEMD](https://facebook.com/AFSCMEMD)  
Follow/Tweet us: [@afscmemaryland](https://twitter.com/afscmemaryland)

To do this work well, they must have the capacity to do both preventative and investigatory complaint visits to worksites across Maryland. We know which industries tend to have the highest levels of worker injuries. If MOSH could do more on education, regulation setting, and inspections of these worksites – Maryland government and business could save millions annually from the production loss that occurs when workers go out or need to be replaced because of injuries. Unfortunately, we only have around 50 MOSH inspectors. It would take them about 167 years to inspect every worksite in Maryland.

### **DOL should expand Telework**

From the Department of Human Services to the Comptroller's Office, state employees have shown no drop in productivity as result of expanded telework opportunities. Telework has been proven by many state agencies now to be both a cost-saver and a significant employee retention benefit for staff who are looking for more flexibility. Yet, DOL has been very slow to expand these options to employees. Even at the height of the pandemic, when many agencies were going mandatory telework, DOL was late to put in protocols to reduce the number of staff reporting to the office. Hundreds of employees continued to report offices statewide, while upper management positions were largely working remotely. Today, many members still feel like they are required to go into the office needlessly and that they could be more productive if they were allowed to telework.



UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS



## University of Maryland Global Campus Fiscal Year 2023 Operating Budget Testimony

**President Gregory W. Fowler, PhD**

Maryland House Appropriations Education and  
Economic Development Subcommittee

**Benjamin S. Barnes, Chair**  
Wednesday, March 2, 2022

Maryland Senate Budget and Taxation Subcommittee on Education,  
Business and Administration

**Nancy J. King, Chair**  
Friday, March 4, 2022

## Statement of University of Maryland Global Campus

I am Greg Fowler, president of University of Maryland Global Campus, and I thank you for the opportunity to speak to you today.

For those unfamiliar with University of Maryland Global Campus (UMGC), the institution was founded 75 years ago, in 1947, to serve the needs of adult students in the workforce and the U.S. military for whom a traditional classroom experience was impractical or impossible.

In 1949, at the request of the U.S. Department of Defense, the university sent faculty overseas to teach American troops stationed in postwar Europe, to Asia beginning in 1956, and to the Middle East in 2005.

UMGC's mission remains unchanged to this day. Currently, the institution serves some **90,000 students each year** in **Maryland, across the country, and around the world**, offering open admissions, affordable coursework backed by the reputation of the University System of Maryland (USM), and access online and at locations worldwide.

While UMGC's operations are funded primarily by tuition revenue, the university offers the second-lowest tuition and fees of any Maryland public institution, and our undergraduates owe an average of \$22,504 after completing a degree, well below the national average of \$37,000. In FY2021, the university received approximately **\$44.3 million** from state appropriations, accounting for less than **11 percent** of its unrestricted operating budget.

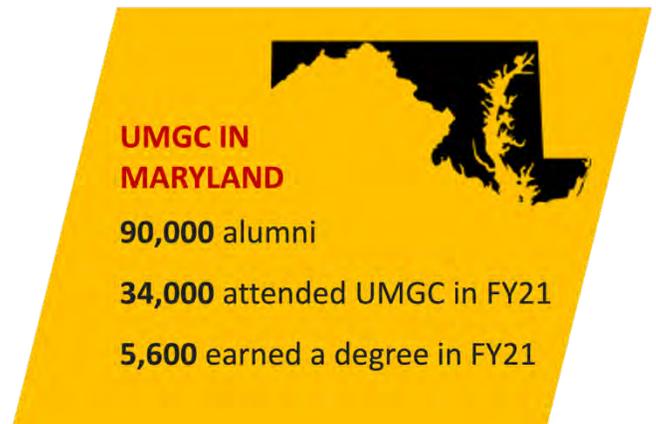
### Serving Maryland

About **90,000 UMGC alumni** live in Maryland, more than **34,000 Marylanders** attended UMGC in FY21, with some **5,600 Marylanders** earning UMGC degrees last year alone.

UMGC enrolls more Maryland community college transfer students than any other institution in the state, and through its Maryland Completion Scholarship, allows eligible community college graduates to complete a UMGC bachelor's degree **for \$12,000 or less!** More than **12,500** scholarships have been awarded since the program began in 2014—including **4,179**, valued at almost **\$7.8 million**, in FY2021 alone—and more than **5,100** recipients have already completed a UMGC credential.

The **PG3D Scholarship Program**, launched in 2017, allows eligible, high-performing Prince George's County Public Schools (PGCPS) students to earn dual credit toward their high school diploma and associate degree from Prince George's Community College (PGCC), and subsequently their bachelor's degree from UMGC, all for \$10,000 or less. For some students who qualify financially, the college degrees could be free.

This year, the first three graduates of the program are expected to earn their UMGC degrees. Two were able to complete all requirements for the associate degree while still in high school. Today, 184 students are



enrolled in the program.

In January 2022, *U.S. News and World Report* cited UMGC as enrolling the largest number of transfer students in the nation in 2020—a total of 9,513, almost 30 percent more than the second-place school, California State University, Northridge.

## Serving the Military

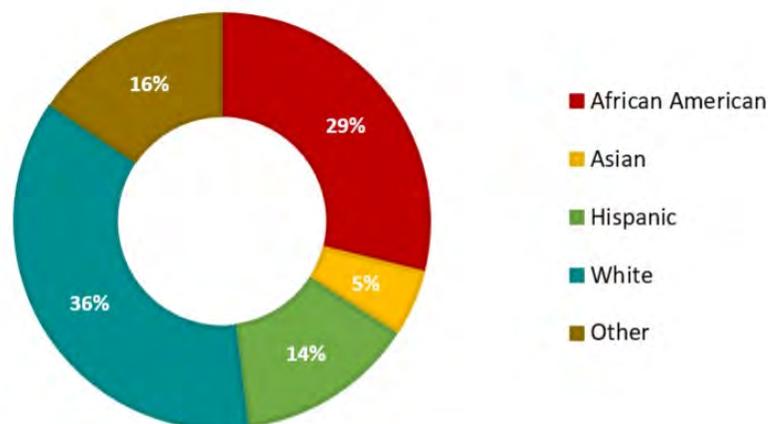
Since 1949, UMGC has had a contractual relationship with the U.S. Department of Defense to teach American troops stationed overseas, including in war zones in Vietnam, Kosovo, Iraq, and Afghanistan.

In FY21, UMGC enrolled more than **52,000** military-affiliated students—either active duty, veterans, reservists, or dependents—with operations in some **20 countries** and more than **180 locations** in the United States, Europe, Asia, the Middle East, and North Africa.

## Serving Underserved Populations

UMGC serves a highly diverse student population. Student surveys reveal that **66 percent** of undergraduates are first-generation college students, and some **44 percent** of UMGC students have dependent children. In FY2020, its enrollment comprised:

- 28.4 percent African American students
- 5.1 percent Asian students
- 13.7 percent Hispanic students
- 35.8 percent white students
- and 15.3 percent who identified as Native American, Hawaiian or Pacific Islander, multiracial, or other



## Opportunities and Challenges

UMGC's enrollment demographics and sources of revenue present opportunities and challenges in the near term and going forward.

The university's commitment to military populations remains steadfast, and the institution benefits from enhanced brand awareness and the advantages presented by its more than 180 physical locations worldwide. At the same time, its contractual obligations render it vulnerable to political and military developments that affect troop deployments and the ability of personnel to pursue higher education. (For instance, UMGc saw immediate and significant enrollment fluctuations when U.S. troops were withdrawn from Afghanistan, when the Navy changed eligibility requirements for tuition assistance, and when the Army experienced ongoing technical challenges around the rollout of its new education portal.)

At the same, UMGc is a leader in workforce development in Maryland, assists "near completers" in earning credentials or degrees and is committed to supporting underserved populations. These objectives require that the university maintain a cutting-edge and workforce-relevant curriculum, resting on a foundation of service and support that is informed by data analytics, scalable, and readily accessible 24/7 across multiple platforms.

## Priorities and Objectives

Given these realities, the university's priorities and objectives in service of the state center around **strengthening its core operations, broadening its reach, establishing and expanding its partnerships, and investing in its people.**

With this in mind, UMGc

- Has launched a new Student Affairs unit, revised learning and support platforms, and updated analytics to better track student performance and support needs.
- Is developing rapid, scalable ways to award credit for prior learning; investing in new technologies to support operations and service; and leveraging a corporate partnership to dramatically reduce callback times.
- Is partnering with companies like Amazon, Wiley Education Services, Uber, and ManTech. Our recently announced agreement with GUILD Education brings new partners into our portfolio who pay tuition directly for Maryland and other U.S. citizens working for Fortune 1000 companies including JPMorgan Chase, Discover, Target, Chipotle, Five Guys, and Taco Bell.
- Has adopted a new Diversity Strategic Plan to ensure that diversity, equity, and inclusion are woven into the very fabric of the university; and has developed a comprehensive "Future of Work" plan to guide a post-pandemic transition to a hybrid work environment.

## UMGC's Request

As we continue to fulfill our mission, we ask that you:

- Continue support for both our operating and facility needs, which center around the digital infrastructure—the equivalent of brick-and-mortar facilities at traditional institutions—that are necessary to effectively upskill adult learners.
- Support our ongoing efforts to build robust partnerships with state and corporate entities that will allow us to serve students who left college without earning a degree as they return and complete their studies. We are particularly proud of our partnership with Amazon, which positions UMGC as the sole Career Choice institution in Maryland, offering tuition to more than 15,000 in-state employees.
- Support our ongoing efforts to partner with more state entities and businesses to rapidly develop the right learning experiences for various workforce sectors, securing funding for the most underserved and vulnerable populations, and allowing them to earn shorter-term credentials without assuming additional debt.
- Understand UMGC's unique role within the USM and the state of Maryland and support requests for additional flexibility that will allow the university to continue to evolve and grow within the competitive and ever-changing landscape of adult and nontraditional education.

Thank you again for this opportunity and for the support you have provided to the University System of Maryland and to UMGC. And now I am pleased to answer your questions.

###

## **Comment Requested**

**The President should comment on how the institution is planning to return to an operational structure in fiscal 2023 without the assistance of federal emergency relief funding should pandemic-related expenditures/impacts continue into the 2022-2023 academic year.**

More than half of the federal emergency relief funding that UMGC received went directly to needy students via emergency financial aid grants. The remaining funds were used for UMGC's institutional expenditures and impacts related to the COVID-19 emergency and its effects on the institution. Should institutional pandemic-related expenditures and impacts continue into FY23, UMGC will impose organizational expense controls and budget reallocation to manage the institutional effects. More importantly, although the student aid portion of the federal emergency relief funding will not be available in FY23, UMGC has established an emergency relief fund for needy students, funded exclusively by charitable donations. Students in need of emergency aid can apply for a Student Aid Fund for Emergency Relief (SAFER) grant at UMGC.



UNIVERSITY OF MARYLAND GLOBAL CAMPUS



**Overview**

**University of Maryland Global Campus (UMGC)**

**Dr. Gregory W. Fowler, President**

*February 2022*

1



**University of Maryland Global Campus  
President Gregory W. Fowler, PhD**

**"I am proud to lead an institution focused squarely on the needs of adult and military students—individuals who form the backbone of our economy and our country yet are too often excluded from conversations in higher education."**

**Experience and Education**

President, Southern New Hampshire University Global Campus  
 Associate Provost and Dean of Liberal Arts, Western Governors University  
 Chief Academic Officer and Vice President for Academic Affairs, Hesser College

Commissioner and Board Member, New England Commission of Higher Education

Two-time Fulbright Senior Scholar (Germany and Belgium)  
 Charles A. Dana Scholar, Duke University

Morehouse College – BA, English/Political Science  
 George Mason University – MA, English  
 Western Governors University – MBA  
 SUNY Buffalo – PhD, English/American Studies

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On April 18, 2019, **Maryland Governor Larry Hogan** signed legislation changing the name of University of Maryland University College (UMUC), America's largest online public university, to University of Maryland Global Campus (UMGC), effective July 1, 2020.

The new name reflects the institution's status as a respected state university in Maryland, its global footprint, and its ability to serve its students wherever in the world their life journey takes them.



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## Mission



**TRANSFORMING LIVES**

The mission of University of Maryland Global Campus (UMGC) is **improving the lives of adult learners.**

We will accomplish this by:

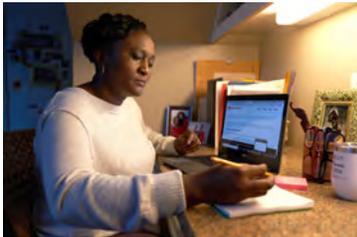
- Operating as Maryland's open university, serving adult students in the workforce and the U.S. military, as well as veterans, in Maryland, across the United States, and around the world;
- Providing our students with **affordable, open access to valued, quality higher education**; and
- Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose, and sharing our perspectives and expertise.



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## UMGC History



- Founded in 1947, UMGC has maintained a singular focus on the needs of **adult and military students** for whom a traditional education is impractical or impossible
- In 1949, UMGC answered the U.S. Department of Defense (DoD) call to teach American troops stationed in post-WWII Europe; in 1956, in Asia; in 2005, in the Middle East
- UMGC has taught on all seven continents and in war zones including Vietnam, Kosovo, Iraq, and Afghanistan
- Today, UMGC operates on **U.S. military installations** across the United States and in more than 20 countries under three DoD contracts: Europe, Asia, and Middle East
- In 1970, UMGC became independently accredited
- UMGC was among the first universities in the world to develop and offer **degrees fully online**
- Today, UMGC is America's **largest online public university**

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## UMGC Enrollment



More than **95 percent** of enrollments are either online or in a hybrid format.

*Fiscal Year 2021*



**89,900+**  
students enrolled

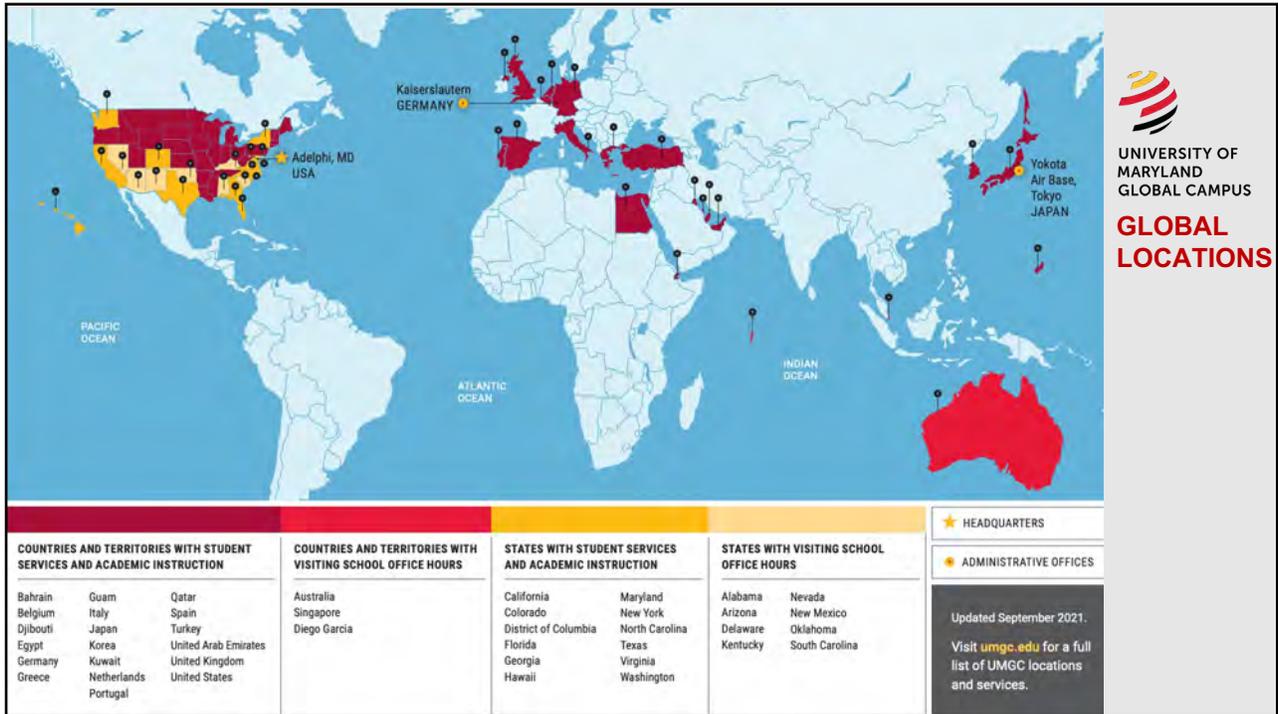


**15,400+**  
degrees and certificates  
awarded



**352,000+**  
course enrollments

6



7

## UMGC Locations

**UMGC has 175+ worldwide classroom and service locations**  
including on military bases in more than 20 countries and territories

### Our Newest Locations



**National Landing**  
**Virginia**



**Fayetteville**  
**North Carolina**



**San Antonio**  
**Texas**



**Patrick Space Force Base**  
**Florida**



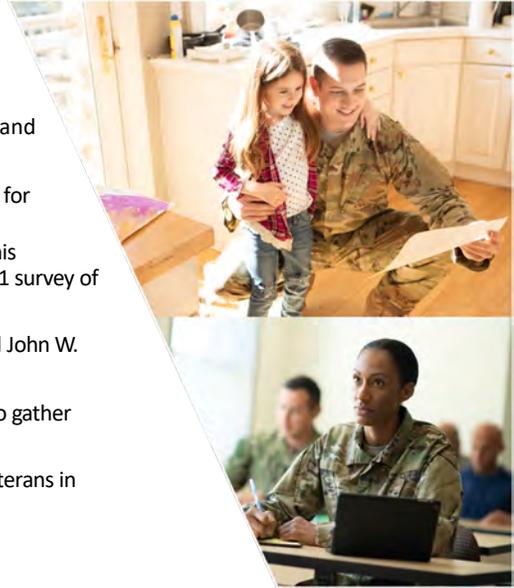
**Morón Air Force Base**  
**Spain**


UNIVERSITY OF MARYLAND GLOBAL CAMPUS

8

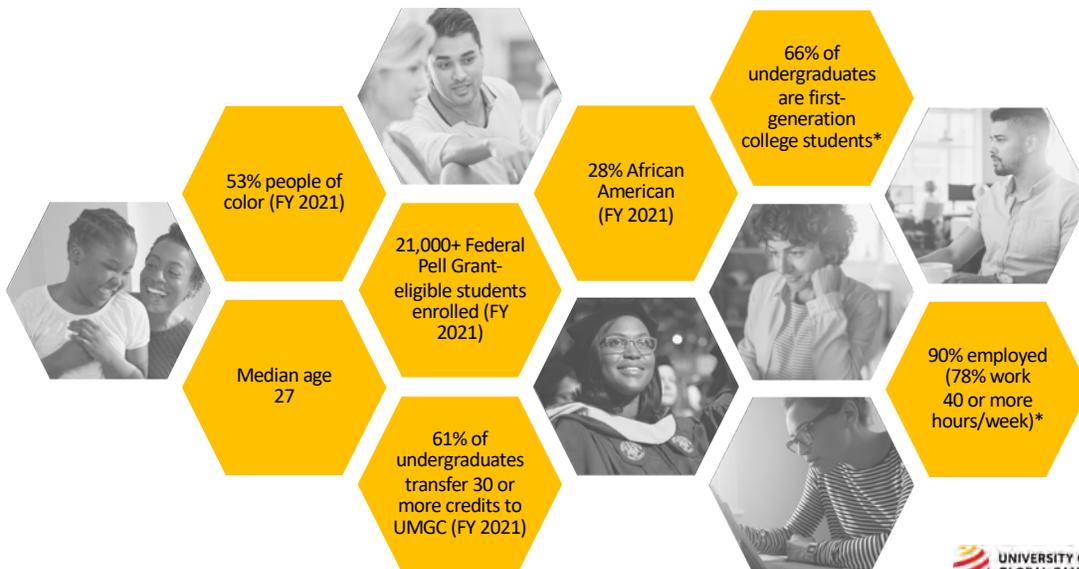
## UMGC and the Military

- UMGC has held continuous contracts with the Department of Defense to provide face-to-face instruction to U.S. troops in Europe (since 1949), Asia (since 1956) and the Middle East (since 2005).
- Some **52,000** active-duty military servicemembers, reservists, veterans, and dependents are enrolled.
- UMGC was named the top public university in the *Military Times* 2020 "Best for Vets" ranking of online and nontraditional universities. This marks the sixth consecutive year UMGC has been ranked among the top 10 universities in this category. UMGC also ranks No. 1 among universities in the publication's 2021 survey of Best for Vets Employers.
- In 2016, UMGC opened a student veterans lounge and launched the General John W. Vessey Jr. Online Veterans Resource Center.
- UMGC was one of five institutions chosen to participate in a pilot program to gather data and inform the U.S. Naval Community College's development.
- UMGC is the largest provider of higher education services to U.S. military veterans in the world and the second-largest provider to active-duty personnel.



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## Student Profile



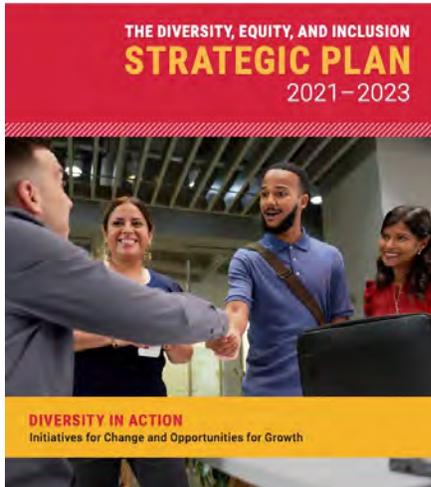
\* UMGC Demographics Survey, Fall 2021



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## Diversity in Action



In 2021, UMGC launched a new, two-year **Diversity, Equity, and Inclusion Strategic Plan** that will position the university to:

- Become a leading advocate for improved learning environments for communities and cultures worldwide
- Adopt a vision that combines attention to previously underrepresented groups with aspirations to increase access to education for all
- Apply a comprehensive accountability system for diversity initiatives that offers transparency for individuals and groups
- Establish additional oversights and feedback channels by increasing engagement with students, faculty, and staff
- Expand guidelines and frameworks that ensure that all programs are intentional and include performance metrics
- Build the workforce of the future, focused on inclusive excellence and cultural intelligence

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## Student Debt

UMGC offers the second-lowest in-state tuition and fees among four-year Maryland public institutions. UMGC undergraduates owe an average debt of \$22,504 after completing their degree, **well below the national average of \$37,000.**



The default rate is the percentage of a school's borrowers who enter repayment on certain loans during a federal fiscal year and default prior to the end of the next one to two fiscal years.

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## Success Coaches

All UMGC students are assigned **success coaches** who work with them over the course of their academic journeys.



- Students have a dedicated support system to progress in their programs and achieve their goals.
- Coaches help identify the root causes of obstacles to a student's progress—whether life factors or academic challenges—and identify solutions to those challenges before they become impediments.
- This model emphasizes proactive outreach to students based on key indicators and risk factors, such as their number of coursework submissions and how frequently they log in to the classroom.

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## Serving Adult Learners

- Programs and courses are designed with input from industry leaders and focus on the **knowledge, skills, abilities, and dispositions (KSADs)** students need to succeed in their chosen fields.
- Project-based experiences help to develop mastery and application of KSADs in real-world and career-relevant contexts.
- Undergraduates complete a PACE (Program and Career Explorations) course, in which they are matched with a faculty mentor who helps them develop academic and career plans and become familiar with university support services and resources during this course, thus improving first-term retention.
- UMGC is a **leader in advancing educational innovation.**
  - UMGC's School of Cybersecurity and Information Technology is incorporating immersive learning through Extended Reality (XR) and virtual classrooms.
  - UMGC has replaced most publisher textbooks with eResources, including open educational resources (OERs), saving students millions of dollars each year and increasing accessibility and likelihood of success.
  - UMGC is exploring alternate and complementary credentials as pathways to education and is actively developing credit and non-credit, stackable experiences.
  - UMGC is a **pioneer in the use of technology and analytics** (such as adaptive learning and predictive analytics) to identify new strategies and approaches that will improve retention and student success.

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## Faculty Model

**4,500+**  
adjunct faculty  
members

**With experience  
teaching adult learners  
in face-to-face, online,  
and in hybrid settings**



- Full-time faculty provide leadership to the academic programs; they are responsible for curricular rigor, coherence, content, and quality of the programs
- Adjuncts are scholar-practitioners—**faculty with solid academic credentials who also work in the fields in which they teach**, bringing to bear their rich, real-world experience for the benefit of UMGC students
- UMGC trains and evaluates faculty based on their **ability to support non-traditional learners**
- Analytics allow faculty and staff to identify when learners are struggling and to reach out to offer timely support
- Collegiate faculty are on renewable, full-time, annual contracts; overseas collegiate faculty teach only face-to-face for military contracts and can be reassigned to and within the geographic area in which they are hired

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## Thinking Beyond the Transcript



- UMGC has teamed up with **Parchment**, the industry leader in academic credentials management, on a pilot program to develop and issue **Comprehensive Learner Records (CLRs)**.
- CLRs are official academic records and expand the information and insights a college or university certifies about a **learner's educational experience, both in and out of the classroom**.
- Using Parchment Award – CLR Services, UMGC can capture more specific evidence of a student's learning—as well as a more **holistic representation of a learners' education**—in ways traditional transcripts cannot.

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## Expanding Our Program Portfolio



UMGC offers **90+ degrees, specializations, and certificates**, and continues to add new career-aligned programs and credentials in areas such as:

- Data Science, Digital Design, and Threat Hunting
- CyberAccounting, HRIS People Analytics, and Global and Multicultural Marketing
- Long-term Care Administration, Health and Aging, and Applied Social Science

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## Innovative Scholarships

- The **UMGC Student Aid Fund for Emergency Relief (SAFER)** was established in response to the global pandemic to assist UMGC students worldwide who are experiencing financial hardship related to an unforeseen emergency. More than 460 students have received an average of \$500 each.
- With the **Maryland Completion Scholarship**, eligible Maryland community college graduates can complete their bachelor's degree at UMGC for \$12,000 or less, well below the typical cost for in-state students. Since spring 2014, more than 12,516 scholarships have been awarded and some 5,120 recipients have earned a UMGC credential.
- The **Prince George's 3D Scholarship** Program allows eligible students in Prince George's County to earn a bachelor's degree for a total cost of \$10,000 or less.
- The **Pillars of Strength Scholarship** covers all costs for the volunteer caregivers of wounded or injured servicemembers seeking a bachelor's or master's degree. Fifty-one full scholarships have been awarded since 2013.



**Erika Auro-Romillo**  
Pillars of Strength Caregiver

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## Academic & Corporate Alliances

UMGC works with many clients to serve their education needs. Our alliances span a full range of organizations, including major corporations, the federal government, and community colleges across the United States.

### 135 Corporate, Nonprofit, and Government Partners

*including*

- Amazon
- AWS
- Boeing
- Booz Allen Hamilton
- CSX
- GEICO
- Jiffy Lube
- Leidos
- Lockheed Martin
- Marriott International
- Maryland Transportation Authority (MDTA) Police
- Maryland State Police
- Papa John's
- Uber
- MedStar Health
- Smithsonian Institution
- Walgreens

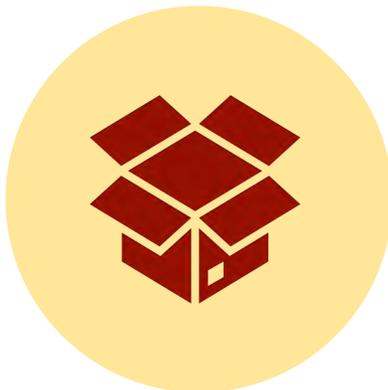


### 92 Community College Alliances

including all Maryland community colleges and 76 out-of-state community colleges and systems



## UMGC and Amazon



Under an expanded agreement unique to UMGC, some **15,000 eligible Amazon employees in Maryland will now have access to every UMGC undergraduate program**, including in such workforce-relevant fields as business, cybersecurity, and data science. Amazon will cover the full cost of tuition and UMGC will waive the application fee. **UMGC is the only university in Maryland to have this agreement with Amazon.**

This enhanced partnership launched December 2021.



## Broadening Our Reach



### OUR GOAL

UMGC will become the **most transfer-friendly** college in America.

### Newly Announced System Alliances



Reaching more than **two million learners** enrolled in the California system's 116 community colleges.



Reaching more than **100,000 students** enrolled in the system's 16 community colleges.



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## UMUC Ventures

UMUC Ventures was established in 2016 as a not-for-profit supporting organization, identifying and developing enterprises with the potential to generate new revenue streams, the profits from which will help to hold down the cost of a UMGCEducation. Through UMUC Ventures, UMGCEducation is creating a new way of fulfilling its public mission—bringing an affordable, accessible, quality education within reach for adult learners in Maryland and around the world

### STRATEGIC PRIORITIES

**Strengthen UMGCEducation:** Enable the university to innovate and provide its diverse learner populations with the best possible opportunities to succeed.

**Innovation Hub for USM:** Enhance the capabilities of the University System of Maryland (USM) and offer new supports for Maryland students and institutions.

**Market Opportunities:** Explore opportunities with broad market value with eventual revenues channeled toward lowering costs or increasing support for Maryland learners.



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## UMGC Accreditations

UMGC is accredited by the **Middle States Commission on Higher Education (MSCHE)**, the accrediting body that serves Maryland and surrounding states and accredits all University System of Maryland institutions.

UMGC holds Specialized Program Accreditations for five professional degrees including the Health Informatics Administration Master's Degree, Master of Arts in Teaching, Master of Business Administration, Master of Education in Instructional Technology, and Nursing for Registered Nurses Bachelor's Degree.

UMGC has been designated as a **National Center of Academic Excellence in Information Assurance and Cyber Defense Education** by the National Security Agency and the Department of Homeland Security and as a **National Center of Digital Forensics Academic Excellence** by the Defense Cyber Crime Center Academic Cyber Curriculum Alliance.



## Accolades and Awards

No. 1 among Universities, Best for Vets Employers—*Military Times* | 2021

Top 10 Most Innovative Schools among Regional Universities, North—*U.S. News & World Report Best Colleges* | 2021

No. 21 in America's Best Online Learning Schools, Colleges Survey—*Newsweek* | 2021

Top ranked public university (online and nontraditional universities)—*Military Times* "Best for Vets" | 2020

No. 1 in conferring master's degrees to minority students in the area of Information Technology—*Diverse: Issues in Higher Education* (Diverse) | 2020

Ninth Annual Mid-Atlantic Gigabit Innovation Collaboratory (MAGIC) Competition – First and Third Place for UMGC's cyber competition teams | 2020

For a second straight year, UMGC's Cybersecurity Technology graduate program won the Professional Award for Best Cybersecurity Program in Higher Education – *SC Magazine* | 2019

Ranked #1 among online and nontraditional universities – *Military Times Best Colleges* | 2018

IBM Watson Analytics Global Competition – First Place | UMGC Data Analytics Team | 2018

Best of the Best: Top Veteran-Friendly Schools | *U.S. Veterans Magazine* | 2016

Higher Education Excellence in Diversity Award | *INSIGHT Into Diversity* | 2016

President's Award – Open Education Consortium | 2015

WCET Outstanding Work (WOW) Award recipient for UMGC's large-scale effort to adopt open educational resources, or OERs, in all undergraduate courses | 2015

UMGC became the first institution in the University System of Maryland to be designated as a National Center of Digital Forensics Academic Excellence by the U.S. Department of Defense Cyber Crime Center (DC3) | 2015



# The Washington Post

Education

## Online education leader to take over at University of Maryland Global Campus

Gregory Fowler was recently named president of University of Maryland Global Campus, starting on Jan. 4.



By Nick Anderson

Jan. 3, 2021 at 6:15 p.m. EST

A veteran online education leader and English scholar who has pushed for workforce-oriented programs serving students at all stages of adult life is poised to take over Monday as president of the University of Maryland Global Campus.

Gregory Fowler, 50, has been a senior official for nearly nine years at fast-growing Southern New Hampshire University. Enrollment at the private, nonprofit university, fueled by a booming online program, exceeded 113,000 students in fall 2019 and surged even higher in 2020.

Now Fowler will take the helm of the public, online-focused school based in Maryland known as UMGC. It had more than 58,000 students in the United States in 2019, federal data show, and served tens of thousands more at locations around the world. Much of UMGC's overseas enrollment comes from U.S. military service members and their families.

UMGC in the News - EXCERPT

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THE Campus / Part of Times Higher Education



Co-Authored by

Gregory Fowler  
President  
University of Maryland Global Campus

Kate Smith  
President  
Rio Salado College

September 9, 2021

UMGC in the News - EXCERPT

## If we want non-traditional results, we need non-traditional approaches

**We must listen to – and respect – the needs and aspirations of learners as they are, not as we wish them to be, say Gregory Fowler and Kate Smith**

As we begin to emerge out the other side of the pandemic, it has become increasingly clear that a large and growing demographic of adult learners – historically underserved by traditional higher education – was disproportionately affected.

While they strive to complete degrees and credentials while re-entering or navigating the workforce, many find that colleges and universities are ill-equipped to respond to their needs. This ongoing demographic shift comes as no surprise, so why has the sector been so painfully slow to react?

Most institutional bureaucracies intentionally admit, sort and guide learners in large cohorts – but the personalisation that learners often need to thrive is frequently lost in the process. As a result, challenges related to scheduling, finances, access to support and the competing demands of work and family go largely unaddressed, despite learners repeatedly voicing these concerns.

Listening efforts often focus on areas such as recruitment, admissions and alumni giving, which serve the institution as much as, or more than, they serve learners. It's no trivial task to truly understand the psychosocial, emotional and personal challenges that learners face, not to mention how those challenges shape their learning experiences and intellectual development. But when listening becomes difficult, we must not turn away.

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**The Daily Record's Power 30 Higher Education: Gregory W. Fowler, Ph.D. President, University of Maryland Global Campus**



*During his 25-year career in higher education, Gregory W. Fowler has held senior-level academic and administrative positions at a number of institutions, including Western Governors University in Salt Lake City and Southern New Hampshire University.*

*In January of this year, he took over as president of the University of Maryland Global Campus, the on-line-focused school that serves mostly adult students around the world.*

**What makes you excited about your job?**

UMGC has a 75-year history of serving adult and military learners beyond the boundaries of the traditional campus on all seven continents. I am excited to continue expanding on that mission and tradition. Our team is bringing new levels of deliberate design and transparency to learning experiences—credit and noncredit—that address the needs of new markets with high levels of support and accountability.

**How have you been personally affected by the pandemic?**

COVID-19 started shutting things down just as the Ahmaud Arbery and George Floyd cases hit the news. I grew up attending high school events not far from where Arbery was killed. That could have been me.

Isolation gave me a chance to reflect on what mattered, including my relationships with others and theirs with me, especially anytime someone close to me contracted COVID, and certainly when someone passed away. Both personally and professionally, I have a greater sense of self and purpose now and, to paraphrase Mandela, want even more to use education of the underserved to change the world.

**10 Colleges That Enroll the Most Transfer Students**

**Each of these schools enrolled more than 4,600 new transfer students in fall 2020, U.S. News data shows.**

By Ilana Kowarski | Jan. 25, 2022, at 9:30 a.m.

*The U.S. News Short List, separate from our overall rankings, is a regular series that magnifies individual data points in hopes of providing students and parents a way to find which undergraduate or graduate programs excel or have room to grow in specific areas.*

Students who are unhappy with their college experience may want to consider transferring to a school that is a better fit. While some colleges rarely admit transfer students, many routinely allow transfers and enroll a significant number.

Among the 1,131 ranked colleges and universities that provided fall 2020 transfer statistics in an annual U.S. News survey, the average number of new transfer students was 476. The average transfer acceptance rate at these schools was 65%.

Meanwhile, the 10 colleges with the biggest transfer student populations each had more than 4,600 new transfer students. The average size of the transfer student body at these schools was large: 5,965 students. Transfer acceptance rates varied widely, ranging from a low of 30% at Liberty University in Virginia to a high of 100% at the University of Maryland Global Campus, which tops this list as it enrolled more than 9,500 new transfers in fall 2020.



SCHOOL (STATE)	NEW TRANSFER STUDENTS ENROLLED	NEW TRANSFER ACCEPTANCE RATE
University of Maryland Global Campus	9,513	100%
California State University—Northridge	6,727	67%
Florida International University	6,517	76%
University of Central Florida	6,478	64%
Liberty University (VA)	5,420	30%



## Making the Online Student Experience: How Intentional Design and Engagement Lead to Success

**GREGORY FOWLER**

President, University of Maryland Global Campus

January 14, 2021

With the rise of the internet, institutions of higher education like University of Maryland Global Campus (UMGC) and Southern New Hampshire University (SNHU) recognized that online education would appeal to underrepresented and nontraditional students, particularly those who have struggled to make the leap to a college degree. In the intervening years, enrollments have increased along with acceptance of online education and measures of student satisfaction, driven by processes that incorporate the learners' voices and data that show which support measures are most effective. Persistence and graduation rates have increased as well.

The coronavirus pandemic has pushed discussions of online education to the forefront, not only at schools like UMGC and SNHU, but across the country. Now, educators and administrators are exploring how to leverage feedback from online tools and adopt best online practices to improve the way we learn in face-to-face environments, as well.

The online environment has already changed the way we shop, listen to music, and even visit the doctor. Higher education, too, will exist in a new normal post pandemic. Colleges and universities that hope to help learners acquire the knowledge, skills, abilities, and dispositions (KSADs) they will need to navigate an uncertain and volatile world must be reflective and intentional in assessing the way we learn and what our learning experiences entail.

UMGC in the News - EXCERPT

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## A new name, a continued mission: UMUC is now University of Maryland Global Campus

By Connecting Vets

October 9, 2019

For 50 years, America's largest online public university has been known as the University of Maryland University College. This year, the institution has changed its name to be more reflective of its mission of reaching students all over the nation.

Starting this fall, current and prospective students will now know the university as the University of Maryland Global Campus and will begin to see the new name reflected in the logo and look on the school's website.

"This new name reflects the institution's established standing as a global leader in adult higher education, its impact as an innovator and early adopter of online education, and its focus on helping Maryland build its highly skilled workforce through affordable, accessible, and career-relevant academic programs," said Maryland Governor Larry Hogan.

UMGC in the News - EXCERPT

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# **Maryland Higher Education Commission - MD529 budge**

Uploaded by: Anthony Reiner

Position: FAV



*formerly College Savings Plans of Maryland*

**Maryland Higher Education Commission  
FY 2023 Operating Budget  
Maryland 529 Response to Department of Legislative Services Analysis**

**House Appropriations  
Subcommittee on Education and Economic Development  
Delegate Ben Barnes  
March 2, 2022**

**Senate Budget and Taxation  
Subcommittee on Education, Business, and Administration  
Senator Nancy King  
March 4, 2022**

Testimony by Erin Layton, Executive Director, Maryland 529

As the Executive Director for Maryland 529 (MD529), it is my pleasure to discuss the Save4College State Contribution Program administered by Maryland 529. I would like to thank Ian Klein for his partnership and analysis of our budget and the program itself. Since our inception in 1998 with the launch of the Maryland Prepaid College Trust (“MPCT”), our goal has been to help make college more affordable for Maryland families. We have made many significant strides toward that goal through our two college savings programs, the Maryland College Investment Plan (“MCIP”) and the Prepaid College Trust. In 2017 we added a disability savings program, Maryland ABLE, which allows individuals with disabilities to save money and pay for qualified disability-related expenses without jeopardizing State or federal means-tested benefits such as SSI or Medicaid. At present we have over \$10 billion in assets under management across all three programs.

2021 was a banner year, again, for the Agency where we reached all-time asset highs in every program. The Save4College State Contribution Program (“the Program”), encourages low- and middle-income Marylanders to open new MCIP accounts by contributing \$250 or \$500 to their account after they make a minimum contribution amount themselves. Since its beginning in

2017, the Program has seen dramatic increases in participation every year and 2021 resulted in the largest applicant pool yet.

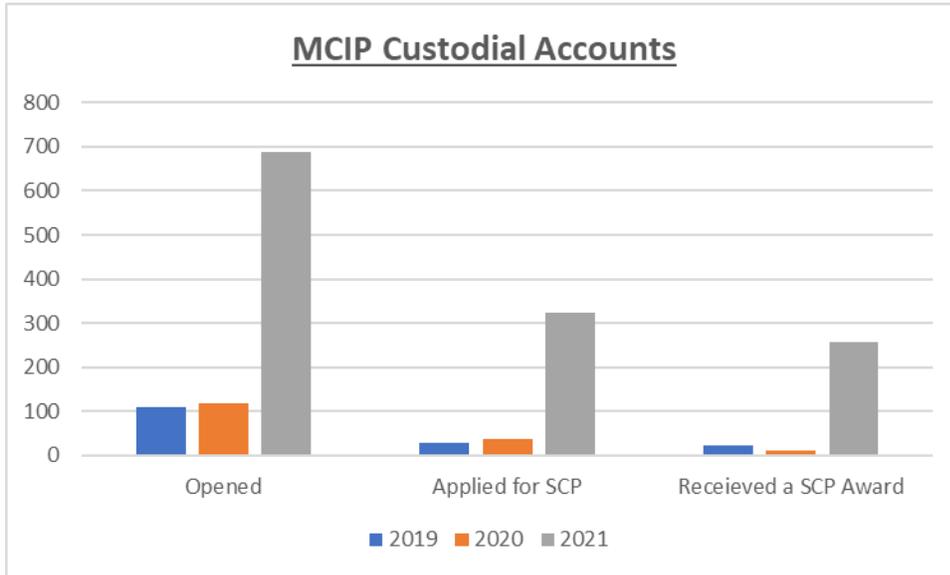
**Pg. 25 - The executive director should comment on any new strategies that have been undertaken by individuals attempting to maximize State matching contributions, such as the opening of custodial accounts, and how these actions impact the State matching program.**

**Agency Response:** The Save4College program has been extremely successful. The Program has encouraged more low- and middle-income Marylanders to open accounts and has produced impressive results where people begin to save and then continue to add to those accounts above the initial required contribution amount. Unfortunately, a few people have used this Program, and its generous contributions, not in line with the spirit of the program.

The Program and its funding became the topic of discussion for the Financial Education and Capability Commission work group in 2019, 2020 and again in 2021. During the 2021 session SB779/HB1238 passed whereby additional requirements for an account holder to be eligible for the State Contribution, now included (1) requiring Maryland residency for both the account holder and the beneficiary (previously it was just the beneficiary), (2) requiring the beneficiary to be under the age of 26 (previously there was no age limit), (3) creating a lifetime max of \$9,000 that an account holder may receive (previously there was no limit), and (4) using an account holder's adjusted gross income to determine eligibility (previously it was their Maryland taxable income).

An unexpected outcome of these changes has led to an increase in custodial accounts being established and used to apply for the State Contribution Program. The main difference between a custodial account and a "regular" account is the age of the account holder. A custodial account has a minor as the account holder and the adult acts as the custodian of the account on the minor's behalf.

In 2021, there were almost 700 custodial accounts opened and 324 custodial account applications for the Program. These 2021 numbers represent an 800% increase in applications to the Program and ultimately, these custodial accounts specifically were awarded over \$128,000 (in total) last year.



Custodial accounts, on their own, are opened for a variety of reasons and uses, but here, there is a direct correlation between many of the account holders who had previously maxed out at the \$9,000 cap and these new custodial account openings. There have been other legislative changes implemented, specifically the limit of 2 contributions per beneficiary in a year, that did and will provide a guardrail to prevent the Program from seeing significant funds going to any one account holder or beneficiary.

However, SB411/HB444, currently under Committee reviews, would prevent the use of custodial accounts for purposes of the State Contribution Program, and it would be accomplished by adding the requirement that an account holder must be at least 18 in order to be eligible for the Save4College State Contribution Program.

# **Maryland Higher Education Commission - MICUA ED an**

Uploaded by: Anthony Reiner

Position: FAV

**Fiscal Year 2023 Maryland Higher Education Commission  
(The Joseph A. Sellinger Program)**

Maryland Independent College and University Association (MICUA)  
Response to the Department of Legislative Services Budget Analysis

House Appropriations Committee  
Education and Economic Development Subcommittee  
Delegate Ben Barnes, Subcommittee Chair  
March 2, 2022

Senate Budget and Taxation Committee  
Education, Business and Administration Subcommittee  
Senator Nancy J. King, Subcommittee Chair  
March 4, 2022

Testimony Submitted by:  
Sara Fidler, President  
[sfidler@micua.org](mailto:sfidler@micua.org)

The private nonprofit member institutions of the Maryland Independent College and University Association (MICUA) have been part of the State's system of postsecondary education for almost 250 years. Today, Maryland's 13 State-aided independent institutions serve 58,000 students in various geographic locations throughout the State, 44% of whom are students of color and 24% of whom are Pell Grant recipients. Many of our students are first generation or transfer students. We offer more than 1,700 approved academic programs and we award over 15,000 degrees per year, which is almost 30% of all degrees awarded annually in the State. We are net importers of talent, as our alumni often remain in Maryland to join the workforce and support the economy after graduation. Our retention and graduation rates outperform all other sectors of higher education both in Maryland and nationally. Johns Hopkins University, MICUA's only Carnegie designated Research University, spent \$3.3 billion on research and development activities in 2020, leading all research and development spending in the country for the 42<sup>nd</sup> consecutive year. This included the issuance of 173 patents, the fueling of 170 new start-up companies since 2014, and the creation of over 1,000 new jobs.

We believe that receiving only 4% of the State's appropriation for higher education through the Joseph A. Sellinger Program, while educating 16% of the State's college students, makes this investment of State resources a wise and efficient use of taxpayer dollars. Further, we provide remarkable benefits and contribute significantly to enhancing Maryland's knowledge-based

economy. Therefore, **we are extremely grateful that the 2023 State Budget fully funds the Sellinger Program formula and we urge the Legislature to protect this funding.**

The MICUA institutions use between 85%-90% of our Sellinger funds for financial aid for Maryland students. In Fiscal 2021, of the \$59 million that we received:

- \$54 million (91%) was awarded as financial aid for Maryland students; and
- \$5 million (9%) was used to foster student success and nurture innovative strategies in academic research and pedagogy, consistent with the State Plan for Postsecondary Education.

Although the Legislature had appropriated almost \$70 million for the Sellinger Program in Fiscal 2021, in July 2020, the Board of Public Works reduced this amount by \$10.6 million out of concern over the economic impacts of the COVID-19 pandemic. This was a particularly disconcerting reduction, as it resulted in \$9.5 million less being spent for financial aid for Maryland students. We bridged some of this gap in student need with federal relief funding and some with institutional-based aid. In Fiscal 2021, the MICUA institutions spent over \$320 million in institutional-based financial aid. Still, some of this gap went unmet.

In Fiscal 2022, the Legislature fully funded the Sellinger Program at \$89 million. In Fiscal 2023, the State Budget includes \$118.6 million for the Sellinger Program. Consistent with past practice, we anticipate using over \$100 million of this funding to assist Maryland students to attend our colleges and universities.

The **Budget Analysis of the Maryland Higher Education Commission (MHEC)** completed by the Department of Legislative Services (DLS) includes a recommendation to restrict \$30 million (25%) of the Sellinger funding until MICUA submits a report detailing how institutions will use the increased funding to support the State's higher education goals. As support for this recommendation, the DLS analyst notes a decline in undergraduate enrollment at our institutions from fall 2019 to fall 2020 (during the pandemic); and a failure to meet degree-production targets in specified years. **We urge you to reject this DLS recommendation for the following reasons.**

### *Enrollment*

Despite the impacts of the pandemic on enrollment being seen across all segments of higher education, the overall enrollment at MICUA institutions remains steady and graduate enrollment has increased. When examining institution-level data, several of the MICUA institutions have experienced record high undergraduate enrollment increases during the fall of 2021. These institutions account for the increases due to students interested in staying closer to home in part due to the pandemic – typically Maryland students who seek out a MICUA institution will go out of State if the MICUA option does not work out. In addition, these institutions have increased their efforts at recruiting low-income students and students of color.

### *Degree Production*

According to data in the Integrated Postsecondary Education Data System (IPEDS), MICUA institutions overperform when it comes to production of degrees in STEM, education, and healthcare fields. We produce 26% of all STEM degrees in the State, 56% of all education degrees, and 32% of the health professional degrees, of which nursing is included. We have increased our percentage of production of these degrees every year from 2018 to 2020. With only 16% of the State's college students, this ratio is impressive and laudable. Further, in 2020, this meant that MICUA institutions added 15,000 skilled workers to the State's economy.

### *Supporting the State's Goals for Higher Education (Access, Success, Innovation)*

The MICUA institutions use all of their Sellinger funding to support the State Plan for Postsecondary Education. The three goals of access, success, and innovation are woven throughout the services and supports provided by our Sellinger funding. The vast majority of these funds are spent on access (financial aid). Other uses include: developing asynchronous online programs for six bachelor's degrees in STEM fields at **Capitol Technology University**; connecting students with over 500 Maryland employers through the Career Education Office at **Goucher College**; removing financial barriers to completion at **Hood College**; enhancing teacher preparation programs at **Johns Hopkins University** that place educators in learning communities throughout P-12 schools in Baltimore city; collaborating with Baltimore-based entrepreneurs to develop a culture of experimentation and innovation through the Baltipreneurs Accelerator program at **Loyola University Maryland**; improving college readiness by further developing the Step Ahead summer transitions program for students with disabilities at **McDaniel College**; providing a venue for students, creators of color, and the community to explore art by launching The Space for Creative Black Imagination at the **Maryland Institute College of Art**; promoting students from diverse and traditionally underrepresented backgrounds by bolstering the Learning Services Department to provide transitional and emotional health services at **Mount St. Mary's University**; offering academic, social, and organizational support to reduce inequities through hands-on learning experiences provided by the Office of Service and Community Engagement at **Notre Dame of Maryland University**; enhancing career services by offering students and the local community access to networking events with external organizations, career professionals, and graduate schools at **St. John's College**; strengthening and expanding teacher preparation at **Stevenson University**; decreasing student loan debt at **Washington College**; and responding to Maryland's increased need for health professionals by providing nursing students with additional opportunities to practice essential skills and offering extra clinical experiences at **Washington Adventist University**. Copies of reports describing the use of Sellinger funds at each of the MICUA campuses are available on our website: [www.micua.org](http://www.micua.org).

### *Targeting Low-Income Students*

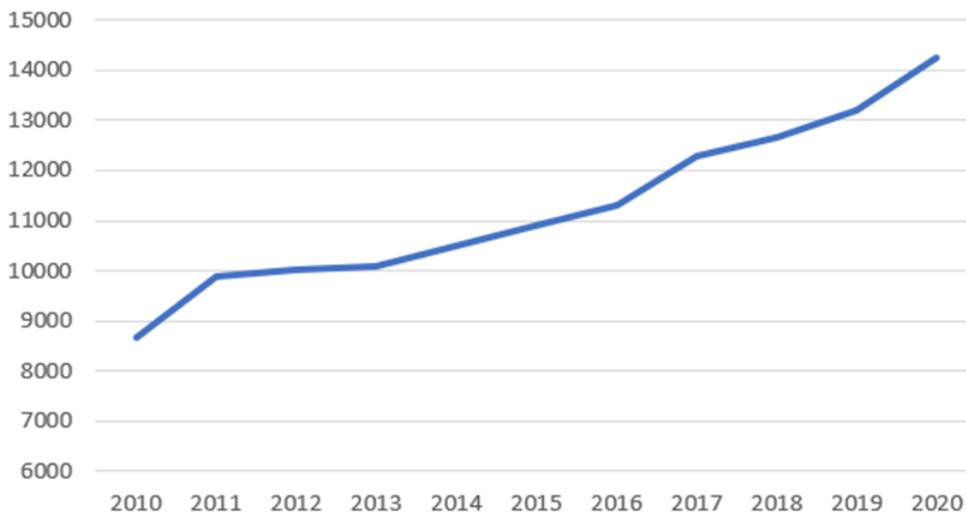
Over the past ten years, the MICUA institutions have seen a 24% growth in enrollment of students who are Pell Grant recipients. Not only do we use Sellinger funding to recruit and retain these students, we also use institutional-based aid. For example, we have had great success with the Guaranteed Access Partnership Program (GAPP), which matches the State's Guaranteed Access Grant (GAG) investment in Maryland's lowest-income, high-achieving students. During the 2021-

2022 academic year, a GAG award recipient could have been awarded up to \$38,600 to be used at one of the MICUA colleges or universities. Since the inception of GAPP in 2017, MICUA schools have matched \$45 million for almost 2,400 students.

### *Targeting Students of Color*

Since 2010, enrollment of underrepresented minority students has increased at the MICUA institutions. This can be attributed in part to the targeting of not only Sellinger funding, but also other institutional-based aid for recruiting these students. Five MICUA institutions currently have majority minority undergraduate student populations and ten MICUA institutions enjoy undergraduate minority representation of 30% or more.

## Underrepresented Minority Students Enrolled at MICUA Institutions (Fall Headcount)



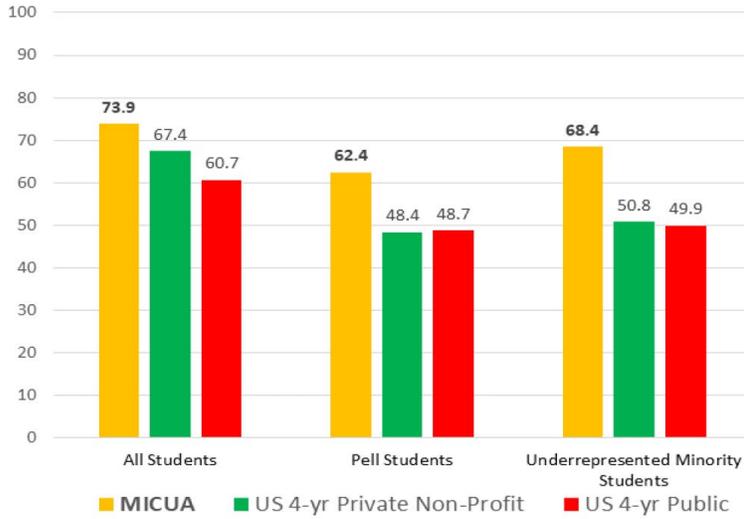
Source: IPEDS

— Total Underrepresented Minorities

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*Retention and Graduation*

It is not enough to get a student in the door of the institution; the student must persist. The MICUA institutions put forth a great deal of effort ensuring that all students, and particularly low-income students and students of color, have the supports and services that may be needed for them to graduate. Our six-year graduation rates exceed the national averages for all students at 74%, but more importantly, for Pell Grant recipients at 62% and for underrepresented minority students at 68%.



Source: NCES-IPEDS, National Student Clearing House

***6-Year Graduation Rate of Pell Grant Recipients and Underrepresented Minorities at MICUA Institutions Surpasses the Overall National Average***

We would be happy to provide any additional information regarding the use or accounting of the Sellinger Program funds. We collect this information annually, and we are pleased to have this opportunity to share it with you. Attached to this testimony please find specific information regarding the use of Sellinger funds at several of the MICUA institutions.

In closing, we vow to continue to use our Sellinger funding for financial aid and for programs and services that ensure that we provide the stellar return on investment to Maryland’s workforce, economy, and communities that has come to be expected of us. We rise to this challenge and we look forward to better outcomes for years to come. Hold us accountable, and we promise to exceed expectations. **We sincerely thank you for fully funding the Sellinger Program this year; through this funding we will be in the best position to serve our students, our employees, our communities, and the great State of Maryland.**



Kent Devereaux  
President

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PRESIDENT

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## Senate Budget and Taxation Committee/House Appropriations Committee

On behalf of Goucher College and the close to 2,000 undergraduate and graduate students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding of the Joseph A. Sellinger Program. The Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Goucher, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,946,205 we received, we used 83% or \$2,466,205 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$31,390,000 in operational institution-based funding toward need-based student financial aid. We used the other 17% or \$480,000 of our Sellinger funding to help underwrite our Career Education Office, Academic Success Coaching and Advising, and the creation of the LAUNCH Network, a four-year program to assist students from underserved populations with student support, mentoring, and advising.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Baltimore County, we are also pleased to serve our local community as an employer and as a neighbor. Almost one-third of our study body are low-income students and Black, Latinx, or Asian American students comprise 42% of our total student population. Our graduation and retention rates are high, and we contribute to the workforce development pipeline with over 800 students currently enrolled in our school of education and 100% acceptance of our graduates into medical school from our post-baccalaureate pre-med program ranked #2 in the nation.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or questions, please contact: Stephanie Coldren ([stephanie.coldren@goucher.edu](mailto:stephanie.coldren@goucher.edu)).



## LOYOLA UNIVERSITY MARYLAND

— 1852 —

### Written Support

### Senate Budget and Taxation Committee/House Appropriations Committee

March 2, 2022/March 4, 2022

On behalf of Loyola University Maryland ([www.loyola.edu](http://www.loyola.edu)) and the over 5,000 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Loyola University Maryland, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$6,534,728 we received, we used 93%, or \$6,134,728 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$5,634,296 (or 92% of the \$6,134,728) of our Sellinger financial aid funding to need-based grants to 414 students from Maryland, and overall, our operational institution-based funding toward need-based student financial aid was over \$25 million for over 1,700 students. For fiscal 2021, Loyola provided approximately \$24.5 million of institutional need-based and merit-based financial aid to over 1,100 Maryland residents pursuing undergraduate and graduate degrees at Loyola. Beginning in FY22, our Sellinger funding allows us to achieve the goals of our *Charm City Promise Program*, which was established to recognize and support high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need.

We used the other 7%, or \$400,000, of our Sellinger funding on initiatives in both career development and innovation and entrepreneurship. In career development, we have invested in technology platforms that enhance career advising and planning services, and create ways to increase internships, and tap our students and graduates into the availability of local opportunities. Through Loyola's innovation and entrepreneurship endeavors, we show our commitment to supporting the city's thriving entrepreneurial ecosystem and our leadership in Baltimore-area efforts towards cross-collaboration, increasing access to capital, and practical benefits to society through the creation of goods, services, and ideas with commercial value in underserved neighborhoods.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Baltimore City, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus,

and currently, 15% of Loyola's undergraduate population is Pell eligible, and 29% are students of color. Our 4-year graduation (77%) and retention (88%) rates are high, and we contribute to the workforce development pipeline through career facing programs in business administration, education, and the social sciences, among others.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact John C. Coppola, Vice President for Finance and Administration and Treasurer, at 410-617-2917 or [jccoppola@loyola.edu](mailto:jccoppola@loyola.edu).

**Written Support**

**Senate Budget and Taxation Committee/House Appropriations Committee  
March 9, 2022/March 15, 2022**

On behalf of McDaniel College and the 3,081 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program in Fiscal 2023. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At McDaniel College, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,771,043 we received, we used 61%, or \$1,680,327 on student financial aid. Over the course of the pandemic we have observed the financial need of our students increase significantly. In fiscal 2021, we directed \$5,023,83 in operational institution-based funding toward need-based student financial aid, of which \$4,073,415 was directed to Maryland residents. We had 659 Pell recipients (464 were Maryland residents) with an average EFC of \$971. All of these students received an average need-based grant of \$8,721 that Sellinger funds helped make possible, making college possible for these students.

We used the other 39%, or \$1,090,716 of our Sellinger funding to support our Student Academic Support Services (SASS) department, which assists students with documented disabilities. They also work with students on a case-by-case basis to determine and implement appropriate accommodations based on individual needs. The funding also supports the Center for Experience and Opportunity, which is committed to offering programs and services focused on community engagement and career development.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Carroll County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently serving 35% Pell-eligible students and 40% students of color. Our graduation and retention rates are high, and we contribute to the workforce development pipeline through 421 Bachelor degrees awarded in popular high-demand fields such as Kinesiology, Business Administration, Psychology, and Biology.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Eric Simon, [esimon@mcdaniel.edu](mailto:esimon@mcdaniel.edu), Vice President for Administration and Finance.



## Written Support

### Senate Budget and Taxation Committee/House Appropriations Committee

March 2, 2022/March 4, 2022

On behalf of Mount St. Mary's University ([www.msmary.edu](http://www.msmary.edu)) and the 2,570 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding of the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding increases opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Mount St. Mary's University, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,676,349 we received, we used 76.9%, or \$2,057,964 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$5,495,765 in operational institution-based funding toward need-based student financial aid. We used the other 23.1%, or \$618,385 of our Sellinger funding to support the operations of our Career and Learning Centers. The Mount St. Mary's Career Center programs and services works to inspire, educate, and motivate students to take an active role in their career development and to discover their vocation. The Career Center provides counseling, educational programming, and employer services to enrich each individual's Mount St. Mary's University experience. The Career Center provides one of the central anchors to the University's nationally recognized student affairs program. Staffed by dedicated and experienced professionals in the Mount tradition of excellence, the center strives to meet the contemporary needs of students. Services are provided through a number of innovative protocols for career counseling, professional development, graduate research and professional experiences through internships. The Mount St. Mary's Learning Services Center offers a large variety of programs designed to help students succeed in their studies. We provide disability support services and peer tutoring as well as individual study strategies instruction. Through Learning Services, students can gain skills in such areas as time management, organization, note taking, test taking, and learning and memory strategies. Students can meet individually with Learning Services staff who will assess the student's individual strengths and needs and help students practice study techniques using notes and textbooks from their current classes. These services are open and available to all Mount students.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Frederick County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently serving 578 low-income students, 1,014 students of color, 66 transfer students and 108 adult learners. Our graduation and retention rates are high, and we contribute to the workforce development pipeline through offering degrees in Computer Science, Data Science, Cybersecurity, Biotechnology and Management, Accounting, Business, Psychology, Criminal Justice, Human Services, Elementary and Secondary education along with Master's degrees in Business Administration, Health Administration, Applied Behavior Analysis, Education and Teaching. Last year we conferred 418 degrees.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: William E. Davies, VP for Business and Finance @ [davies@msmary.edu](mailto:davies@msmary.edu).



# ST JOHN'S College

**Written Support**

**Senate Budget and Taxation Committee/House Appropriations Committee  
March 2, 2022/March 4, 2022**

On behalf of St. John's College ([www.sjc.edu](http://www.sjc.edu)), President Demleitner, our Board of Visitors and Governors, and the 550 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At St. John's College, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$843,131 we received, we used 90%, or \$758,818 on student financial aid. Over the course of the pandemic we have observed the financial need of our students increase significantly. In fiscal 2021 we directed 1,234,738 to Maryland students in operational institution-based funding toward need-based student financial aid. We used the other 10%, or \$84,314 of our Sellinger funding on career service assistance to current students and alumni and supported summer graduate institute offerings to provide study for educators to attend a five-week program to train in classical 'great books' curriculum, providing educators with tools for use in home charter and private schools.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in historic downtown Annapolis, right next to the State legislature, in Anne Arundel County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently 287 students with financial need, which includes 94 Pell grant recipients and 91 historically underrepresented students. 23% of our domestic students identify as students of color.

Although small in size, St. John's College is an internationally recognized liberal arts school known for having 'the most rigorous education in America,' with a chronological study of more than 200 great books and scientific experiments spanning 3000 years of human thought and achievement. A low student-to-faculty ratio contributes to an excellent classroom environment, and small class sizes ensure that all students have a voice and the opportunity to participate in the "Johnnie" experience. The college also has a great commitment to affordable education for all students, having reduced tuition prices in fiscal year 2020 by more than 33% and featuring a tuition rate among the most affordable of top-ranked liberal arts colleges in the country.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Ally Gontang-Highfield, treasurer of the college ([agontang@sjc.edu](mailto:agontang@sjc.edu)).

**R62I001\_MHEC.pdf**

Uploaded by: Anthony Reiner

Position: FAV



Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Mary Pat Seurkamp, Ph.D.  
Chairperson

James D. Fielder, Jr., Ph. D.  
Secretary

**Maryland Higher Education Commission  
FY 2023 Operating Budget  
Maryland Higher Education Commission  
Response to Department of Legislative Services Analysis**

**House Appropriations  
Subcommittee on Education and Economic Development  
Delegate Ben Barnes  
March 2, 2022**

**Senate Budget and Taxation  
Subcommittee on Education, Business, and Administration  
Senator Nancy King  
March 4, 2022**

**Pg. 10. MHEC should comment on efforts that it is taking to increase awareness of the program to assist eligible individuals, especially with the anticipated resumption of student loan repayments in 2022.**

MHEC provides information on the Student Loan Debt Relief Tax Credit program on MHEC's website and social media channels including LinkedIn, Facebook, and Twitter for the 2021 tax credit year. All three social media channels directed readers to MHEC's website. The social media campaign, which began on July 15 and ended on September 15, resulted in 47,074 page views where each individual was instructed how to apply for the Tax Credit. In addition, the Comptroller of Maryland Office posted information on the Student Loan Debt Relief Tax Credit on the website.

Moving into the next enrollment period, MHEC will begin utilizing Instagram as another social media channel to reach a different demographic of Maryland residents who are expected to have interest in the Student Loan Debt Relief Tax Credit. Two new podcasts have also been produced which promote the tax credit program and instruct Maryland residents on how to successfully complete an application. The podcasts are located on the MHEC website and will be promoted on MHEC's four social media channels. MHEC will also work with the Comptroller's office to post information on the tax credit earlier on their website.

**Pg. 23 - The Secretary should comment on the one report that has not yet been submitted, why MHEC has not been able to submit reports on time, and why MHEC has yet to submit the State Plan, which currently is over seven months late.**

MHEC takes requests for reports seriously and agency staff work diligently to provide informative data and recommendations to the legislature. Many reports are not written in isolation and require engagement from specialized individuals at the colleges and universities or in collaboration with other agencies. Coordinating schedules for meetings, obtaining, collecting, and reviewing relevant information or data, and actually drafting the report takes time – especially when we are engaging outside stakeholders. For

example, the “Students with Chronic Health Conditions” report required MHEC to work with the Maryland Department of Health (MDH). Drafting the report not only required review by the workgroup but also review from senior leadership at both agencies (as opposed to just one agency).

Additionally, some of these reports have a very short turnaround time. The JCR requests can sometimes come out as late as May. With fall due dates, this gives the agency only a few months to collect data, convene appropriate workgroups, schedule meetings, and draft a report. Additionally, some faculty and staff only hold 9-month contracts and are unavailable during summer months to join workgroup meetings. Again, MHEC takes these requests very seriously and puts in the time and effort to create high quality and informative documents.

For some of these reports, data is not available in time to meet the due date. For example, the “Best Practices and Annual Progress Toward 55% Completion Goal” report will likely never be completed by December 15 because the data are often not available to agency staff until mid-to-late November (specific to this report, we would recommend a January 30 due date).

To assist MHEC with providing requested information in a timely manner, MHEC would welcome the opportunity to discuss proposed due dates for specific reports before finalizing the requests. Similarly, MHEC welcomes the opportunity to discuss the content of a potential report as there may be existing reports or information worth reviewing instead. Additionally, when appropriate and as an alternative to a formal report, MHEC can coordinate “town hall” discussions with relevant stakeholders on specific topics. These kinds of discussions could potentially provide the legislature with the information requested in a more direct and timely manner.

Concerning the State Plan, a draft was circulated in December for public comment and a final draft is in process. MHEC will need to submit the final draft to the Commission for review and approval. The three primary goals will remain the same: student access, student success, and innovation. The draft includes eight “priorities” of focus for the next four years.

Finally, MHEC has had to address time-sensitive issues related to the pandemic, which has pulled agency staff away from standing duties such as responding to JCR requests. As a coordinating agency, MHEC has prioritized supporting our campuses in ensuring the safety of our students while continuing to provide a high-quality education.

## **Recommended Actions**

Pg. 29 – 1. Add the following language to the general fund appropriation:

, provided that since the Maryland Higher Education Commission (MHEC) has had four or more repeat findings in the most recent fiscal compliance audit issued by the Office of Legislative Audits (OLA), \$100,000 of this agency’s administrative appropriation may not be expended unless:  
(1) MHEC has taken corrective action with respect to all repeat audit findings on or before November 1, 2022; and

(2) a report is submitted to the budget committees by OLA listing each repeat audit finding along with a determination that each repeat finding was corrected. The budget committees shall have 45 days from the date of the receipt of the report to review and comment to allow for funds to be released prior to the end of fiscal 2023.

**Explanation:** The Joint Audit and Evaluation Committee has requested that budget bill language be added for each unit of State government that has four or more repeat audit findings in its most recent

fiscal compliance audit. The audit was released in June 2021, in which of the eight findings, five were repeat audit findings that pertain to Financial Assistance Program (R64I00.10) and Aid to Community Colleges (R62I00.06). However, these programs do not have administrative funds from which funding may be restricted. As a result, this language restricts a portion of its administrative budget within MHEC pending the adoption of corrective actions by MHEC and a determination by OLA that each finding was corrected. OLA shall submit reports to the budget committees on the status of repeat findings.

<b>Information Request</b>	<b>Author</b>	<b>Due Date</b>
Status of corrective actions related to most recent fiscal compliance audit	OLA	45 days before the release of funds

**MHEC Response:** MHEC respectfully disagrees with this recommendation, as it will negatively impact MHEC’s administrative appropriation. In addition, MHEC has made considerable progress addressing the audit findings.

**Impact on MHEC’s administrative appropriation:** Excluding legal fees for the HBCU settlement and other restricted expenditure categories, MHEC’s FY 2023 general fund administrative appropriation is approximately \$6.7 million, with over eighty percent of this being employees’ salaries and wages. In addition, of the remaining (excluding salaries and wages) administrative appropriation, \$221,000 of this funding is allocated to support critical enhancements and maintenance of the MDCAPS system. Given the small FY 2023 administrative appropriation, withholding \$100, 000 of the administrative appropriation will negatively impact MHEC, as the agency may be forced to delay filling positions and/or reduce critical investments in the MDCAPS system. To ensure MHEC is successful in resolving the audit findings, it is imperative that the agency can fill vacant positions quickly and continue to invest in the MDCAPS system. As such, withholding \$100,000 in funding will negatively impact these two critical success factors.

**Progress on audit findings:** Currently, MHEC is working with the DBM audit and compliance unit, and meets with the DBM audit unit monthly. MHEC’s engagement with the DBM audit team started prior to the completion of the OLA audit. MHEC has fully implemented all the recommendations for three of the eight findings, and has partially addressed several of the other findings. Overall, the OLA audit included nineteen recommendations. MHEC has fully implemented twelve of the nineteen recommendations, and has partially implemented several of the other recommendations. Regarding repeat findings, MHEC has fully implemented the recommendations for two of the five repeat findings, and expects to have another of the repeat findings fully addressed on/or around March 15, 2022. MHEC expects to have corrective actions in place for all repeat findings by July 31, 2022.

2. Adopt the following narrative:

**Institutional Aid, Pell Grants, and Loan Data by Expected Family Contribution (EFC) Category:** In order to more fully understand all types of aid available to students, the committees request that data be submitted for each community college, public four-year institution, and independent institution on institutional aid, Pell grants, and student loans. Data should include, by EFC, the number of loans and average loan size of federal subsidized and unsubsidized loans and loans from private sources as reported to the Maryland Higher Education Commission (MHEC). Additionally, data should be provided on Pell grants, including the number and average award size by EFC. Finally, data should include the number of institutional aid awards and average award size by EFC for institutional grants, institutional athletic scholarships, and other institutional scholarships. The data in the response should differentiate between

need-based aid and merit scholarships. Data should also include the number of institutional aid awards and average award size by EFC for tuition waivers/remissions of fees to employees and dependents and students. Waiver information for students should be reported by each type of waiver in State law. This report should cover fiscal 2021 data received by MHEC from State institutions and is to be submitted in an electronic format (Excel file).

<b>Information Request</b>	<b>Author</b>	<b>Due Date</b>
Institutional aid, Pell grants, and loan data by EFC	MHEC	June 30, 2022

**MHEC Response:** MHEC concurs with the recommended action.

3. Adopt the following narrative:

**Report on Best Practices and Annual Progress Toward the 55% Completion Goal:** The budget committees understand that in order to meet the State’s goal to have at least 55% of Maryland’s residents age 25 to 64 holding at least one degree credential by 2025, accurate and timely information on degree progression and best practices is needed to ensure that the State is on track to meet the goal. The budget committees request that the Maryland Higher Education Commission (MHEC) annually collect and analyze student- and transcript-level data on progression, graduation, and other relevant metrics from each public institution of higher education, including community colleges and regional higher education centers. MHEC should submit a report by December 15 each year that analyzes the data and shows each institution’s progress toward the State and institutional goals in 2025. The report should also include a summary of best practices and findings on the effectiveness of institutions’ programs as well as any concerns regarding lack of progress or best practices that are not being implemented by institutions.

<b>Information Request</b>	<b>Author</b>	<b>Due Date</b>
Report on best practices and annual progress toward the 55% completion goal	MHEC	December 15, 2022

**MHEC Response:** MHEC respectfully disagrees with this recommendation.

The data that drive the bulk of this report are not released to the Research staff until late November or early December. This does not provide MHEC staff sufficient time to perform the data analysis, prepare the tables, review the institutional submissions, prepare the written narrative and follow the standard processes the agency has in place to have work proofed, edited, and approved.

MHEC respectfully requests a deadline of January 30. If this deadline does not provide DLS sufficient time to use the report for analyses, we suggest some alternatives to the format (e.g., dividing the report into two requirements – the data tables in Excel due to be submitted by January 5 and the narrative submitted by January 30; only a dashboard, with downloadable data, due to be released by January 5).

Additionally, MHEC respectfully recommends that the agency not be required to report on institutions’ lack of progress on best practices that are not being implemented. The agency is better suited to collect information on proven best practices rather than eliciting information from institutions on initiatives that institutions are not implementing effectively.

**2022-03 MD529 budget testimony (final).pdf**

Uploaded by: Erin Layton

Position: FAV



Testimony of Erin Layton, Executive Director

Before the

House Education and Economic Development Subcommittee  
Senate Education, Business, and Administration Subcommittee

March 2, 2022

March 4, 2022

As the Executive Director for Maryland 529 (MD529), it is my pleasure to discuss the Save4College State Contribution Program administered by Maryland 529. I would like to thank Ian Klein for his partnership and analysis of our budget and the program itself. Since our inception in 1998 with the launch of the Maryland Prepaid College Trust (“MPCT”), our goal has been to help make college more affordable for Maryland families. We have made many significant strides toward that goal through our two college savings programs, the Maryland College Investment Plan (“MCIP”) and the Prepaid College Trust. In 2017 we added a disability savings program, Maryland ABLE, which allows individuals with disabilities to save money and pay for qualified disability-related expenses without jeopardizing State or federal means-tested benefits such as SSI or Medicaid. At present we have over \$10 billion in assets under management across all three programs.

2021 was a banner year, again, for the Agency where we reached all-time asset highs in every program. The Save4College State Contribution Program (“the Program”), encourages low- and middle-income Marylanders to open new MCIP accounts by contributing \$250 or \$500 to their account after they make a minimum contribution amount themselves. Since its beginning in 2017, the Program has seen dramatic increases in participation every year and 2021 resulted in the largest applicant pool yet.

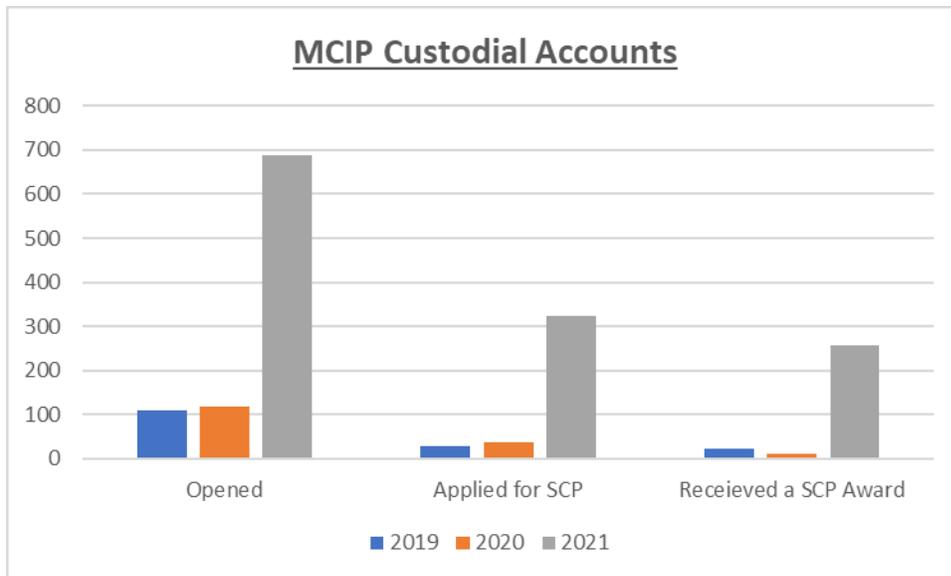
*Analyst's Recommended Action: The executive director should comment on any new strategies that have been undertaken by individuals attempting to maximize State matching contributions, such as the opening of custodial accounts, and how these actions impact the State matching program.*

**Agency Response:** The Save4College program has been extremely successful. The Program has encouraged more low- and middle-income Marylanders to open accounts and has produced impressive results where people begin to save and then continue to add to those accounts above the initial required contribution amount. Unfortunately, a few people have used this Program, and its generous contributions, not in line with the spirit of the program.

The Program and its funding became the topic of discussion for the Financial Education and Capability Commission work group in 2019, 2020 and again in 2021. During the 2021 session SB779/HB1238 passed whereby additional requirements for an account holder to be eligible for the State Contribution, now included (1) requiring Maryland residency for both the account holder and the beneficiary (previously it was just the beneficiary), (2) requiring the beneficiary to be under the age of 26 (previously there was no age limit), (3) creating a lifetime max of \$9,000 that an account holder may receive (previously there was no limit), and (4) using an account holder's adjusted gross income to determine eligibility (previously it was their Maryland taxable income).

An unexpected outcome of these changes has led to an increase in custodial accounts being established and used to apply for the State Contribution Program. The main difference between a custodial account and a "regular" account is the age of the account holder. A custodial account has a minor as the account holder and the adult acts as the custodian of the account on the minor's behalf.

In 2021, there were almost 700 custodial accounts opened and 324 custodial account applications for the Program. These 2021 numbers represent an 800% increase in applications to the Program and ultimately, these custodial accounts specifically were awarded over \$128,000 (in total) last year.



Custodial accounts, on their own, are opened for a variety of reasons and uses, but here, there is a direct correlation between many of the account holders who had previously maxed out at the \$9,000 cap and these new custodial account openings. There have been other legislative changes implemented, specifically the limit of 2 contributions per beneficiary in a year, that did and will provide a guardrail to prevent the Program from seeing significant funds going to any one account holder or beneficiary.

However, SB411/HB444, currently under Committee reviews, would prevent the use of custodial accounts for purposes of the State Contribution Program, and it would be accomplished by adding the requirement that an account holder must be at least 18 in order to be eligible for the Save4College State Contribution Program.

# **EED and EBA testimony 2022 Combined FINAL.pdf**

Uploaded by: Sara Fidler

Position: FAV

**Fiscal Year 2023 Maryland Higher Education Commission  
(The Joseph A. Sellinger Program)**

Maryland Independent College and University Association (MICUA)  
Response to the Department of Legislative Services Budget Analysis

House Appropriations Committee  
Education and Economic Development Subcommittee  
Delegate Ben Barnes, Subcommittee Chair  
March 2, 2022

Senate Budget and Taxation Committee  
Education, Business and Administration Subcommittee  
Senator Nancy J. King, Subcommittee Chair  
March 4, 2022

Testimony Submitted by:  
Sara Fidler, President  
[sfidler@micua.org](mailto:sfidler@micua.org)

The private nonprofit member institutions of the Maryland Independent College and University Association (MICUA) have been part of the State's system of postsecondary education for almost 250 years. Today, Maryland's 13 State-aided independent institutions serve 58,000 students in various geographic locations throughout the State, 44% of whom are students of color and 24% of whom are Pell Grant recipients. Many of our students are first generation or transfer students. We offer more than 1,700 approved academic programs and we award over 15,000 degrees per year, which is almost 30% of all degrees awarded annually in the State. We are net importers of talent, as our alumni often remain in Maryland to join the workforce and support the economy after graduation. Our retention and graduation rates outperform all other sectors of higher education both in Maryland and nationally. Johns Hopkins University, MICUA's only Carnegie designated Research University, spent \$3.3 billion on research and development activities in 2020, leading all research and development spending in the country for the 42<sup>nd</sup> consecutive year. This included the issuance of 173 patents, the fueling of 170 new start-up companies since 2014, and the creation of over 1,000 new jobs.

We believe that receiving only 4% of the State's appropriation for higher education through the Joseph A. Sellinger Program, while educating 16% of the State's college students, makes this investment of State resources a wise and efficient use of taxpayer dollars. Further, we provide remarkable benefits and contribute significantly to enhancing Maryland's knowledge-based

economy. Therefore, **we are extremely grateful that the 2023 State Budget fully funds the Sellinger Program formula and we urge the Legislature to protect this funding.**

The MICUA institutions use between 85%-90% of our Sellinger funds for financial aid for Maryland students. In Fiscal 2021, of the \$59 million that we received:

- \$54 million (91%) was awarded as financial aid for Maryland students; and
- \$5 million (9%) was used to foster student success and nurture innovative strategies in academic research and pedagogy, consistent with the State Plan for Postsecondary Education.

Although the Legislature had appropriated almost \$70 million for the Sellinger Program in Fiscal 2021, in July 2020, the Board of Public Works reduced this amount by \$10.6 million out of concern over the economic impacts of the COVID-19 pandemic. This was a particularly disconcerting reduction, as it resulted in \$9.5 million less being spent for financial aid for Maryland students. We bridged some of this gap in student need with federal relief funding and some with institutional-based aid. In Fiscal 2021, the MICUA institutions spent over \$320 million in institutional-based financial aid. Still, some of this gap went unmet.

In Fiscal 2022, the Legislature fully funded the Sellinger Program at \$89 million. In Fiscal 2023, the State Budget includes \$118.6 million for the Sellinger Program. Consistent with past practice, we anticipate using over \$100 million of this funding to assist Maryland students to attend our colleges and universities.

The **Budget Analysis of the Maryland Higher Education Commission (MHEC)** completed by the Department of Legislative Services (DLS) includes a recommendation to restrict \$30 million (25%) of the Sellinger funding until MICUA submits a report detailing how institutions will use the increased funding to support the State's higher education goals. As support for this recommendation, the DLS analyst notes a decline in undergraduate enrollment at our institutions from fall 2019 to fall 2020 (during the pandemic); and a failure to meet degree-production targets in specified years. **We urge you to reject this DLS recommendation for the following reasons.**

### *Enrollment*

Despite the impacts of the pandemic on enrollment being seen across all segments of higher education, the overall enrollment at MICUA institutions remains steady and graduate enrollment has increased. When examining institution-level data, several of the MICUA institutions have experienced record high undergraduate enrollment increases during the fall of 2021. These institutions account for the increases due to students interested in staying closer to home in part due to the pandemic – typically Maryland students who seek out a MICUA institution will go out of State if the MICUA option does not work out. In addition, these institutions have increased their efforts at recruiting low-income students and students of color.

### *Degree Production*

According to data in the Integrated Postsecondary Education Data System (IPEDS), MICUA institutions overperform when it comes to production of degrees in STEM, education, and healthcare fields. We produce 26% of all STEM degrees in the State, 56% of all education degrees, and 32% of the health professional degrees, of which nursing is included. We have increased our percentage of production of these degrees every year from 2018 to 2020. With only 16% of the State's college students, this ratio is impressive and laudable. Further, in 2020, this meant that MICUA institutions added 15,000 skilled workers to the State's economy.

### *Supporting the State's Goals for Higher Education (Access, Success, Innovation)*

The MICUA institutions use all of their Sellinger funding to support the State Plan for Postsecondary Education. The three goals of access, success, and innovation are woven throughout the services and supports provided by our Sellinger funding. The vast majority of these funds are spent on access (financial aid). Other uses include: developing asynchronous online programs for six bachelor's degrees in STEM fields at **Capitol Technology University**; connecting students with over 500 Maryland employers through the Career Education Office at **Goucher College**; removing financial barriers to completion at **Hood College**; enhancing teacher preparation programs at **Johns Hopkins University** that place educators in learning communities throughout P-12 schools in Baltimore city; collaborating with Baltimore-based entrepreneurs to develop a culture of experimentation and innovation through the Baltipreneurs Accelerator program at **Loyola University Maryland**; improving college readiness by further developing the Step Ahead summer transitions program for students with disabilities at **McDaniel College**; providing a venue for students, creators of color, and the community to explore art by launching The Space for Creative Black Imagination at the **Maryland Institute College of Art**; promoting students from diverse and traditionally underrepresented backgrounds by bolstering the Learning Services Department to provide transitional and emotional health services at **Mount St. Mary's University**; offering academic, social, and organizational support to reduce inequities through hands-on learning experiences provided by the Office of Service and Community Engagement at **Notre Dame of Maryland University**; enhancing career services by offering students and the local community access to networking events with external organizations, career professionals, and graduate schools at **St. John's College**; strengthening and expanding teacher preparation at **Stevenson University**; decreasing student loan debt at **Washington College**; and responding to Maryland's increased need for health professionals by providing nursing students with additional opportunities to practice essential skills and offering extra clinical experiences at **Washington Adventist University**. Copies of reports describing the use of Sellinger funds at each of the MICUA campuses are available on our website: [www.micua.org](http://www.micua.org).

### *Targeting Low-Income Students*

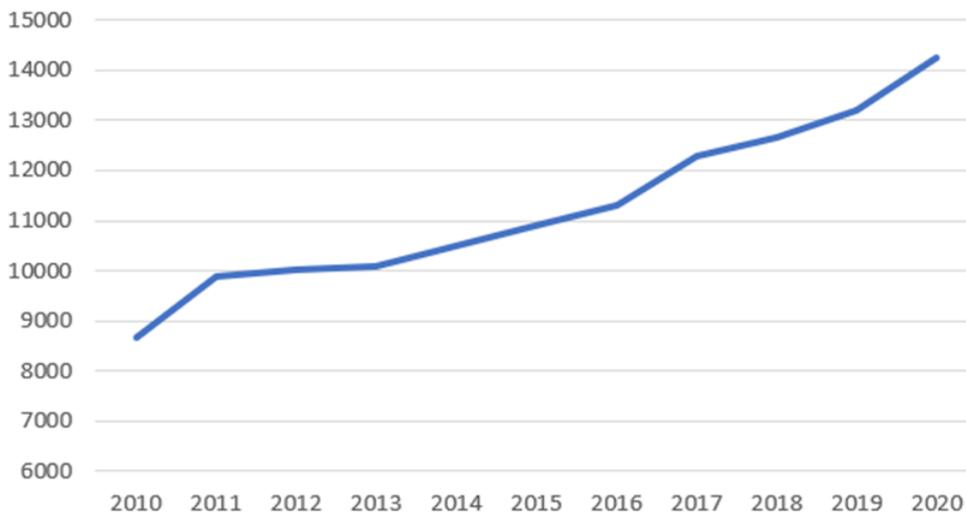
Over the past ten years, the MICUA institutions have seen a 24% growth in enrollment of students who are Pell Grant recipients. Not only do we use Sellinger funding to recruit and retain these students, we also use institutional-based aid. For example, we have had great success with the Guaranteed Access Partnership Program (GAPP), which matches the State's Guaranteed Access Grant (GAG) investment in Maryland's lowest-income, high-achieving students. During the 2021-

2022 academic year, a GAG award recipient could have been awarded up to \$38,600 to be used at one of the MICUA colleges or universities. Since the inception of GAPP in 2017, MICUA schools have matched \$45 million for almost 2,400 students.

### *Targeting Students of Color*

Since 2010, enrollment of underrepresented minority students has increased at the MICUA institutions. This can be attributed in part to the targeting of not only Sellinger funding, but also other institutional-based aid for recruiting these students. Five MICUA institutions currently have majority minority undergraduate student populations and ten MICUA institutions enjoy undergraduate minority representation of 30% or more.

## **Underrepresented Minority Students Enrolled at MICUA Institutions (Fall Headcount)**



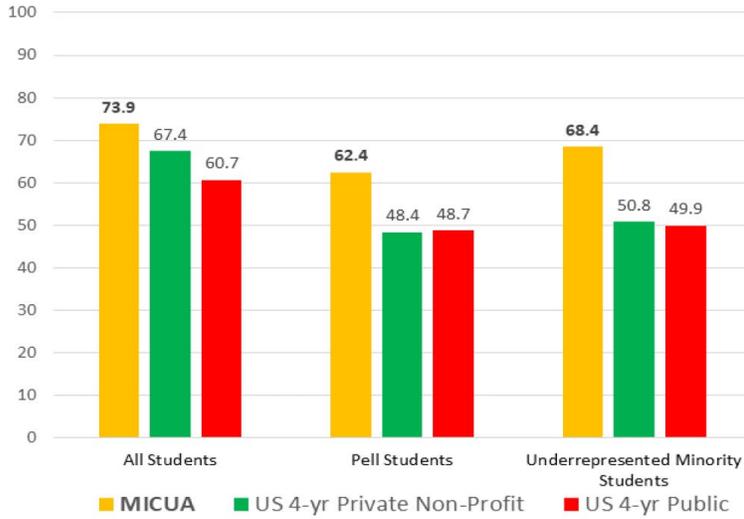
Source: IPEDS

— Total Underrepresented Minorities

12

*Retention and Graduation*

It is not enough to get a student in the door of the institution; the student must persist. The MICUA institutions put forth a great deal of effort ensuring that all students, and particularly low-income students and students of color, have the supports and services that may be needed for them to graduate. Our six-year graduation rates exceed the national averages for all students at 74%, but more importantly, for Pell Grant recipients at 62% and for underrepresented minority students at 68%.



Source: NCES-IPEDS, National Student Clearing House

***6-Year Graduation Rate of Pell Grant Recipients and Underrepresented Minorities at MICUA Institutions Surpasses the Overall National Average***

We would be happy to provide any additional information regarding the use or accounting of the Sellinger Program funds. We collect this information annually, and we are pleased to have this opportunity to share it with you. Attached to this testimony please find specific information regarding the use of Sellinger funds at several of the MICUA institutions.

In closing, we vow to continue to use our Sellinger funding for financial aid and for programs and services that ensure that we provide the stellar return on investment to Maryland’s workforce, economy, and communities that has come to be expected of us. We rise to this challenge and we look forward to better outcomes for years to come. Hold us accountable, and we promise to exceed expectations. **We sincerely thank you for fully funding the Sellinger Program this year; through this funding we will be in the best position to serve our students, our employees, our communities, and the great State of Maryland.**



**Written Support**

### **Senate Budget and Taxation Committee/House Appropriations Committee**

On behalf of Capitol Technology University ([www.captechu.edu](http://www.captechu.edu)) and the 800 students that we serve, we greatly appreciate the opportunity to provide testimony in strong support of full funding of the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Capitol, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$670,957 we received, we used 90%, or \$603,862, on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. Of that amount, \$372,808 was disbursed to our neediest Maryland students for a total of 92 students. We used the other 10%, or \$67,095, of our Sellinger funding for technology to promote access. The university implemented new software systems for support, delivery and recording of online courses to create seamless systems for our diverse online students. During this time Capitol developed asynchronous, quality online programs for 6 undergraduate degrees - Bachelor of Science in Cybersecurity, Bachelor of Science in Facilities Management and Critical Infrastructure, Bachelor of Science in Construction Management and Critical Infrastructure, Bachelor of Science in Professional Trades Administration, Bachelor of Science in Counterterrorism, and Bachelor of Science in Construction Safety. In addition, as part of the strategic initiative of the university, we are expanding articulation agreements with Maryland community colleges. This provides place-bound Maryland community college students the opportunity to complete a four-year degree program in our asynchronous online programs.

Located in Prince George's County District 23A, we also serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus: currently 36% of our undergraduate students are low-income (Pell eligible) and the majority of our students are students of color. Additionally, our part-time undergraduate students are adult learners with an average age of 28. Our graduation and retention rates are high, and we contribute to the workforce development pipeline through our cybersecurity, engineering, and management degrees. During the 2020-2021 academic year we conferred 184 degrees in high demand workforce areas at all levels of education.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Kathleen Werner, VP Finance & Administration at [kmwerner@captechu.edu](mailto:kmwerner@captechu.edu).



Kent Devereaux  
President

OFFICE OF THE  
PRESIDENT

Goucher College  
1021 Dulaney Valley Road  
Baltimore, Maryland 21204  
410-337-6040  
president@goucher.edu  
www.goucher.edu

## Senate Budget and Taxation Committee/House Appropriations Committee

On behalf of Goucher College and the close to 2,000 undergraduate and graduate students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding of the Joseph A. Sellinger Program. The Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Goucher, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,946,205 we received, we used 83% or \$2,466,205 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$31,390,000 in operational institution-based funding toward need-based student financial aid. We used the other 17% or \$480,000 of our Sellinger funding to help underwrite our Career Education Office, Academic Success Coaching and Advising, and the creation of the LAUNCH Network, a four-year program to assist students from underserved populations with student support, mentoring, and advising.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Baltimore County, we are also pleased to serve our local community as an employer and as a neighbor. Almost one-third of our study body are low-income students and Black, Latinx, or Asian American students comprise 42% of our total student population. Our graduation and retention rates are high, and we contribute to the workforce development pipeline with over 800 students currently enrolled in our school of education and 100% acceptance of our graduates into medical school from our post-baccalaureate pre-med program ranked #2 in the nation.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or questions, please contact: Stephanie Coldren ([stephanie.coldren@goucher.edu](mailto:stephanie.coldren@goucher.edu)).



## LOYOLA UNIVERSITY MARYLAND

— 1852 —

### Written Support

### Senate Budget and Taxation Committee/House Appropriations Committee

March 2, 2022/March 4, 2022

On behalf of Loyola University Maryland ([www.loyola.edu](http://www.loyola.edu)) and the over 5,000 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Loyola University Maryland, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$6,534,728 we received, we used 93%, or \$6,134,728 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$5,634,296 (or 92% of the \$6,134,728) of our Sellinger financial aid funding to need-based grants to 414 students from Maryland, and overall, our operational institution-based funding toward need-based student financial aid was over \$25 million for over 1,700 students. For fiscal 2021, Loyola provided approximately \$24.5 million of institutional need-based and merit-based financial aid to over 1,100 Maryland residents pursuing undergraduate and graduate degrees at Loyola. Beginning in FY22, our Sellinger funding allows us to achieve the goals of our *Charm City Promise Program*, which was established to recognize and support high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need.

We used the other 7%, or \$400,000, of our Sellinger funding on initiatives in both career development and innovation and entrepreneurship. In career development, we have invested in technology platforms that enhance career advising and planning services, and create ways to increase internships, and tap our students and graduates into the availability of local opportunities. Through Loyola's innovation and entrepreneurship endeavors, we show our commitment to supporting the city's thriving entrepreneurial ecosystem and our leadership in Baltimore-area efforts towards cross-collaboration, increasing access to capital, and practical benefits to society through the creation of goods, services, and ideas with commercial value in underserved neighborhoods.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Baltimore City, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus,

and currently, 15% of Loyola's undergraduate population is Pell eligible, and 29% are students of color. Our 4-year graduation (77%) and retention (88%) rates are high, and we contribute to the workforce development pipeline through career facing programs in business administration, education, and the social sciences, among others.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact John C. Coppola, Vice President for Finance and Administration and Treasurer, at 410-617-2917 or [jccoppola@loyola.edu](mailto:jccoppola@loyola.edu).

## Written Support

### **Senate Budget and Taxation Committee/House Appropriations Committee March 9, 2022/March 15, 2022**

On behalf of McDaniel College and the 3,081 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program in Fiscal 2023. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At McDaniel College, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,771,043 we received, we used 61%, or \$1,680,327 on student financial aid. Over the course of the pandemic we have observed the financial need of our students increase significantly. In fiscal 2021, we directed \$5,023,83 in operational institution-based funding toward need-based student financial aid, of which \$4,073,415 was directed to Maryland residents. We had 659 Pell recipients (464 were Maryland residents) with an average EFC of \$971. All of these students received an average need-based grant of \$8,721 that Sellinger funds helped make possible, making college possible for these students.

We used the other 39%, or \$1,090,716 of our Sellinger funding to support our Student Academic Support Services (SASS) department, which assists students with documented disabilities. They also work with students on a case-by-case basis to determine and implement appropriate accommodations based on individual needs. The funding also supports the Center for Experience and Opportunity, which is committed to offering programs and services focused on community engagement and career development.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Carroll County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently serving 35% Pell-eligible students and 40% students of color. Our graduation and retention rates are high, and we contribute to the workforce development pipeline through 421 Bachelor degrees awarded in popular high-demand fields such as Kinesiology, Business Administration, Psychology, and Biology.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Eric Simon, [esimon@mcdaniel.edu](mailto:esimon@mcdaniel.edu), Vice President for Administration and Finance.



## Written Support

### Senate Budget and Taxation Committee/House Appropriations Committee

March 2, 2022/March 4, 2022

On behalf of Mount St. Mary's University ([www.msmary.edu](http://www.msmary.edu)) and the 2,570 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding of the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding increases opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Mount St. Mary's University, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$2,676,349 we received, we used 76.9%, or \$2,057,964 on student financial aid. Over the course of the pandemic, we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$5,495,765 in operational institution-based funding toward need-based student financial aid. We used the other 23.1%, or \$618,385 of our Sellinger funding to support the operations of our Career and Learning Centers. The Mount St. Mary's Career Center programs and services works to inspire, educate, and motivate students to take an active role in their career development and to discover their vocation. The Career Center provides counseling, educational programming, and employer services to enrich each individual's Mount St. Mary's University experience. The Career Center provides one of the central anchors to the University's nationally recognized student affairs program. Staffed by dedicated and experienced professionals in the Mount tradition of excellence, the center strives to meet the contemporary needs of students. Services are provided through a number of innovative protocols for career counseling, professional development, graduate research and professional experiences through internships. The Mount St. Mary's Learning Services Center offers a large variety of programs designed to help students succeed in their studies. We provide disability support services and peer tutoring as well as individual study strategies instruction. Through Learning Services, students can gain skills in such areas as time management, organization, note taking, test taking, and learning and memory strategies. Students can meet individually with Learning Services staff who will assess the student's individual strengths and needs and help students practice study techniques using notes and textbooks from their current classes. These services are open and available to all Mount students.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Frederick County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently serving 578 low-income students, 1,014 students of color, 66 transfer students and 108 adult learners. Our graduation and retention rates are high, and we contribute to the workforce development pipeline through offering degrees in Computer Science, Data Science, Cybersecurity, Biotechnology and Management, Accounting, Business, Psychology, Criminal Justice, Human Services, Elementary and Secondary education along with Master's degrees in Business Administration, Health Administration, Applied Behavior Analysis, Education and Teaching. Last year we conferred 418 degrees.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: William E. Davies, VP for Business and Finance @ [davies@msmary.edu](mailto:davies@msmary.edu).



# ST JOHN'S College

**Written Support**

**Senate Budget and Taxation Committee/House Appropriations Committee  
March 2, 2022/March 4, 2022**

On behalf of St. John's College ([www.sjc.edu](http://www.sjc.edu)), President Demleitner, our Board of Visitors and Governors, and the 550 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At St. John's College, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$843,131 we received, we used 90%, or \$758,818 on student financial aid. Over the course of the pandemic we have observed the financial need of our students increase significantly. In fiscal 2021 we directed 1,234,738 to Maryland students in operational institution-based funding toward need-based student financial aid. We used the other 10%, or \$84,314 of our Sellinger funding on career service assistance to current students and alumni and supported summer graduate institute offerings to provide study for educators to attend a five-week program to train in classical 'great books' curriculum, providing educators with tools for use in home charter and private schools.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in historic downtown Annapolis, right next to the State legislature, in Anne Arundel County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to increasing diversity on our campus, currently 287 students with financial need, which includes 94 Pell grant recipients and 91 historically underrepresented students. 23% of our domestic students identify as students of color.

Although small in size, St. John's College is an internationally recognized liberal arts school known for having 'the most rigorous education in America,' with a chronological study of more than 200 great books and scientific experiments spanning 3000 years of human thought and achievement. A low student-to-faculty ratio contributes to an excellent classroom environment, and small class sizes ensure that all students have a voice and the opportunity to participate in the "Johnnie" experience. The college also has a great commitment to affordable education for all students, having reduced tuition prices in fiscal year 2020 by more than 33% and featuring a tuition rate among the most affordable of top-ranked liberal arts colleges in the country.

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Ally Gontang-Highfield, treasurer of the college ([agontang@sjc.edu](mailto:agontang@sjc.edu)).

**Senate Budget and Taxation Committee/House Appropriations Committee**

On behalf of [Washington Adventist University](#) and the 785 students that we serve, we greatly appreciate the opportunity to provide written testimony in strong support of full funding for the Joseph A. Sellinger Program. For more than 50 years, the Sellinger Program has provided much-needed and greatly appreciated financial support to the 13 state-aided member institutions of the Maryland Independent College and University Association (MICUA). This funding will increase opportunities for Maryland students to access the school of their choice that best meets their interests and needs.

At Washington Adventist University, we use the vast majority of our Sellinger funding for financial aid for Maryland students. In fiscal 2021, of the \$1,171,808 we received, we used 64%, or \$746,808 on student financial aid. Over the course of the pandemic we have observed the financial need of our students increase significantly. In fiscal 2021 we directed \$1,682,737.42 in operational institution-based funding toward need-based student financial aid. We used the other 26%, or \$425,000 of our Sellinger funding on strengthening our academic student support office, Biology Department, and Nursing Department. The Betty Howard Center for Student Success (BHCSS) provides services to all WAU students, serving over 100 students per week. The project to enhance the resources of the BHCSS helped facilitate the students' preparedness for the workforce and prompt completion of degree requirements. The improvements of the services provided by the BHCSS ensure that students are provided with quality services that ultimately improve the student experience and their success. Understanding that biology courses are required for nursing majors and an understanding of biology is necessary for nurses to become excellent practitioners, the training provided to students enhanced their ability to understand the material and apply what they learned to their internships and eventually in the work place. Additionally, with an understanding that Nursing clinicals are required for degree completion and that providing training increases the students' ability to understand the material, the information provided by the assessments helps assist in the quality of instruction and the program. For both Biology and Nursing majors, internships provide valuable experience that augments classroom learning and are a vital component to student success and a quality workforce. The ability to adapt to the current climate and providing the necessary resources is critical to providing Maryland with well-prepared graduates.

We are proud and honored to participate in the partnership between the State of Maryland and MICUA which dates back almost 250 years. Located in Montgomery County, we are also pleased to serve our local community as an employer and as a neighbor. We are committed to maintaining strong diversity on our campus, currently serving 300 low-income students and 550 students of color, which represents about 90% of our student-body. Our graduation and retention rates are improving at record rates, and we contribute to the workforce development pipeline through the following career-facing degree programs: Accounting, Business Administration, Communication, Computer Science, Counseling Psychology, Fitness and Sports Science, Health Care Administration, Health Fitness Management, Health Science, Information Systems, Medical Imaging, Medical Laboratory Science, Music Performance, Nursing, Organizational Management, and Radiologic Technology. The average total number of these yearly graduates (over five years) is 113 (undergraduate degrees)

Maryland's longstanding commitment to its independent colleges and universities is truly transformative for both our schools and our students, especially during these challenging and uncertain times, and we do not take it for granted. We are so grateful to the Legislature for recognizing our valuable contributions to the State of Maryland, and we look forward to continuing to yield a return on the State's investment that is celebrated and exciting.

For more information or with questions, please contact: Patrick Farley, [pfarley@wau.edu](mailto:pfarley@wau.edu).

# **UMBC 2022 Budget Testimony small.pdf**

Uploaded by: Freeman Hrabowski

Position: FAV



# 2022 LEGISLATIVE TESTIMONY



**Freeman A. Hrabowski, III**  
President  
University of Maryland, Baltimore County  
**FEBRUARY 2022**

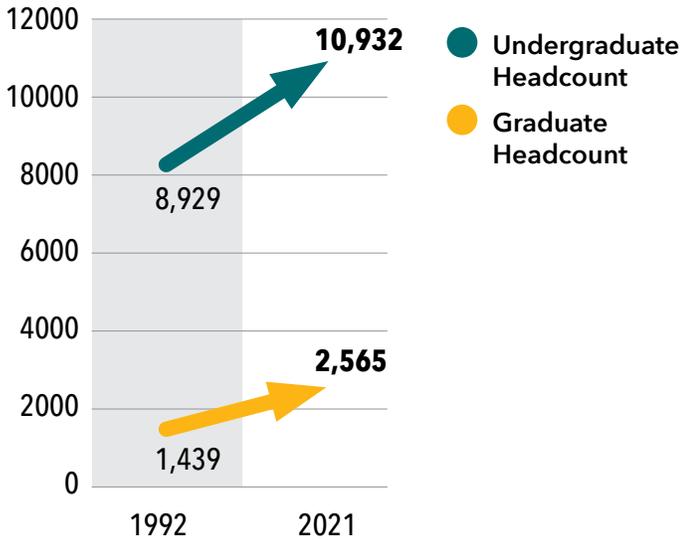




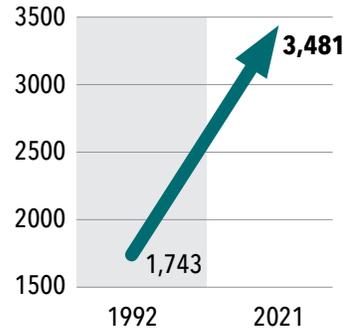
# 30 Years

## of Transformation & Innovation

### OUR ENROLLMENT IS GROWING

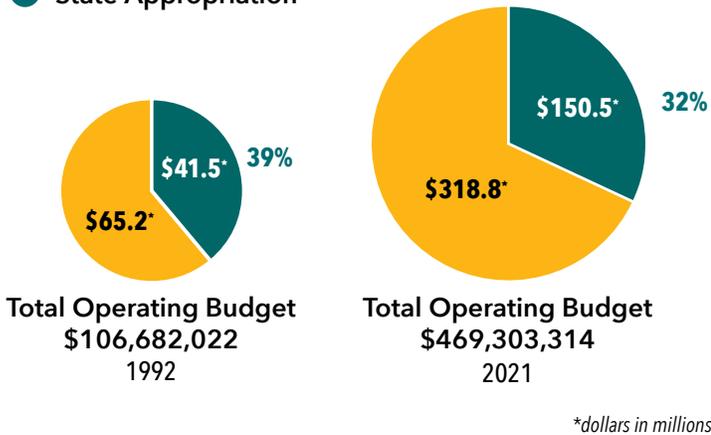


### DEGREES GRANTED

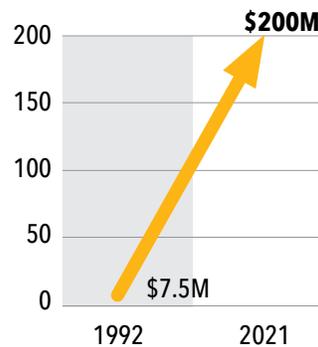


### OUR BUDGET

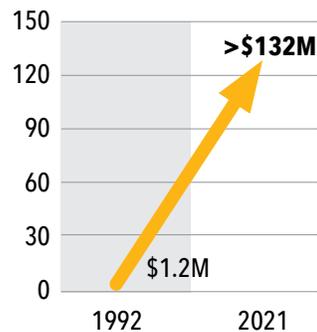
● State Appropriation



### RESEARCH AWARD VALUES



### UNIVERSITY ENDOWMENT



### AWARDS AND RECOGNITION



UMBC has produced **two Rhodes Scholars** and nine finalists. UMBC has also been named a **Fulbright Top Producing Institution**, and UMBC students have earned prestigious scholarships including a Marshall Scholarship, a Knight-Hennessy Scholarship, and Goldwater Scholarships.



## R1 DOCTORAL UNIVERSITY

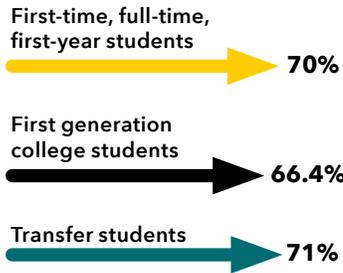


UMBC officially achieved the Carnegie Classification of Research 1. UMBC is ranked as one of only 146 R1 institutions nationally, including 107 public and 39 private universities.

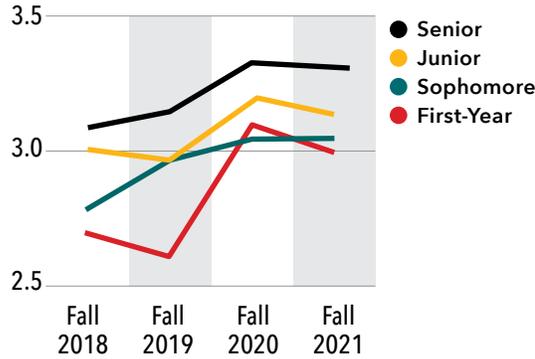
### RESEARCH 1

# OUR STUDENTS SUCCEED

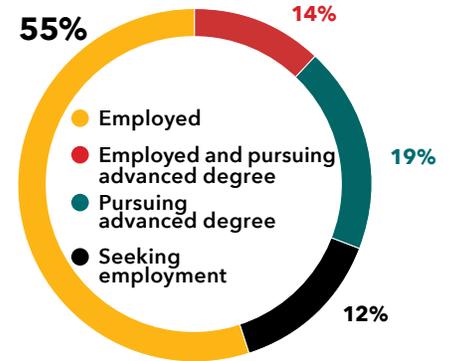
## 6-YEAR GRADUATION RATES



## ACADEMIC PERFORMANCE

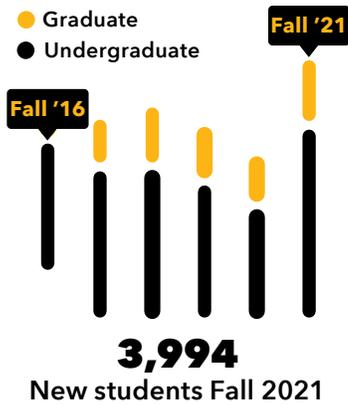


## AFTER GRADUATION SUCCESS

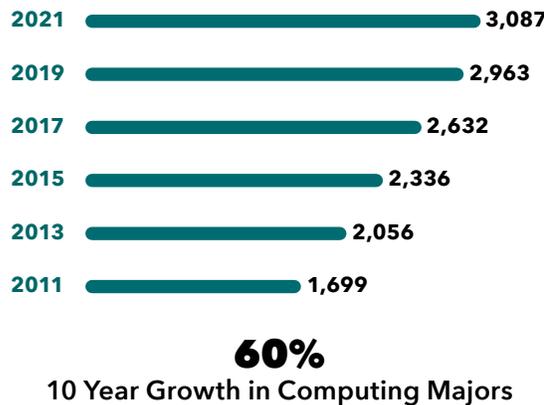


# ENROLLMENT IS STRONG

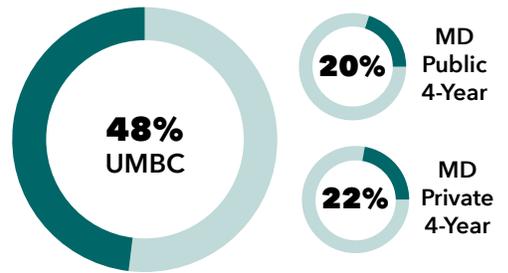
## LARGEST CLASS EVER



## GROWTH IN COMPUTING MAJORS



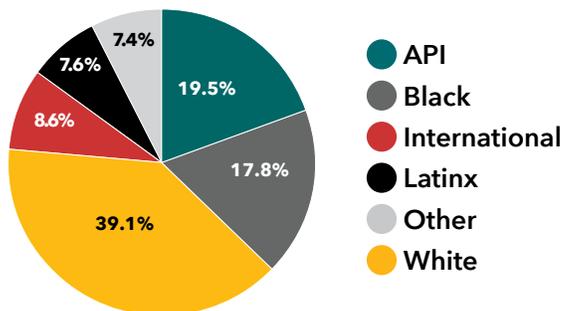
## PERCENTAGE OF BACHELOR'S DEGREES IN STEM



UMBC has the second highest percentage of STEM bachelor's degree recipients compared to all other Maryland institutions.

# A LEADER IN INCLUSIVE EXCELLENCE

## DIVERSITY

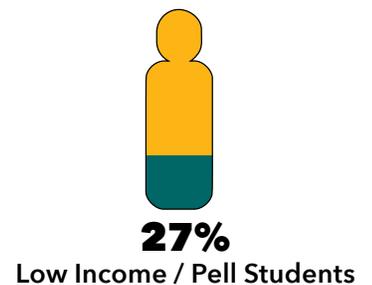


## FIRST IN THE NATION

**1<sup>ST</sup>**  
**IN THE NATION**  
in natural sciences and engineering, and M.D./Ph.D. degrees.

First in the nation in producing Black graduates who go on to earn Ph.D.s

## PELL STUDENTS



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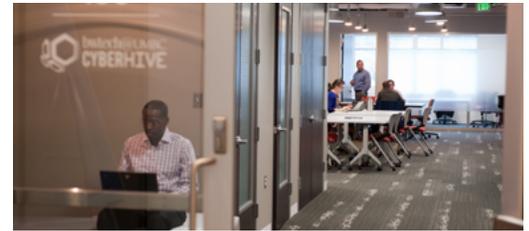


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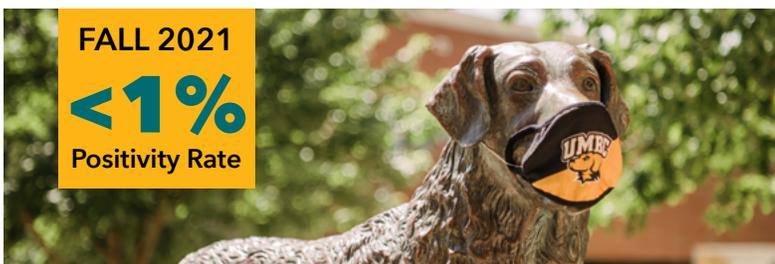
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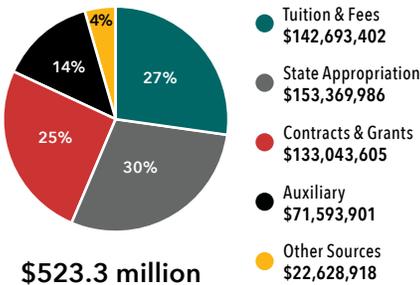
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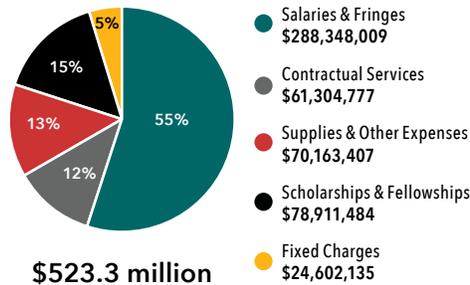
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# BUDGET

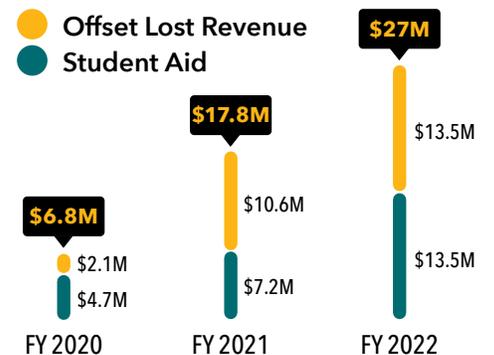
## ALL FUNDS REVENUE FY22



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**The President should comment on factors leading to the larger than typical decline in the number of continuing students and the efforts being taken to reach out to those students to encourage them to return. The President should also discuss efforts to increase transfer enrollment to near pre-pandemic levels.**

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# **UMBC 2022 Budget Testimony small.pdf**

Uploaded by: Kathy Dettloff

Position: FAV



# 2022 LEGISLATIVE TESTIMONY



**Freeman A. Hrabowski, III**  
President  
University of Maryland, Baltimore County  
**FEBRUARY 2022**

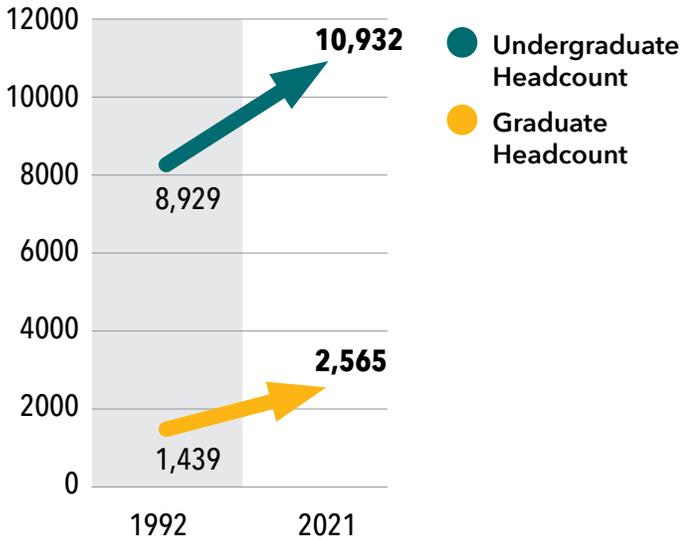




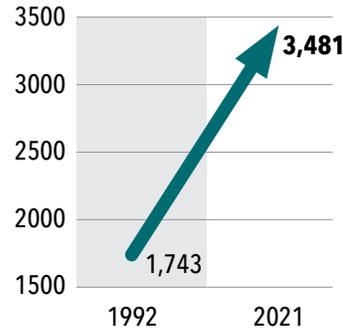
# 30 Years

## of Transformation & Innovation

### OUR ENROLLMENT IS GROWING

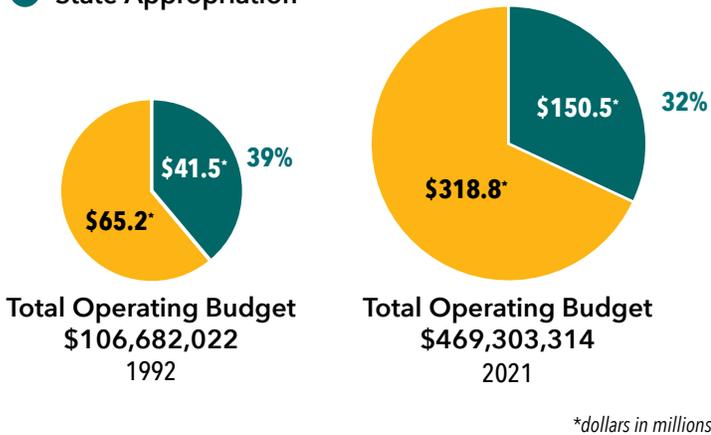


### DEGREES GRANTED

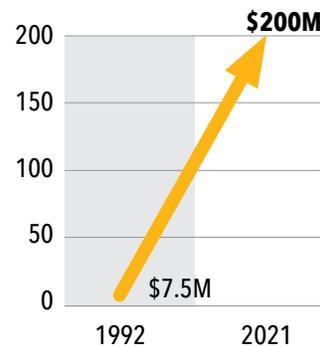


### OUR BUDGET

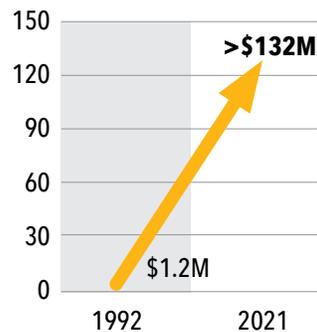
● State Appropriation



### RESEARCH AWARD VALUES



### UNIVERSITY ENDOWMENT



### AWARDS AND RECOGNITION



UMBC has produced **two Rhodes Scholars** and nine finalists. UMBC has also been named a **Fulbright Top Producing Institution**, and UMBC students have earned prestigious scholarships including a Marshall Scholarship, a Knight-Hennessy Scholarship, and Goldwater Scholarships.



## R1 DOCTORAL UNIVERSITY

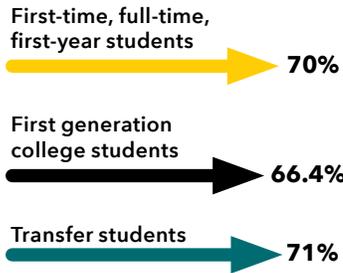


UMBC officially achieved the Carnegie Classification of Research 1. UMBC is ranked as one of only 146 R1 institutions nationally, including 107 public and 39 private universities.

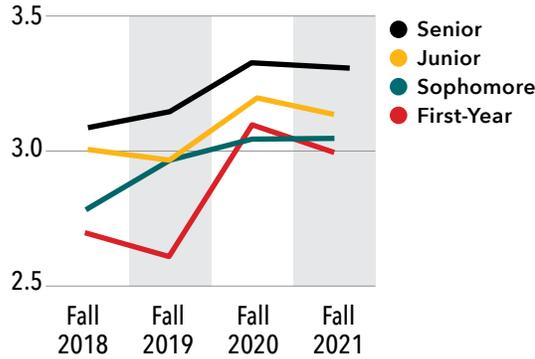
### RESEARCH 1

# OUR STUDENTS SUCCEED

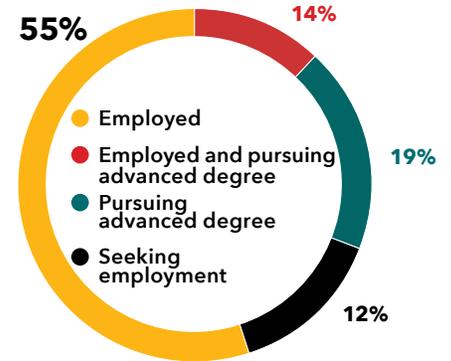
## 6-YEAR GRADUATION RATES



## ACADEMIC PERFORMANCE

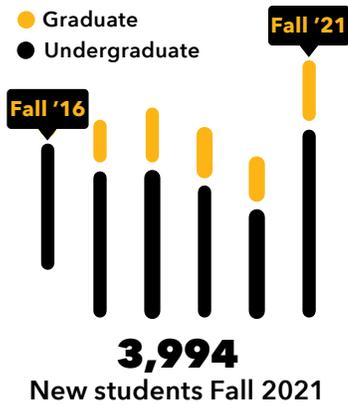


## AFTER GRADUATION SUCCESS

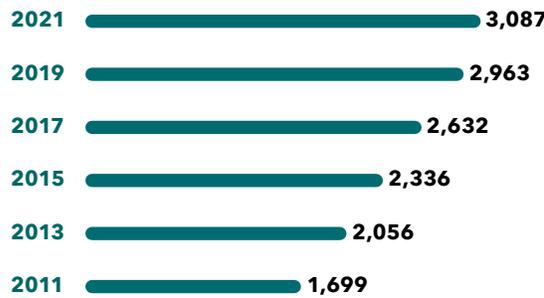


# ENROLLMENT IS STRONG

## LARGEST CLASS EVER

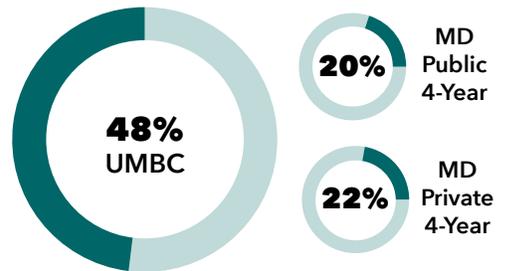


## GROWTH IN COMPUTING MAJORS



**60%**  
10 Year Growth in Computing Majors

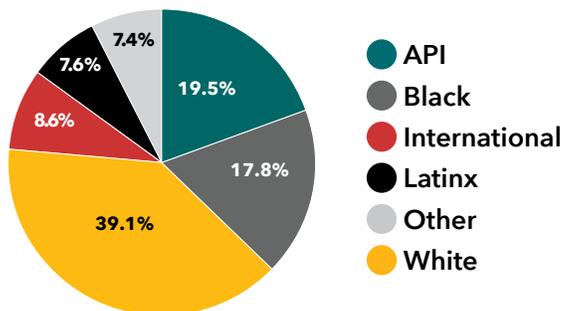
## PERCENTAGE OF BACHELOR'S DEGREES IN STEM



UMBC has the second highest percentage of STEM bachelor's degree recipients compared to all other Maryland institutions.

# A LEADER IN INCLUSIVE EXCELLENCE

## DIVERSITY



## FIRST IN THE NATION

**1<sup>ST</sup>**  
**IN THE NATION**  
in natural sciences and engineering, and M.D./Ph.D. degrees.

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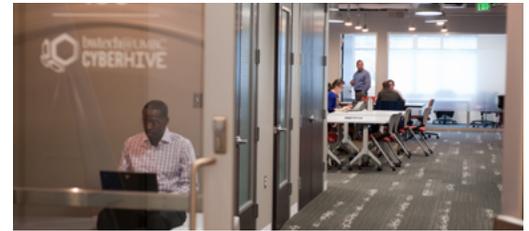


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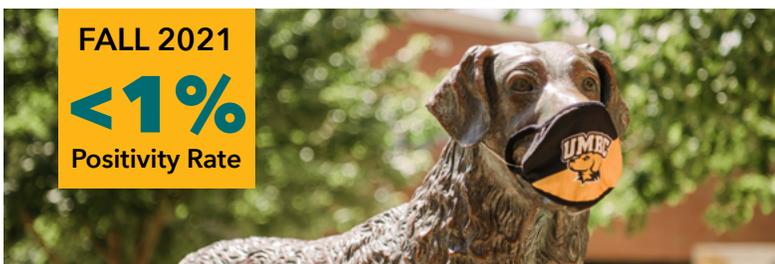
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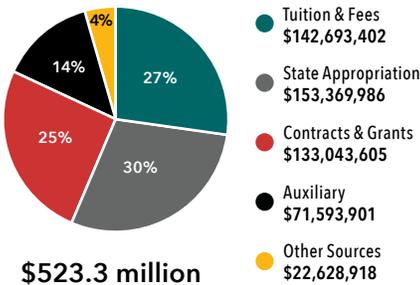
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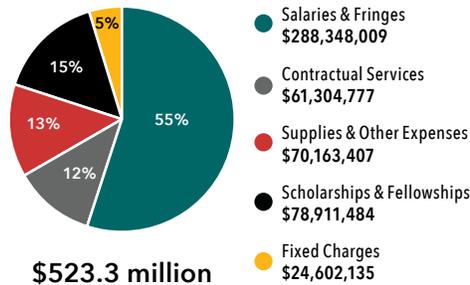
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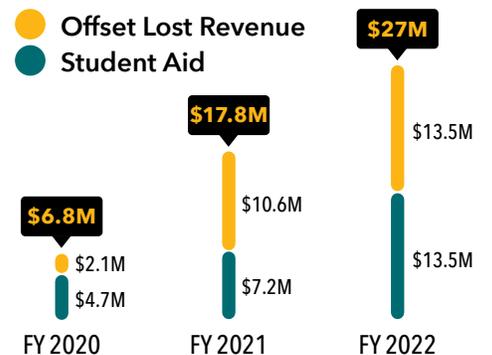
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**AFSCMELocal1459\_UNF\_UMBCBudget.pdf**

Uploaded by: Deborah Michaels

Position: UNF

**DEBBIE MICHAELS  
PO BOX 1611  
WESTMINSTER, MD 21158**

Written Testimony

UMBC Budget Hearing

Wage Compression

I have worked at UMBC as support staff for fourteen years and have served as the president of our workers union since 2014. I want to bring to your attention the issue of wage compression that has a profound effect on the workers at UMBC. Not only in the way of financial inequities but also in overall stress and moral.

When there is a vacancy, it takes months, if not years for some positions to be filled. This is due to the low starting salaries. We know that we are sacrificing a larger annual salary for some of the benefits, but the expectation was that we would receive regular cost of living adjustments (COLA's) and merit increases based on our years of service. That is just not happening.

Thirty percent of the fourteen years I have worked at UMBC, my salary has not changed. My expenses have increased and I have been forced to move my two children and myself to smaller apartments over the years because my salary has not kept up with the increased housing and utility costs. It has been very stressful for all of us. I am terrified that my landlord is going to increase my rent or that my utility costs are going to shoot up.

Additionally, the starting salary is so low that an acceptable pool of applicants cannot be attracted without bumping it up. So, we start new hires close to, if not above the rate of the current employees, causing wage compression. Our years of service, increased knowledge and skills are not garnering the increased compensation they have earned.

In light of this, are requesting that the budget includes incremental increases, every year in the form of COLA's and merit adjustments, in exchange for the value the university receives in the form of our increased knowledge and skills.

Sincerely,

Debbie Michaels  
President, AFSCME Local 1459  
University of Maryland, Baltimore County (UMBC)