

# **University System of Maryland Fiscal 2022 Budget Overview**

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

**February 2021**

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*Analysis of the FY 2022 Maryland Executive Budget, 2021*

## Executive Summary

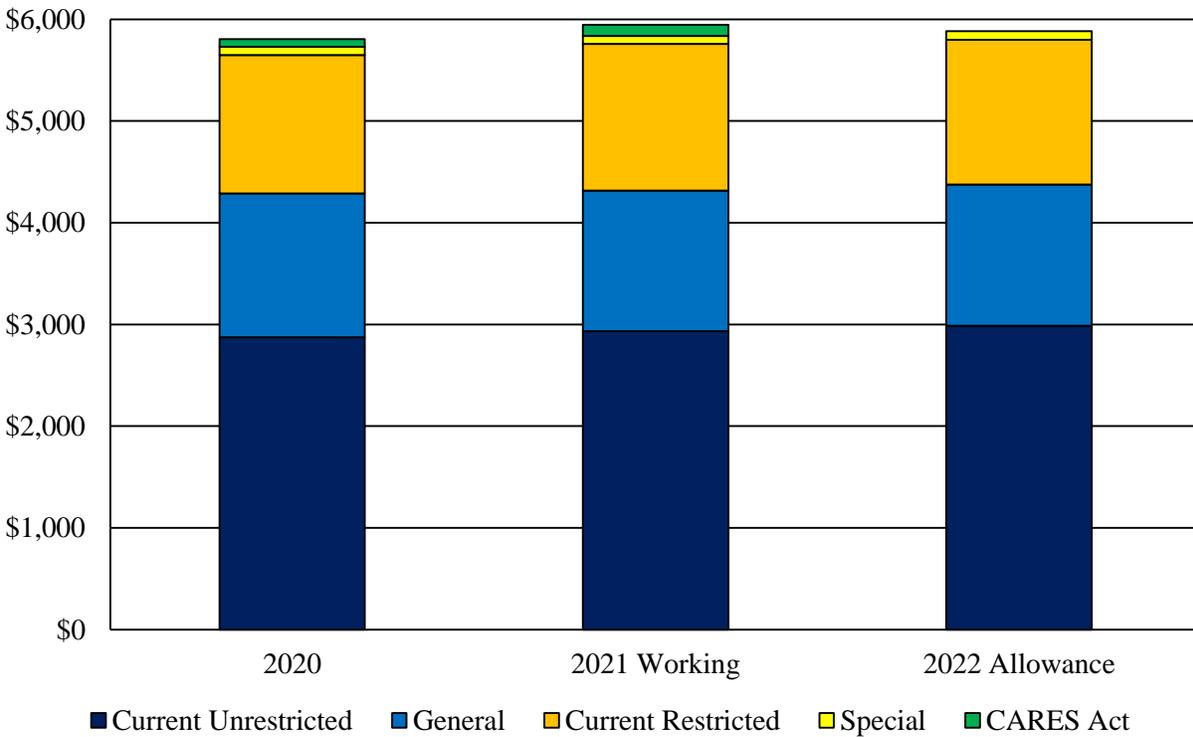
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The University System of Maryland (USM) consists of 11 degree-granting institutions, a research center, and the system office, which operates three regional higher education centers.

## Operating Budget Data

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**Revenue by Fund Type**  
**Fiscal 2020-2022**  
 (\$ in Millions)



CARES: Coronavirus Aid, Relief, and Economic Security

Note: Special funds totaling \$9.4 million in fiscal 2021 and \$9.3 million in fiscal 2022 for the Maryland Fire and Rescue Institute are included as restricted funds. Fiscal 2021 appropriation includes deficiencies and a general salary increase. The fiscal 2022 allowance includes annualization of general salary increases.

- There are four proposed deficiencies: \$26.6 million in general funds and \$22.9 million in reimbursable funds to cover USM institution’s expenses related to COVID-19 and to provide fiscal relief by funding public safety personnel costs; \$21.2 million in bond premiums for capital maintenance projects; and \$1.0 million in general funds to USM Office for Maryland Economic Development Corporation (MEDCO) related to leases at

MEDCO-financed residential halls at University of Maryland, College Park Campus and Towson University.

- USM institutions received a total of \$182.6 million in Coronavirus Aid, Relief, and Economic Security Act funds in fiscal 2020 and 2021: \$106.7 direct federal funds of which at least \$45.5 million was required to be used for emergency student financial aid and the remaining to cover revenue losses and COVID-19-related expenses; and \$75.9 million from the Coronavirus Relief Fund to reimburse institutions for COVID-19 and public safety personnel related expenses.
- Current unrestricted funds in fiscal 2021 include a \$171.8 million transfer from fund balance.
- General fund support decreases by \$22.4 million, or 1.6%, in fiscal 2022 after accounting for deficiencies, a 2% general salary increase effective January 1, 2021, and the annualization of the fiscal 2021 salary increase.

## ***Key Observations***

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- Undergraduate enrollment declined 0.8% in fall 2020 with enrollment decreases of 2,544 students at seven institutions partly offset by increases of 1,455 students at four institutions.
- When including graduate students, enrollment declined 1.1% compared to a 0.2% increase at public four-year institutions nationally.
- USM fell 173 degrees short of its target of increasing undergraduate degree production to 28,000 degrees annually by fiscal 2020.
- The change to remote learning during the spring 2020 semester was not without challenges. Lessons learned from this experience were used when developing or transforming courses for remote learning for the fall semester as institutions offered a majority of courses online. USM's OnTrack initiative offers various levels of support to institutions.

## **Operating Budget Recommended Actions**

1. Concur with Governor's Allowance.

**R30B00**  
**University System of Maryland**  
**Fiscal 2022 Budget Overview**

***Operating Budget Analysis***

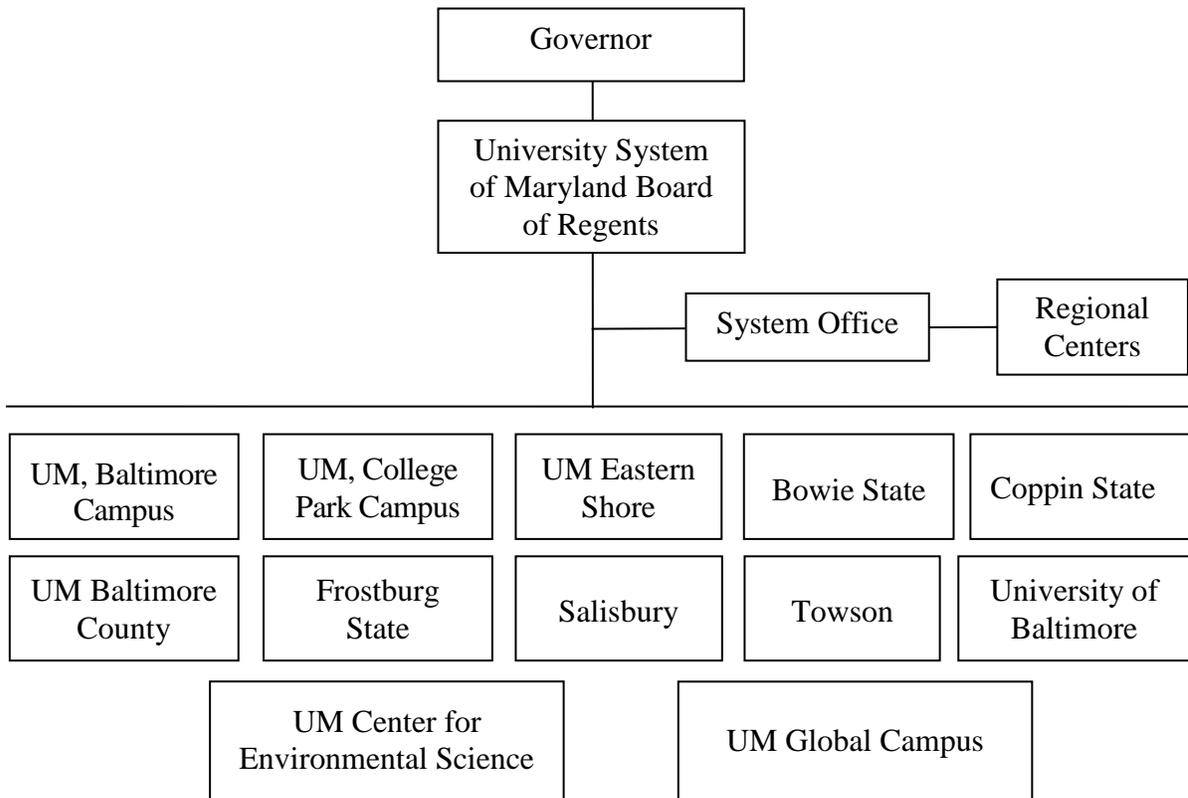
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**Program Description**

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

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**Exhibit 1**  
**University System of Maryland**



UM: University of Maryland

Source: Department of Legislative Services

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

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

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

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

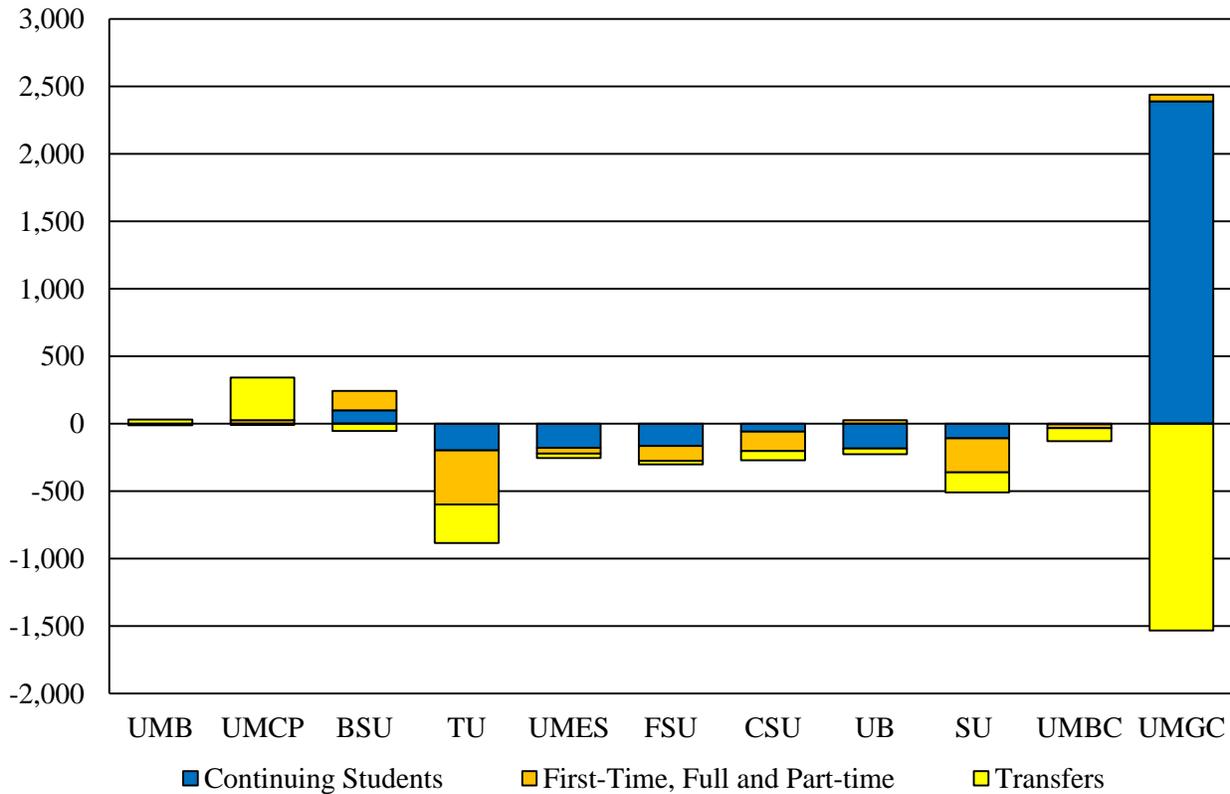
## **Performance Analysis**

### **1. Enrollment**

There was much uncertainty about what impact the COVID-19 pandemic would have on enrollment as most institutions reduced the number of students on campus and transitioned to teaching a majority of courses remotely. Nationally, according to the National Student Clearinghouse Research Center, enrollment of undergraduate students at public four-year institutions declined 0.7%, compared to 0.8%, when excluding dual enrollment, at USM institutions. However, when excluding the University of Maryland Global Campus (UMGC), undergraduate enrollment declined by 2.3%., or 1,996 students.

Enrollment increases of 1,455 students at four institutions were offset by a decline of 2,544 students at the remaining seven institutions. The University of Maryland Eastern Shore (UMES) and Coppin State University (CSU) experienced the greatest rate of decline of 11.4% and 10.9%, respectively, as shown in **Exhibit 2**. In terms of the number of students, when excluding UMGC, Towson University (TU) experienced the largest decline of 883 students, followed by Salisbury University at 509 students.

**Exhibit 2**  
**Change in Fall Undergraduate Headcount Enrollment**  
**Fall 2019 and 2020**



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

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

Source: University System of Maryland

Enrollment of first-time students at public four-year institutions in fall 2020 fell by 8.1% nationally, compared to 5.0% (726 students), or 5.6% (776) when excluding UMGC, at USM institutions. Six institutions experienced a decline with the largest decreases of 401 and 253 students occurring at TU and Salisbury University (SU), respectively.

The number of transfer students fell 10.2%, or 1,941 students, across all USM institutions and, when excluding UMGC, decreased 5.0%, higher than the 1.9% national decline at public four-year institutions, according to the National Student Clearinghouse. This, along with the continual decline in community college enrollment, will impact future enrollment at USM institutions. It also raises overall concerns that those students who decided to stop or drop out of college will not return to earn a degree and that these students tend to be students from underrepresented populations. CSU and UMES experienced the largest drop in transfers of 31.2% (69 students) and 29.7% (33 students), respectively.

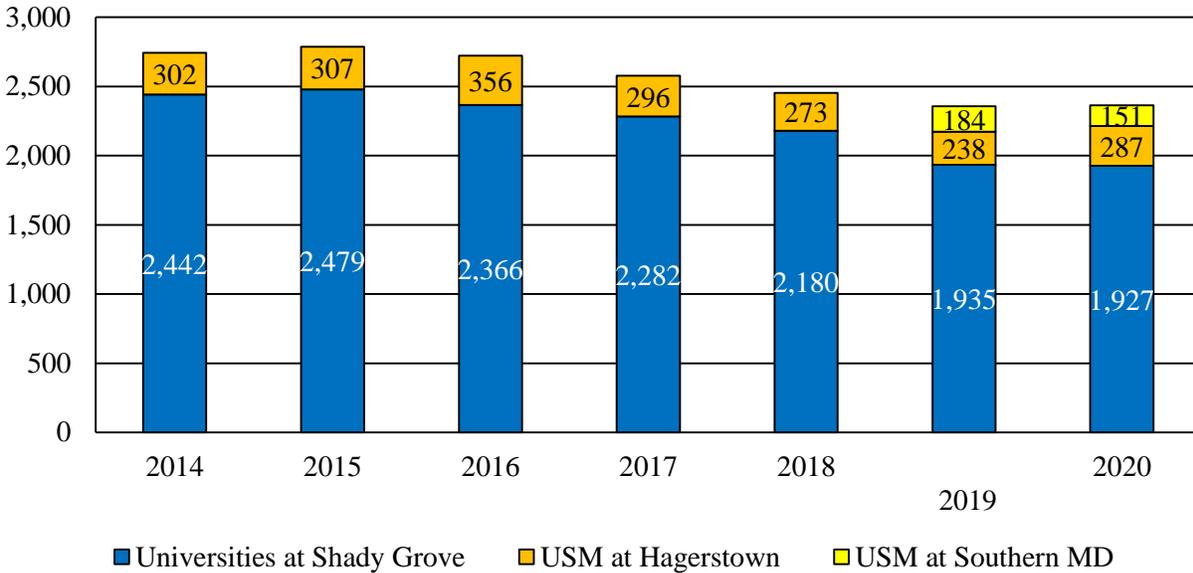
Nationally, enrollment of continuing students increased 1.2%. At USM institutions, there was a 1.3% decline in these students when excluding UMGC. The largest rate of decline occurred at University of Baltimore (UB) and UMES, 10.8% (182 students) and 10.6% (178 students), respectively.

Overall, total enrollment at public four-year institutions nationally increased 0.2%, reflecting an increase in graduate enrollment. However, graduate enrollment at USM declined 2.1%, or 0.6%, when excluding UMGC. This resulted in an overall 1.2% decrease in enrollment, or 1.9% when excluding UMGC.

### **Enrollment at Regional Centers**

USM provides access to its institutions through three regional higher education centers – the Universities at Shady Grove (USG), USM at Hagerstown (USMH), and USM at Southern Maryland (USMSM). In fiscal 2020, enrollment continued to drop albeit slightly (0.4%) at USG, as shown in **Exhibit 3**. Between fiscal 2014 and 2020, enrollment in USG programs dropped 21.1%, or 515 full-time equivalent students (FTES). After three years of enrollment decline at USMH, enrollment grew 16.9%, or 48 FTES, in fiscal 2020, although still 70 FTES below its highest enrollment of 356 FTES in fiscal 2016. Enrollment at USMSM fell 18.0%, or 33 FTES, in fiscal 2020. Overall, after four years of enrollment decline, even with the addition of USMSM in fiscal 2019, enrollment slightly increased 0.3%, or 7.4 FTES.

**Exhibit 3  
Full-time Equivalent Students at Regional Centers  
Fiscal 2015-2020**



USM: University System of Maryland

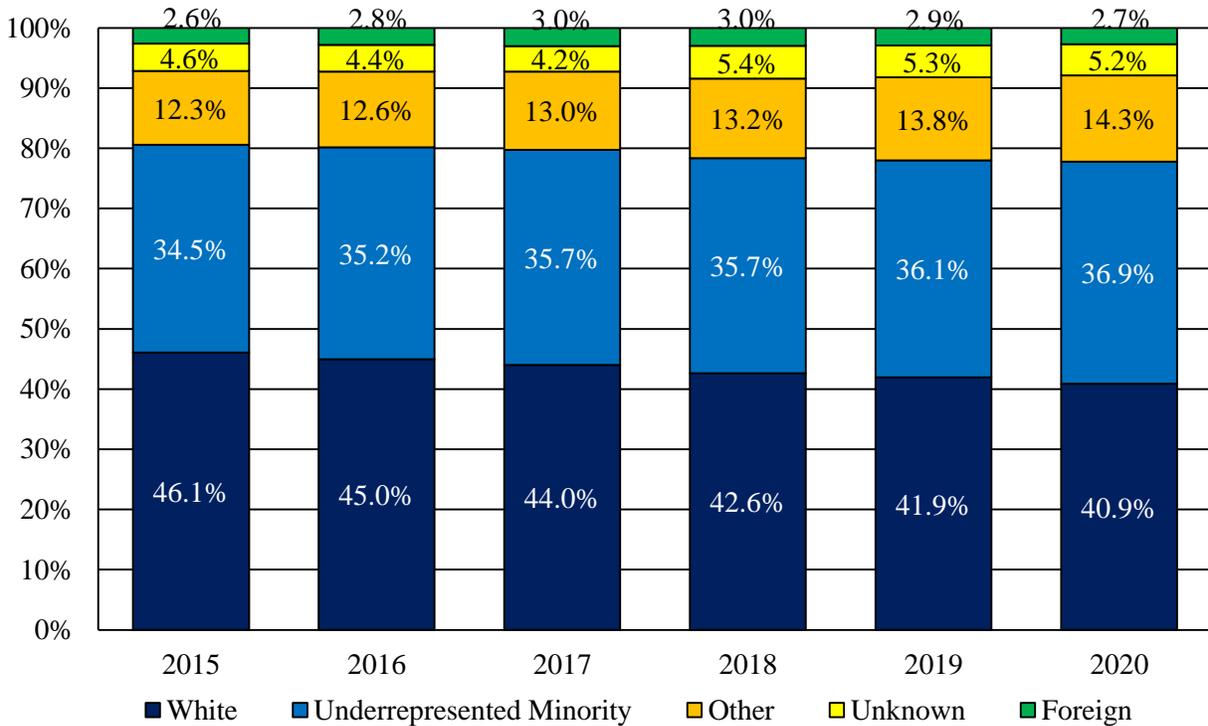
Source: University System of Maryland

**Student Diversity**

Over the past five years, USM’s undergraduate student body has become more diverse, as shown in **Exhibit 4**, reflecting the greater diversity in Maryland’s high school graduates. The enrollment share of underrepresented and other minorities at USM institutions has increased from 46.7% of all undergraduate enrollment in fall 2015 to 51.6% in fall 2020. Conversely, the portion of White undergraduates decreased from 45.0% to 41.3% over the same time period.

In recent years, BOR has undertaken various efforts around issues of diversity and inclusion. Most recently, in 2020, BOR announced its plan toward racial equity and justice that includes evaluating campus climate, access, and success of African American students; college affordability; and diversity of faculty and staff.

**Exhibit 4**  
**Percentage of Undergraduate Headcount Enrollment by Ethnicity**  
**Fall 2015-2020**



Note: Underrepresented Minority includes African American/Black, Hispanic, American Indian, and Native Hawaiian. Other includes Asian and multiple races.

Source: University System of Maryland

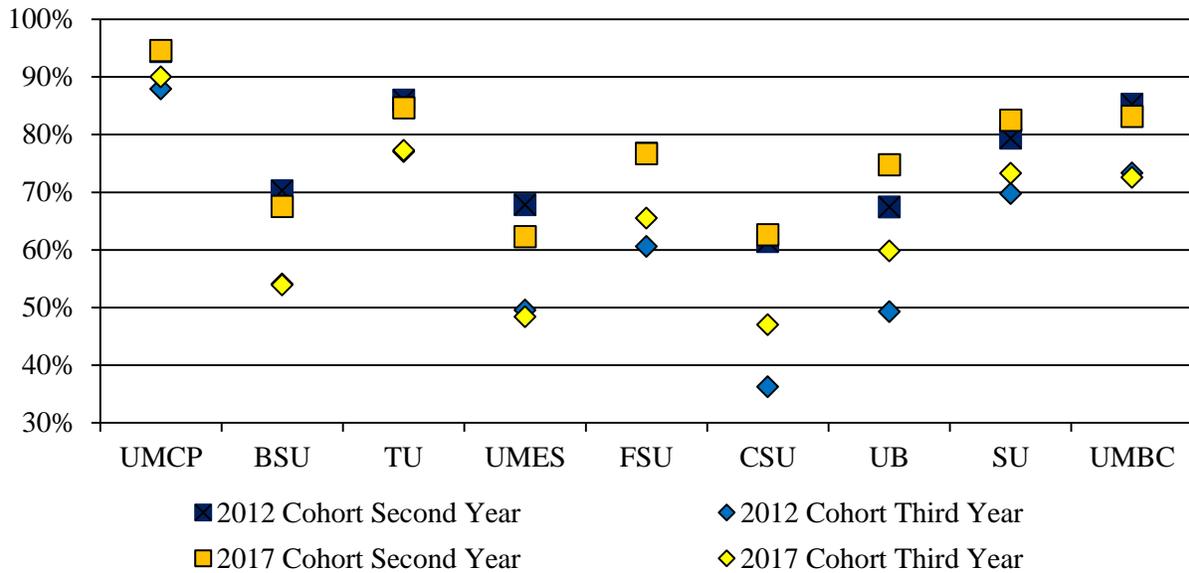
## 2. Student Performance

### Retention Rates

Student retention rates provide insight into student progress, showing if students are on track to graduate in a timely manner. Higher rates indicate that students are moving faster through the pipeline, freeing up space for more students, and leading to increased degree production. Improving the retention of students is one of USM’s strategies to increase enrollment and thereby increase the production of bachelor’s degrees. **Exhibit 5** compares the second- and third-year retention rates for the fall 2012 and 2017 first-time/full-time (FT/FT) cohorts by institution, excluding University of Maryland, Baltimore Campus (UMB) and UMGC. While five institutions

experienced a decline in their second-year rate, the decreases at three institutions – Frostburg State University (FSU), TU, and University of Maryland Baltimore County (UMBC) – were minor. The second-year rate dropped 5.5 and 2.7 percentage points at UMES and Bowie State University (BSU), respectively, to 62.3% and 67.6%. UB showed the most improvement with the retention rate increasing 7.3 percentage points from 67.4% to 74.8%, reflecting a change in their enrollment strategy.

**Exhibit 5**  
**Undergraduate Second- and Third-year Retention Rates**  
**First-time, Full-time 2012 and 2017 Cohorts**



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

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

Source: Maryland Higher Education Commission

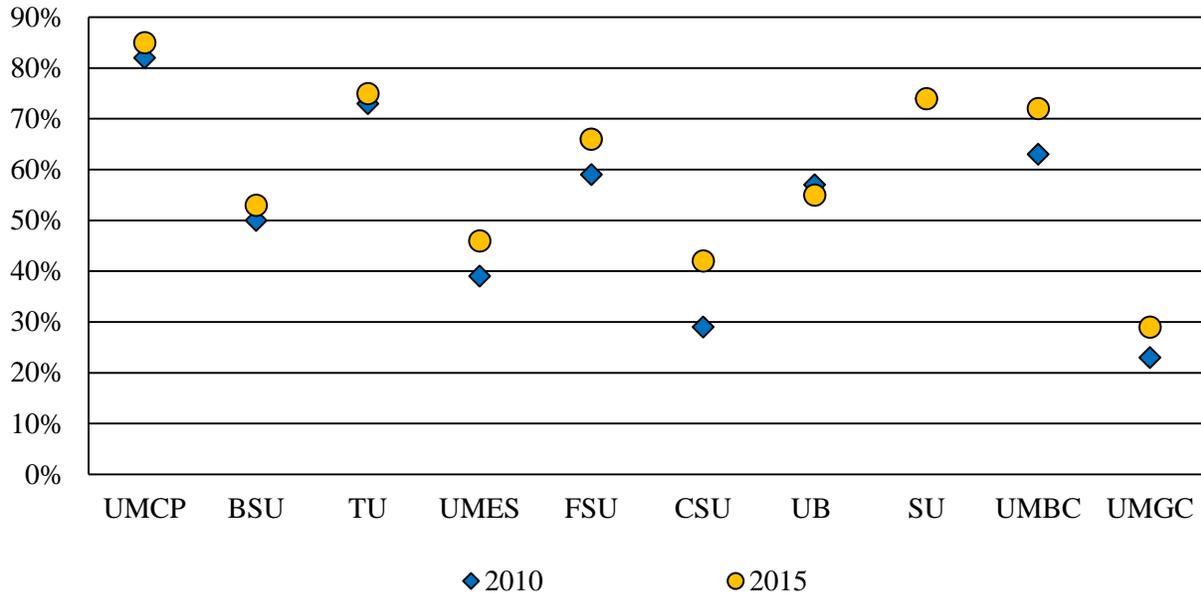
The third-year rate increased at six institutions, indicating efforts to retain students after the second year have been successful. CSU and UB experienced the greatest increases of 10.7 and 10.5 percentage points, respectively, to 47.0% and 59.8%. Overall, on average, the second-year retention rate remained unchanged, while the third-year rate increased 3.3%.

## **Graduation Rates**

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

**Exhibit 6** compares the six-year graduation rates of the fiscal 2010 and 2015 cohorts. Overall, the graduation rate improved at all institutions except UB, where the rate declined by 2 percentage points to 55%. CSU showed the most improvement with the rate increasing by 13 percentage points to 42% with the 2015 cohort. While UMGC’s six-year rate increased to 29% with the 2015 cohort, it is the lowest of all the institutions and is more comparable to the two-year graduation rates of Maryland community college transfer students at other institutions. This is not surprising, given that transfer students comprised 88.5% of UMGC’s new undergraduate enrollment in fiscal 2015. Furthermore, 77.0%, or 28,777, of UMGC’s undergraduate students in fall 2015 were part-time students who take longer to graduate.

**Exhibit 6**  
**New Student Cohort Graduation Rates Six Years from Entry**  
**Fiscal 2010 and 2015 Cohorts**



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

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

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

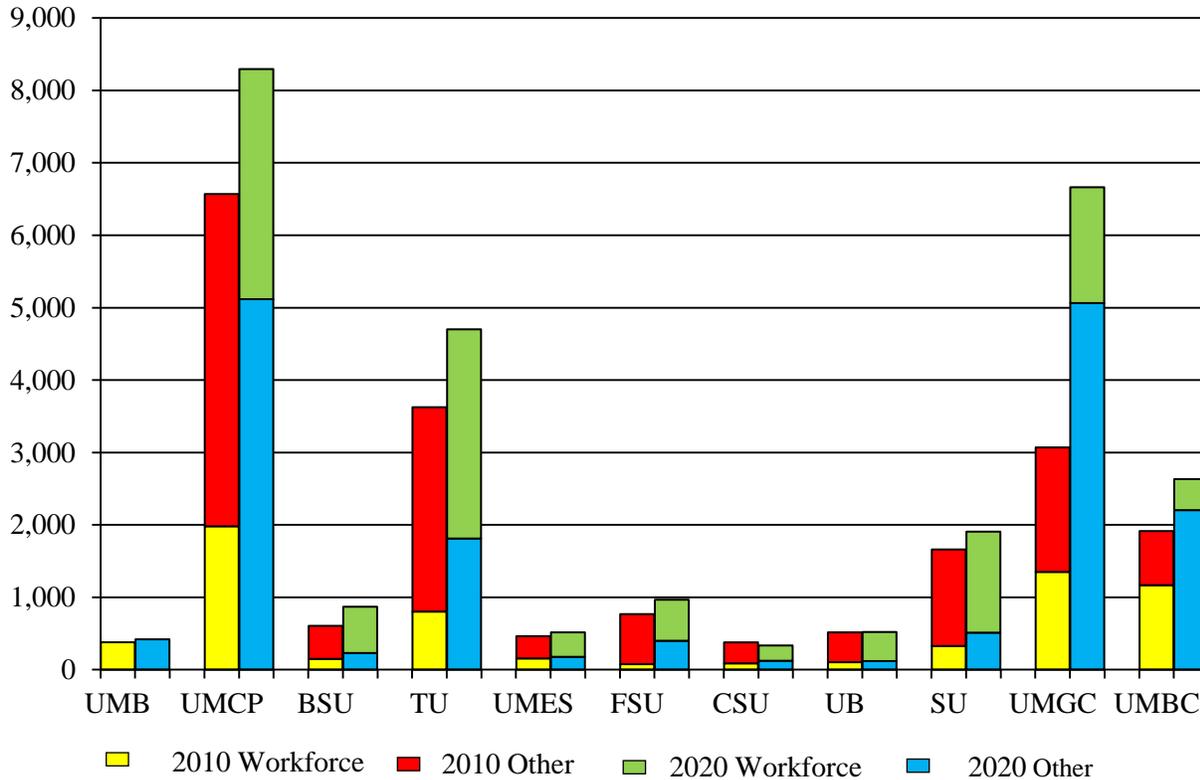
Source: University of Maryland

## Undergraduate Degree Production

In order to produce a well-educated workforce and meet the State’s 55% degree attainment goal by 2025, USM will need to increase the number of undergraduate degrees awarded. USM planned to increase bachelor’s degree production from 19,950 in fiscal 2010 to 28,000 annually by fiscal 2020. **Exhibit 7** compares the number of undergraduate degrees conferred by institution between fiscal 2010 and 2020. Overall, since fiscal 2010, degree production increased 39.5%, to 27,827 in fiscal 2020, 173 degrees short of the target. However, it should be noted that degrees awarded by UMGC in 2020 are not comparable to 2010 due to a change in the U.S. Department of Education reporting requirements in 2014. Because UMGC’s online courses are administered stateside, all undergraduate degrees awarded are included in the total. Due to UMGC’s degree production not being comparable, it cannot be accurately determined how close USM came to

meeting its target. Overall, at 117.0%, UMGC experienced the highest rate of growth followed by BSU at 43.6%. In terms of the greatest increase in the number of undergraduate degrees awarded, UMGC and University of Maryland, College Park Campus (UMCP) awarded an additional 3,593 and 1,726 degrees, respectively.

**Exhibit 7**  
**Undergraduate Degrees Awarded by Workforce and Others**  
**Fiscal 2010 and 2020**



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

UMB: University of Maryland, Baltimore Campus  
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Note: Workforce degrees include science, technology, engineering, and mathematics; health professionals; and cybersecurity. Degrees awarded by UMGC in 2020 are not comparable to 2010 due a change in the U.S. Department of Education reporting requirements; since online courses are now administered stateside, all degrees are included in the total.

Source: University System of Maryland

## Impact of COVID-19

### Fiscal 2020

As COVID-19 spread across the State, USM institutions turned to remote, or emergency learning, in March 2020. Campuses were closed, and refunds were made to students for room and board and other student fees resulting in a loss of revenue. The closure also affected revenues in other auxiliary enterprises such as dining services, conferences, bookstore, and athletics. Overall, institutions lost a total of \$208.2 million in revenues, as shown in **Exhibit 8** (see **Appendix 2** for budget shortfall by institution) and incurred additional costs that totaled \$15.2 million for a total budget shortfall of \$223.4 million.

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### Exhibit 8 Fiscal Impact of COVID-19 Fiscal 2020

<b><u>Revenue Losses and Expenditure</u></b>	
Auxiliary Revenue	-\$143,226,861
Tuition and Fee Revenues	-2,303,228
Other Revenues	-62,643,532
COVID-19-related Expenses	-15,244,690
<b>Total Shortfall</b>	<b>-\$223,418,311</b>
<b>Actions to Cover Shortfall</b>	
<b><u>Expenditure Reductions</u></b>	
Personnel Actions <sup>1</sup>	\$34,235,031
Other Operating <sup>2</sup>	121,850,919
<b>Total Reductions</b>	<b>\$156,085,950</b>
<b><u>CARES Act Funds</u></b>	
Direct Federal – Institution	\$23,826,910
State CRF Funds	26,416,523
<b>Total CARES Act</b>	<b>\$50,243,433</b>
<b>Fund Balance</b>	<b>\$17,088,928</b>
<b>Total – Actions</b>	<b>\$223,418,311</b>
<b>Total Surplus/Deficit</b>	<b>\$0</b>

CARES: Coronavirus Aid, Relief, and Economic Security

CRF: Coronavirus Relief Fund

<sup>1</sup>Includes reductions to part-time/contractual salaries and hiring freezes.

<sup>2</sup>Includes actions such as across-the-board reductions to departmental operating budgets; travel, reduction of Academic Revenue Bond debt service collection.

Source: University System of Maryland

USM institutions used a combination of budget reductions, Coronavirus Aid, Relief, and Economic Security (CARES) Act funds, and fund balance (either directly or by suspended planned transfers) to cover the budget deficit.

USM institutions directly received a total of \$80.5 million in CARES Act funds in fiscal 2020 of which half, or \$40.3 million, were required to be used for emergency student financial aid. Institutions used \$48.8 million – \$27.8 million for financial aid and \$23.8 million for institutional use – in fiscal 2020. The remaining \$31.7 million was carried forward (including \$12.4 million for financial aid) to fiscal 2021 (see **Appendix 3** for breakdown and use of funds by institution). Institutions used \$23.8 million of the CARES Act funds to partially cover revenue losses.

Institutions also received \$26.4 million from the State Coronavirus Relief Fund (CRF) of which \$14.2 million was used for public safety personnel and \$12.2 million for COVID-19-related expenses (see **Appendix 4** for detailed information by institution). In addition, another \$17.1 million in revenue was due to USM suspending institutional annual fund balance goals and the use of fund balance by some institutions.

## **Fiscal 2021**

In summer 2020, institutions made plans and started preparing to reopen campuses in fall 2020 (fiscal 2021). This included transitioning academic programs and student services online, maintaining a safe environment, and having fewer students on campus. The decline in enrollment, as previously mentioned, along with freezing tuition and fees at the fiscal 2020 level for both in-state and out-of-state students resulted in a projected loss of \$80.1 million in tuition and fee revenues, as shown in **Exhibit 9**. Reduced occupancy of resident halls and dedensification of campuses is estimated to result in a loss of \$364.0 million of auxiliary and other revenues. In addition, the July 2020 Board of Public Works action reduced USM’s general funds by \$121.7 million, resulting in an overall expected revenue loss of \$565.9 million. Institutions also project \$66.9 million in unbudgeted COVID-19-related expenses, resulting in an overall expected shortfall of \$632.8 million.

**Exhibit 9**  
**Fiscal Impact of COVID-19 Impact**  
**Fiscal 2021**

**Revenue Losses and Expenditure**

Auxiliary Revenue	-\$307,944,457
Tuition and Fee Revenues	-80,119,356
Other Revenues	-56,076,661
BPW Reduction	-121,725,070
COVID-19-related Expenses	-66,893,234
<b>Total Shortfall</b>	<b>-\$632,758,778</b>

**Actions to Cover Shortfall**

**Expenditure Reductions**

Salaries Related to Eliminated Positions <sup>1</sup>	\$30,970,632
Temporary Salary Reductions	7,050,422
Other Personnel Actions <sup>2</sup>	65,864,091
Facilities Renewal	47,624,048
Other Operating <sup>3</sup>	218,877,442
<b>Total Reductions</b>	<b>\$370,386,635</b>

**CARES Act Funds**

Direct Federal – Institution <sup>4</sup>	\$40,519,854
Deficiency – State CRF Funds	49,492,382
<b>Total CARES Act</b>	<b>\$90,012,236</b>

**Fund Balance** **\$184,306,202**

**Total – Actions** **\$644,705,073**

**Total Surplus/Deficit<sup>5</sup>** **\$11,946,295**

**Additional Available Funding**

Consolidated Appropriations Act<sup>6</sup> \$93,025,433

CARES: Coronavirus Aid, Relief, and Economic Security

CRF: Coronavirus Relief Fund

<sup>1</sup>Eliminated 311.46 full-time and 252.44 part-time full-time equivalent positions.

<sup>2</sup>Includes reductions to part-time/contractual salaries and hiring freezes.

<sup>3</sup>Includes actions such as across-the-board reductions to departmental operating budgets; travel, and reduction of Academic Revenue Bond debt service collection.

<sup>4</sup>Excludes \$2.6 million of University of Maryland Global Campus (UMGC)'s allocation for it was granted to the Kirwan Center.

<sup>5</sup>Revenues and expenditures do not equal due to UMGC not needing to make budget reductions in fiscal 2021.

<sup>6</sup>Does not include funds designated for Historically Black Colleges and Universities or Minority-serving Institutions for funds have yet to be allocated

Source: University System of Maryland

As with fiscal 2020, USM institutions plan to take a multiprong approach to cover the estimated revenue losses and expenditures increases: reducing operating expenses; personnel actions; reducing academic revenue bonds debt service collection; using fund balance; suspending fund balance transfers; reducing facility renewal spending; and using CARES Act funds. Various reductions to the operating budget are estimated to total \$370.4 million. Actions related to the fund balance will provide \$184.3 million. of which \$171.8 million is associated with transfers from the fund balance (see **Appendix 5** for fund balance by institution).

In fiscal 2021, various institutions received an additional \$26.2 million in CARES Act funds allocated for Historically Black Colleges and Universities (HBCU) and Minority-serving Institutions (MSI) of which \$2.3 million was used for student financial aid. These funds, along with funds carried over from fiscal 2020, provided \$43.1 million in CARES Act funds of which \$40.5 million were used to cover revenue losses and COVID-19-related costs. It should be noted that \$2.6 million of UMGC’s funds that were granted to the Kirwan Center were not included in the total. Two deficiencies will provide USM \$49.5 million in State CRF funds to reimburse institutions for COVID-19-related expenses (\$26.6 million) and public safety personnel (\$22.9 million). Overall, in fiscal 2021, there is a surplus of \$11.9 million, which is related to increased tuition and fee revenues at UMGC far exceeding revenue losses and additional COVID-19-related expenses.

An additional action taken by USM to conserve cash was the conversion of previously approved cash-funded capital projects to debt funded. USM had authorized more than \$300 million of cash-funded capital projects that have yet to be expended. Since funding all these projects would be a significant draw down on its reserves, USM identified seven projects to convert to debt funded: two auxiliary and three academic projects at UMCP and two UMB projects. At its November meeting, BOR approved amendments to the Forty-Second Bond Resolution to finance an additional \$88 million in projects bringing the total resolution to \$192.7 million of academic and auxiliary projects. It should be noted that the ratio of available resources to debt outstanding improved from 197% in fiscal 2019 to 218% in fiscal 2020. This was primarily due to USM not issuing any new revenue bonds in fiscal 2020.

## **Proposed Budget**

As shown in **Exhibit 10**, the adjusted fiscal 2022 State funds for USM decreased \$38.9 million, or 2.6%, compared to the adjusted fiscal 2021 budget, reflecting \$50.5 million in proposed deficiencies in fiscal 2021. When excluding the deficiencies, State funding increased \$11.6 million.

**Exhibit 10**  
**Proposed Budget**  
**Fiscal 2020-2022**  
**(\$ in Thousands)**

	<u>2020</u> <u>Actual</u>	<u>2021</u> <u>Adjusted</u>	<u>2022</u> <u>Adjusted</u>	<u>2021-2022</u> <u>Change</u>	<u>% Change</u> <u>Prior Year</u>
General Funds	\$1,414,389	\$1,363,389	\$1,349,528		
General Salary Increase	0	19,015	38,031		
Deficiency		1,000			
<b>Total General Funds</b>	<b>\$1,414,389</b>	<b>\$1,383,405</b>	<b>\$1,387,559</b>	<b>\$5,154</b>	<b>0.4%</b>
HEIF	\$79,283	\$77,903	\$84,353	\$6,450	8.3%
CARES Act – State CRF	26,417	0	0		
Deficiency: CARES Act – State CRF	0	49,492	0	-50,492	
<b>Total State Funds</b>	<b>\$1,520,088</b>	<b>\$1,510,800</b>	<b>\$1,471,912</b>	<b>-\$38,888</b>	<b>-2.6%</b>
Other Unrestricted Funds	\$2,894,675	\$2,761,746	\$3,009,087	\$247,342	9.0%
CARES Act – Direct Federal Support	14,329	13,363	0	-13,363	
Transfer (to)/from Fund Balance	-20,253	171,771	-22,033		
<b>Net Unrestricted Funds</b>	<b>\$4,408,840</b>	<b>\$4,457,680</b>	<b>\$4,458,967</b>	<b>\$1,287</b>	<b>0.0%</b>
Restricted Funds	\$1,360,664	\$1,421,603	\$1,424,205	\$2,602	-0.2%
Deficiency – Bond Premium	0	21,209	0	-21,209	
CARES Act – Direct Federal Support	34,525	44,454	0	-44,454	
<b>Total Restricted Funds</b>	<b>\$1,395,189</b>	<b>\$1,487,266</b>	<b>\$1,424,205</b>	<b>-\$63,061</b>	<b>-4.2%</b>
<b>Total Funds</b>	<b>\$5,804,029</b>	<b>\$5,944,946</b>	<b>\$5,883,172</b>	<b>-\$61,774</b>	<b>-1.0%</b>
CAA – Institutional Funds <sup>1</sup>		\$93,025			
CAA – Financial Aid <sup>1</sup>		44,520			

CAA: Consolidated Appropriation Act  
 CARES: Coronavirus Aid, Relief, and Economic Security  
 CRF: Coronavirus Relief Fund  
 HEIF: Higher Education Investment Fund

<sup>1</sup>CAA does not include distribution of funds to Historically Black Colleges and Universities for allocations have not been made. Institutions have until September 30, 2022, to expend the funds and therefore may carry over funds to fiscal 2023.

Source: Governor’s Fiscal 2022 Budget Books; Department of Legislative Services

Other current unrestricted funds increased \$247.3 million, or 9.0%, in fiscal 2022, of which \$182.9 million, or 76.0%, is due a 38.6% increase in auxiliary revenues. This implies that institutions are planning that an increase in availability in vaccines will enable students to come back to campus. Tuition and fee revenues are estimated to increase 2.0%, or \$33.9 million, partly reflecting a 2.0% increase in in-state undergraduate tuition. In addition, USM institutions plan to transfer \$22.0 million to the fund balance, reflecting a return of fund balance targets indicating that institutions are projecting a return to a more “normal” business.

As shown in **Exhibit 11**, in fiscal 2021, based on reported operating expenditures, USM projects a total budget shortfall of \$163.9 million, of which \$107.8 million is related to auxiliary enterprises. USM plans to transfer \$171.8 million from the fund balance and will use \$13.4 million in remaining CARES funding to cover this shortfall. However, institutions will receive \$93.0 million in institutional-related Consolidated Appropriations Act funds, and some will receive additional funds designated for HBCUs and MSIs, meaning that ultimately less will be transferred from fund balance.

In fiscal 2022, operating expenditures are projected to decrease 1.3%, or \$49.6 million, reflecting budget actions taken in fiscal 2021, such as the elimination of vacant positions and a reduction in COVID-19-related expenses. Despite a \$38.9 million decline in State funding, primarily related to funding from the State’s CRF, unrestricted revenues are projected to increase by \$25.5 million in fiscal 2022, and auxiliary revenues grow 38.6%, or \$182.9 million. Overall, there is a projected surplus of \$22.0 million, leaving more than enough revenues to meet its target of transferring \$22.0 million to fund balance.

**Exhibit 11**  
**Unrestricted Revenues and Expenditures**  
**Fiscal 2021-2022**

	<u>2021 Working</u>	<u>2022 Allowance</u>	<u>\$ Change</u>	<u>% Change</u>
Operating Expenditures <sup>1</sup>	\$3,874,290	\$3,843,696	-\$30,595	-0.8%
<b>Unrestricted Revenues</b>				
State Funds <sup>2</sup>	\$1,510,800	\$1,471,912	-\$38,888	-2.6%
Tuition and Fees	1,725,078	1,758,958	33,880	2.0%
Other Revenues	563,331	593,853	30,522	5.4%
<b>Total</b>	<b>\$3,799,209</b>	<b>\$3,824,723</b>	<b>\$25,514</b>	<b>0.7%</b>
<b>Operating Surplus/Deficit</b>	<b>-\$75,081</b>	<b>-\$18,972</b>		
<b>Auxiliary</b>				
Expenditures	\$581,171	\$615,271	\$34,101	5.9%
Revenues	473,336	656,276	182,940	38.6%
<b>Auxiliary Surplus/Deficit</b>	<b>-\$107,834</b>	<b>\$41,005</b>		
<b>Total Surplus/Deficit</b>	<b>-\$182,915</b>	<b>\$22,033</b>		
<b>Other Funds</b>				
CAA – Institutional	\$93,025			
Planned transfer (to)/from Fund Balance	171,771	-\$22,033		

CAA: Consolidated Appropriations Act

<sup>1</sup>Fiscal 2020 and 2021 adjusted to reflect general salary increases.

<sup>2</sup>Fiscal 2021 State funds adjusted to include general salary increases, State coronavirus relief funds (CRF), and proposed State CRF deficiencies. Fiscal 2022 adjusted to reflect annualization of general salary increase.

Note: State funds include Higher Education Investment Funds

Source: Governor’s Fiscal 2022 Budget Books

## ***Personnel Data***

	<b><u>FY 20 Actual</u></b>	<b><u>FY 21 Working</u></b>	<b><u>FY 22 Allowance</u></b>	<b><u>FY 21-22 Change</u></b>
Regular Positions	25,236.06	24,964.51	24,961.84	-2.76
Contractual FTEs	<u>6,778.34</u>	<u>6,362.51</u>	<u>6,217.56</u>	<u>-144.95</u>
<b>Total Personnel</b>	<b>32,014.40</b>	<b>31,327.02</b>	<b>31,179.40</b>	<b>-147.71</b>

### ***Vacancy Data: Regular Positions***

Turnover and Necessary Vacancies, Excluding New Positions	838.72	3.36%
Positions and Percentage Vacant as of 12/31/20	1,645.71	5.59%
Vacancies Above (Below) Turnover	806.99	

- USM has personnel autonomy and may create or abolish positions during the fiscal year. In fiscal 2021, in response to budget shortfall, USM eliminated 455.68 full-time equivalent (FTE) positions (all but 3 were vacant) that were slightly offset by the addition of 183.13 FTEs, resulting in a net decrease of 272.55 FTEs.
- Of the eliminated regular positions, 356.72 were State supported with UMCP accounting for 50% (178.5 positions) and UMBC 15.2% (54.22 positions) of the abolished positions. Of the 98.96 eliminated contractual FTEs, 73.89 FTE were at UMCP.
- Of the 183.13 newly created positions, 73.62 were State-support positions of which 28 were converted to regular positions and, of the 109.51 non-State-support positions, 49 were converted. UMB created 65.8% (30 positions) of the new regular positions and UMCP 56.2% (34 position) of the non-State-supported positions.
- The allowance abolishes 144.95 contractual positions with UMGC accounting for 102.76 FTEs and UMCP 94.32 FTES. Additionally, 2.67 regular positions are eliminated at UMBC.
- Three institutions have a vacancy rate over 10.0% in State-supported positions: 14.4% at BSU; 12.2% at FSU; and 11.8% at CSU. These high rates are mainly attributed to the loss of revenue and increase in costs related to COVID-19.

## ***Issues***

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### **1. Future of UB**

In response to the continuing enrollment and budgetary challenges facing the institution, UB released a plan in 2020 to realign the institution based on the 2018 to 2023 strategic plans. Actions were categorized into one of four goals:

1. positioning UB as the region’s premier professional, career-focused university by consolidating programs and focusing on signature program areas; achieve a student mix of 60% graduate professional and 40% undergraduates;
2. fostering greater student success, increasing degree completion and shortening the time to degree;
3. solidifying commitment to community engagement and public service; and
4. organizing for long-term financial stability including budgeting assuming an annual enrollment of 4,000 and moving all schools to a responsibility centered management budget model.

After the plan was released, the president requested clarification from the Chancellor on how BOR views UB in the context of the rest of the USM institutions. In response, BOR established a task force in June 2020. The task force was comprised of various representatives from the BOR, University System of Maryland Office, UB, and stakeholders. The task force was to provide recommendations about UB’s future operations and mission and was charged to:

- assess UB’s position among higher education institutions in the State and region;
- review educational and administrative programs and consider their financial health, status, and future;
- consider the current and future needs of UB’s physical environment including facilities, security, and implications for expanding/remote learning; and
- assess the value of lower division courses as it relates to supporting upper division courses or programs.

The task force submitted a report to the BOR in October 2020 that addresses many of the actions identified in the UB’s realignment plan. The task force identified four recurring findings and observations:

- a lack of clarity on the path forward;

- confusion about UB’s identity due in part to inconsistent branding and marketing efforts;
- serious financial difficulties resulting from a 30% decline in enrollment; and
- inadequate attention to the delivery of seamless and convenient student-centric services in enrollment-related areas.

The report affirmed the strategic direction of UB and provided 46 recommendations in eight areas:

- ***Identity:*** clearly communicate UB’s mission and vision to all audiences (5 recommendations; 2 completed);
- ***Enrollment Management:*** focus actions are needed to increase (7 recommendations; 2 completed; 3 ongoing);
- ***Lower Division/Upper Division:*** recruit and retain a modest number of high performing freshmen and lower division students fitting the profile of upper division programs (6 recommendations; 5 ongoing);
- ***Academic Portfolio:*** determine high-priority and growth potential programs and evaluate low-enrollment programs for market relevance and sustainability determining those to sunset (3 recommendations; 2 ongoing);
- ***Student Experience:*** focus on building a seamless student-centric services (5 recommendations; 4 ongoing);
- ***Marketing And Branding:*** restructure and refocus efforts with a holistic approach showcasing UB to all key audiences (5 recommendations; 1 completed; 2 ongoing);
- ***Financial Responsibility:*** right size UB by making decisions to balance and align the budget with fiscal realities and institutional priorities (8 recommendations; 1 complete, 1 ongoing); and
- ***Physical Environment:*** utilize space more efficiently and invest in technology (8 recommendations; 1 completed; 1 ongoing).

For each of the eight areas, the president assigned a lead person who is responsible for coordinating implementation of the recommendations and adherence to the timelines. UB will provide quarterly reports to BOR regarding progress toward implementing the recommendations.

## 2. Kirwan Center Initiatives

The switch to online learning in March 2020, also referred to as emergency remote teaching, was not an ideal situation and not without its challenges. Course delivery was mostly via taped lectures, Zoom classes, and other platforms that were not effective or sustainable for the long term. The goal at that point was to successfully complete the spring semester.

As the fall semester approached, institutions' plans shifted to offer a majority of courses remotely. To assist institutions with this transition, USM's William E. Kirwan Center for Academic Innovation and UMGC formed a partnership creating OnTrack. Funded with \$2.6 million of UMGC's CARES Act funds, OnTrack works with those involved with remote learning at institutions to support their efforts in developing remote courses. To be prepared for the fall 2020 semester and beyond, institutions needed to adapt their technology infrastructure and teaching methods to create effective online learning environments. In order to support the expansion of high-quality online instruction for the fall semester, OnTrack offered various levels of assistance to institutions including:

- ***“Ready-to-adopt” Online Courses:*** temporary adoption of UMGC courses in which the home institution would identify general education courses and create a “friction free” process in which students register at their institution. Issues such as tuition reconciliation and assignment of credit were addressed through inter-institutional memorandums of understanding. No institutions used this option in the fall due to it being offered too late and concerns about competition.
- ***Adaptive Courseware for High Enrollment Courses:*** creates a more interactive platform for content delivery, increasing student interaction and allowing faculty to use active, problem-based, online pedagogies. In July 2020, the Kirwan Center and the Association of Public and Land-grant Universities held an adaptive learning summit in which participants explored adaptive tools. In addition, USM partnered with Lumen Learning to conduct training for incorporating courseware and analytics dashboards into online pedagogy, provide support through the semester, and facilitate learning communities. Two workshops were offered in October 2020 that provided solutions to immediate problems and presented the tools, services, and supports available through OnTrack.
- ***Virtual Reality Technologies for Lab-based Courses:*** gives students access to realistic lab experiences allowing them to perform experiments and practice skills. OnTrack provided faculty training and inter-institutional coordination in using Labster's virtual reality technologies in lower-level lab-based courses. Due to the interest from institutions, USM upgraded to a systemwide site license that includes professional faculty development. Nine institutions used Labster in 130 courses in the fall with over 2,600 students engaging with simulations. In addition, Labster held discipline specific live demonstrations for biology, chemistry, and physics for faculty considering using this technology in the spring semester.

- ***Instructional Design Support Services:*** provides “pools” of instructional design support that can be accessed as needed, resources for faculty on the fundamentals of instructional design, and best practices of teaching online. USM contracted with iDesign that institutions can use, as needed, for individual faculty and/or to convert courses to an online format. Services provided by iDesign included:
  - providing a total of 6,750 hours of institutional design support to nine institutions;
  - providing program instructional design and development services in lieu of hourly support at CSU to transition eight courses in early childhood development program to online, hybrid, or hyflex (variation of hybrid that includes in-person, synchronous, and asynchronous options) delivery model for the spring 2021 semester;
  - implementing four course templates, seven faculty hubs, and eight student quickstart modules; and
  - launching an Ask & Answer program for faculty to have their questions quickly and easily answered.
- ***Professional Development Workshops:*** pre-purchased a pool of online teaching professional development workshops from Quality Matters on topics ranging from beginning to advanced, including designing for learner engagement, flipping online courses, setting expectations with students, and online assessment. Quality Matters conducted 74 workshops for fall 2020 with 12 more to be offered in January 2021 to support spring courses. The Kirwan Center also offered workshops on diversity and inclusion, accessibility, and rethinking assessments for academic integrity. In addition, USM produced a set of resources to support faculty in development of online courses.
- ***Tools to Measure Academic Innovation:*** retained Grunwald Associates, a research firm, to design an innovation maturity model to identify and scale academic innovations that improve student learning and create an assessment tool allowing USM to benchmark progress toward academic innovation and identify challenges at the system, institutional, and academic level.

**The Chancellor should comment on how the transition of academic programs and student services has shifted the thinking of institutions on how to better provide programs and services to students, new opportunities, and how the pandemic will affect the future business model of higher education.**

### **3. Reopening of Campuses**

In planning for the reopening of campuses for the fall 2020 semester, institutions considered numerous factors in deciding whether to allow students to return to campus and how courses would be delivered. Institutions made plans with the understanding that switching to all

remote learning during the semester may be necessary. Each institution made its plans according to the needs of the students and evaluated the necessity of offering a course face-to-face. Every residential campus offered courses requiring face-to-face learning, such as those requiring laboratory or clinical work, and reduced the occupancy of resident halls, allowing some students to live on campus.

A critical component to the reopening plans was keeping students and employees safe by the development of testing and contact tracing programs, with the capability of quarantining and isolating students as needed. Campuses also implemented and monitored public health interventions, including daily symptom monitoring, mask wearing, physical distancing, hand washing, and cleaning of surfaces and spaces. Institutions worked in close collaboration with local health departments when developing their plans.

### **Lessons Learned**

Testing upon return to campus was critical for setting the stage for the start of the semester, knowing those who returned had tested negative. Proof of negative tests was also required after the Labor Day weekend, prior to leaving for Thanksgiving, and upon return to campus, if campus did not switch to remote learning after the holiday.

Surveillance testing using PCR tests during the semester resulted in positivity rate levels that were significantly lower than the surrounding community. When spikes in positivity were detected, campuses employed a variety of strategies to reduce the rate, such as additional public health communications, increased testing and/or frequency of tests, and briefly switching to remote learning. In the case of TU, after reopening campus and days before classes were to begin, a growing number of positive cases resulted in a switch to all-remote learning. Some antigen tests were performed in accordance with specific programs, mainly athletic programs under the auspices of the conferences or the National Collegiate Athletic Association

### **Fall Semester**

For the fall 2020 semester, USM estimates that over 175,000 tests were administered on campus ranging from 2,514 at CSU to 81,472 at UMCP. A majority of the tests were PCR tests with all but two campuses using the PCR lab at UMB. UMB was able to return test results to campuses within 24 to 36 hours with a few exceptions. Overall, the positivity rates varied across campuses from 0.7% at UMBC to 2.7% at TU.

Currently, USM has not determined the exact total cost of testing for the fall semester. However, UMCP estimates the cost for 62,222 tests (excluding athletics, which was paid for by the Big Ten) totaled \$3.1 million. This included \$2.1 million for tests, \$0.3 million for supplies, and \$0.7 million for staffing the on-campus testing sites. Given UMCP conducted approximately half of the tests, USM estimates the total cost will be around \$6.0 million.

## **Spring Semester**

For the spring 2021 semester, USM plans to ramp up its testing efforts, with most campuses increasing testing to twice a week. The Maryland Department of Health provided 130,000 of the BionaxNow Rapid Antigen Test that will meet the testing need for two to four weeks. In addition, the U.S. Department of Health and Human Services provided a total of 389,000 of these tests to HBCUs, with BSU receiving 7,120 tests and CSU and UMES each receiving 5,000 tests. Institutions will be ordering tests needed for the remainder of the semester from Abbott at a cost of \$5 per test. Some institutions will also be using the rapid test in conjunction with the PCR test for testing of specific groups or the rapid antigen tests for people who work intermittently on campus.

## ***Operating Budget Recommended Actions***

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1. Concur with Governor's Allowance.

## Appendix 1 2020 Joint Chairmen’s Report Responses from Agency

The 2020 *Joint Chairmen’s Report* (JCR) requested that the University System of Maryland (USM) and/or its institutions prepare six reports. Electronic copies of the full JCR responses can be found on the Department of Legislative Services Library website.

- ***Report on the Instructional Workload of the USM Faculty:*** This annual report is the second of a three-year transition between reports generated using the course unit metric as defined under an earlier USM Board of Regents (BOR) policy on faculty workload and the revised policy using credit hours to measure productivity. Key findings of the report include total credit hours produced by faculty outpaced total student enrollment; full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 69% of all credit hours produced; an increase of 3% from the previous year; and since fiscal 2015, credit hours produced by tenured/tenure track faculty increased 5.7% while credit hours produced by part-time faculty declined by 3.9%.
- ***Report on Mold Mitigation Plans:*** This report summarizes each institution’s mold mitigation plans and protocols including procedures for public notification.
- ***Report on Contractual Employees:*** This report provides information on contract employees such as number of employees, job titles, length of service, and USM’s policy and five-year plan for the converting of contractual employees to regular positions.
- ***Status of Implementing Universities at Shady Grove Financial Viability Recommendations:*** This report summarizes the status of implementation of the 33 recommendations presented in the 2019 JCR report *Ensuring the Fiscal Viability of the Universities at Shady Grove* (USG). Of the 33 recommendations, 2 have been completed, 24 are in progress in which a significant level of progress has been made, and 7 are still to be initiated. In addition, six unresolved issues or tasks were identified that needed further work by the commission to determine how to move forward: one is completed; and the remaining five are still in progress. Next steps include completing orientation and onboarding process for the USG Executive Director; completing the Roles, Responsibilities, Authorities, and Accountabilities documentation; and working with the new executive director to develop a plan to review and address the remaining recommendations.
- ***Bowie Nursing Program Update:*** The Bowie State University (BSU) Department of Nursing (DON) received approval by the Maryland Board of Nursing (MBON) on June 30, 2020, to adopt the BSU Undergraduate Nursing Program Action Plan. This action plan includes the hiring of MBON-approved curriculum consultants, implementation of Operation NCLEX – a boot camp type initiative to assist graduating seniors in preparing for success on the NCLEX, provides an additional review course, suspends the accelerated and RN-BSN tracks to focus resources on the traditional track, recommends the hiring of faculty and staff to meet the needs of the department, and reviews and revises DON policies

including admissions, progressions, student grievance, and the DON faculty handbook. BSU's NCLEX-RN pass rate for first time test takers for fiscal 2020 (July 1, 2019, through June 30, 2020) was 56.6%, well below the Maryland Bachelor of Science in Nursing Degree total pass rate needed of 83.87%. This total represented the tenth consecutive year that the BSU Bachelor of Science NCLEX-RN first-time candidate performance fiscal year results did not meet the MBON-required pass rate.

- ***Report on the National Footprint Campaign and Market Competitiveness:*** In 2018 and 2019, the University of Maryland Global Campus (UMGC) initiated a plan to spend \$289 million over six years on a national marketing campaign to increase enrollment. Initial strategies proved to be less than effective in cost-per-student enrolled during the first year of the marketing campaign. UMGC planned to spend \$50 million on the national marketing campaign in fiscal 2020 and 2021, however, this total was reduced to \$13 million annually as the institution plans to complete several student enterprise resource planning projects that are currently underway and will reevaluate marketing strategies upon completion of these projects. Additionally, UMGC, in conjunction with USM BOR, has contracted with Deloitte Consulting to analyze the institution's market competitiveness with the goal of identifying ways for UMGC to thrive in the adult online higher education market. A report will be provided to UMGC and USM BOR with the Deloitte Consulting findings later this year

**Appendix 2**  
**Budgetary Impact of COVID-19**  
**Fiscal 2020-2021**  
**(\$ in Thousands)**

	2020				COVID-19		2021 Working						COVID-19	
	Revenue Loss				Expenses	Total	Revenue Loss						Expenses	Total
	Tuition & Fee	Auxiliary	Other	Total			Tuition & Fee	Auxiliary	Other	BPW	Total		Total	
UMB	\$2,912	-\$3,030	-\$35,081	-\$35,199	\$0	-\$35,199	\$ 413	-\$4,433	-\$25,667	-\$19,845	-\$ 49,532	-\$ 7,935	-\$ 57,467	
UMCP	-3,057	-72,188	-3,137	-78,382	-3,501	-81,883	-49,007	-169,312	-29,586	-46,330	-294,234	-17,837	-312,071	
BSU	-1,258	-2,586	-65	-3,910	-4,881	-8,790	-1,778	-6,826	8,435	-3,881	-4,050	-14,898	-18,948	
TU	-4,080	-26,268	-4,664	-35,011	-3,106	-38,118	-23,101	-40,413	-1,779	-11,163	-76,456	-2,050	-78,507	
UMES	-614	-4,811	107	-5,318	-817	-6,135	-3,554	-3,510	-167	-3,667	-10,898	-4,896	-15,795	
FSU	-627	-4,222		-4,849	-933	-5,782	-3,927	-2,500	-450	-3,562	-10,438	-1,972	-12,410	
CSU	-1,269	-2,815	-16	-4,100	0	-4,100	-1,609	-2,146		-3,784	-7,539	-5,570	-13,109	
UB	-7,306	-917	-802	-9,025	-63	-9,088	-6,000	-1,483	783	-3,533	-10,233	-1,163	-11,396	
SU	827	-8,100	-1,063	-8,335	-487	-8,823	-8,383	-12,151	-470	-4,843	-25,848	-3,525	-29,373	
UMGC	12,169	-5	-14,313	-2,149	-74	-2,223	23,960		-8,249	-3,765	11,946	-1,590	10,356	
UMBC		-18,285	-2,632	-20,917	-1,059	-21,976	-7,134	-65,170	2,048	-12,146	-82,402	-4,030	-86,432	
UMCES			-978	-978	0	-978				-1,832	-1,832	-340	-2,172	
USMO <sup>1</sup>					-323	-323			-974	-3,374	-4,348	-1,086	-5,434	
<b>Total</b>	<b>-\$2,303</b>	<b>-\$143,227</b>	<b>-\$62,644</b>	<b>-\$208,174</b>	<b>-\$15,245</b>	<b>-\$223,418</b>	<b>-\$ 80,119</b>	<b>-\$307,944</b>	<b>-\$56,077</b>	<b>-\$121,725</b>	<b>-\$565,866</b>	<b>-\$66,893</b>	<b>-\$632,759</b>	

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

UMB: University of Maryland, Baltimore Campus  
UMBC: University of Maryland Baltimore County  
UMCES: University of Maryland Center for Environmental Science  
UMCP: University of Maryland, College Park Campus  
UMGC: University of Maryland Global Campus  
UMES: University of Maryland Eastern Shore  
USMO: University System of Maryland Office

<sup>1</sup>USMO includes regional centers.

**Appendix 3**  
**Use of Federal Coronavirus Aid, Relief, and Economic Security Act Funds by Institution**  
**Fiscal 2020-2021**

	2020		2020 Carried Over		HBCU/MSI Funds		2021	Use of Funds	
	<u>Institutional Portion</u>	<u>Emergency Financial Aid</u>	<u>Institutional Portion</u>	<u>Emergency Financial Aid</u>	<u>Institutional Portion</u>	<u>Student Aid</u>	<u>Total</u>	<u>Institutional Portion</u>	<u>HBCU/MSI Allocation</u>
UMB	\$ 1,039	\$ 1,039	\$ 1,039	\$ 588	\$0	\$0	\$ 1,627	Tuition and fee, housing and parking refunds	
UMCP	10,745	10,745	10,745				10,745	Student refunds (\$6.3 million); Course redesign to transition to online (\$3.1 million); COVID-19 special pay (\$1.3 million)	
BSU	3,298	3,298	2,295	952	11,458	2,250	16,955	Auxiliary revenue loss (\$5.9 million); PPE, testing, vendor services (\$5.4 million); technology (\$2.5 million)	
TU	8,668	8,668		1,779			1,779		
UMES	1,771	1,771			7,841		7,841		Auxiliary revenue loss (\$6.3 million); supplies and material (\$1.3 million); equipment (\$0.2 million)
FSU	1,963	1,963		1,347	194		1,542		Off-site quarantine housing
CSU	1,364	1,364	1,364	1,364	4,206		6,934	Purchased: PPE, COVID-19 signage, and desk shields; testing expenses; hired temporary help; offset revenue loss; and modify HVAC contract to increase frequency of filter replacements.	To offset revenue losses

	2020		2020 Carried Over		HBCU/MSI Funds		2021	Use of Funds	
	<u>Institutional Portion</u>	<u>Emergency Financial Aid</u>	<u>Institutional Portion</u>	<u>Emergency Financial Aid</u>	<u>Institutional Portion</u>	<u>Student Aid</u>	<u>Total</u>	<u>Institutional Portion</u>	<u>HBCU/MSI Allocation</u>
UB	1,163	1,163	1,163	724	177		2,064	Enhance technology and facilities for reopening	
SU	2,980	2,980		569			569		
UMGC	2,605	2,605	2,605	2,605			5,211	Kirwan Center for OnTrack (\$2.6 million); service purchased by Kirwan Center for UB, BSU,FSU,SU, UMB, and UMES (\$2.6 million) <sup>1</sup>	
UMBC	4,658	4,658		2,513	38		2,550		COVID-19-related costs (\$37,804); and programs targeting underrepresented minorities
<b>Total</b>	<b>\$ 40,254</b>	<b>\$ 40,254</b>	<b>\$ 19,211</b>	<b>\$ 12,442</b>	<b>\$ 23,914</b>	<b>\$ 2,250</b>	<b>\$ 57,817</b>		

BSU: Bowie State University  
 CSU: Coppin State University  
 FSU: Frostburg State University  
 HBCU: Historically Black Colleges and Universities  
 MSI: Minority-serving Institutions  
 PPE: personal protective equipment  
 SU: Salisbury University

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

<sup>1</sup>Services include retainers for instructional design support, professional development workshops, and system wide virtual lab licenses.

Note: In fiscal 2020, the institutional portion was used to cover revenue loss.

**Appendix 4**  
**Use of Governor Emergency Education Relief Funds**  
**Fiscal 2020**

	<b>Personal Protective Equipment</b>	<b>Testing &amp; Contact Tracing</b>	<b>Public Health Expenses<sup>1</sup></b>	<b>Technology<sup>2</sup></b>	<b>Personnel &amp; Services<sup>3</sup></b>	<b>Economic Support (UMB's DDS)</b>	<b>Other</b>	<b>Public Safety Personnel</b>	<b>Total</b>
UMB	\$109,768	\$1,111,078	\$555,077	\$1,498,477	\$25,069	\$4,120,166	\$127,893	\$3,434,320	\$10,981,848
UMCP	121,477	1,990	282,808	693,383	-	-	-	4,443,022	5,542,680
BSU	12,214	-	218,067	580,802	-	-	-	641,906	1,452,989
TU	125,625	-	814,122	209,705	-	-	-	1,782,225	2,931,677
UMES	73,332	-	51,479	40,124	-	-	-	241,124	406,059
FSU	15,910	2,360	72,536	93,713	-	-	-	705,137	889,656
CSU	29,867	-	24,196	110,377	81,935	-	-	485,541	731,916
UB	2,195	-	4,526	56,574	-	-	-	575,853	639,148
SU	39,665	4,308	139,306	304,139	-	-	-	838,171	1,325,589
UMGC	9,619	-	64,705	-	-	-	-	-	74,324
UMBC	65,233	-	85,434	61,400	-	-	1,527	845,203	1,058,797
UMCES	3,971	393	33,582	21,328	-	-	-	-	59,274
USMO	4,540	-	5,402	27,494	-	-	-	-	37,436
USG	-	-	-	34,532	-	-	-	223,129	257,661
USMH	-	-	1,137	30	-	-	-	13,323	14,490
USMSM	452	292	12,235	-	-	-	-	-	12,979
<b>Total</b>	<b>\$613,868</b>	<b>\$1,120,421</b>	<b>\$2,364,612</b>	<b>\$3,732,078</b>	<b>\$107,004</b>	<b>\$4,120,166</b>	<b>\$129,420</b>	<b>\$14,228,954</b>	<b>\$26,416,523</b>

BSU: Bowie State University  
 CSU: Coppin State University  
 DDS: Doctor of Dental Surgery  
 FSU: Frostburg State University  
 SU: Salisbury University  
 TU: Towson University  
 UB: University of Baltimore  
 UMB: University of Maryland, Baltimore Campus  
 UMBC: University of Maryland Baltimore County

UMCES: University of Maryland Center for Environmental Science  
 UMCP: University of Maryland, College Park Campus  
 UMGC: University of Maryland Global Campus  
 UMES: University of Maryland Eastern Shore  
 USG: Universities at Shady Grove  
 USMO: University System of Maryland Office  
 USMH: University System of Maryland at Hagerstown  
 USMSM: University System of Maryland at Southern Maryland

<sup>1</sup>Includes cleaning, sanitizing, facilities-related, and medical for public health.

<sup>2</sup>Related to distance learning and telework.

<sup>3</sup>Those personnel and services diverted to a substantially different use.

Source: University System of Maryland

**Appendix 5  
Fund Balance by Institution  
Fiscal 2020-2022**

	<u>2020 Total</u>	2021 Working			2022 Budgeted			2021-2022 \$ Change		
		<u>State-supported</u>	<u>Non-State-supported</u>	<u>Total</u>	<u>State-supported</u>	<u>Non-State-supported</u>	<u>Total</u>	<u>State-supported</u>	<u>Non-State-supported</u>	<u>Total</u>
			\$173,66							
UM, Baltimore Campus	\$232,732	\$46,280	6	\$219,946	\$47,304	\$179,582	\$226,886	\$1,024	\$5,915	\$6,939
UM, College Park Campus	373,758	122,707	165,361	288,068	122,707	182,029	304,736	0	16,668	16,668
Bowie State University	31,499	18,868	12,630	31,499	19,817	12,882	32,699	948	252	1,200
Towson University	99,712	11,165	67,592	78,758	11,165	72,089	83,254	0	4,497	4,497
UM Eastern Shore	0	0	0	0	0	0	0	0	0	0
Frostburg State University	20,181	10,761	8,920	19,681	11,628	9,032	20,661	867,185	112	979
Coppin State University	15,289	-2,565	17,853	15,289	-1,855	17,853	15,999	710	0	710
University of Baltimore	15,536	-589	15,125	14,536	470	15,125	15,594	1,058	0	1,058
Salisbury University	60,509	1,949	48,560	50,509	1,583	50,925	52,509	-365	2,365	2,000
UM Global College	144,211	0	123,402	123,402	0	107,625	107,625	0	-15,777	-15,777
UM Baltimore County	98,768	32,293	48,383	80,676	32,293	52,329	84,622	0	3,946	3,946
UM Center for Environment Science	23,079	74	23,004	23,079	74	23,291	23,365	0	287	287
USM Office	11,892	7,652	2,298	9,951	7,177	2,298	9,476	-475	0	-475
<b>Total</b>	<b>\$1,127,164</b>	<b>\$248,596</b>	<b>\$706,797</b>	<b>\$955,393</b>	<b>\$252,364</b>	<b>\$725,062</b>	<b>\$977,425</b>	<b>\$3,767</b>	<b>\$18,265</b>	<b>\$22,033</b>

UM: University of Maryland  
USM: University System of Maryland

Source: University System of Maryland