
University System of Maryland Fiscal 2026 Budget Overview

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

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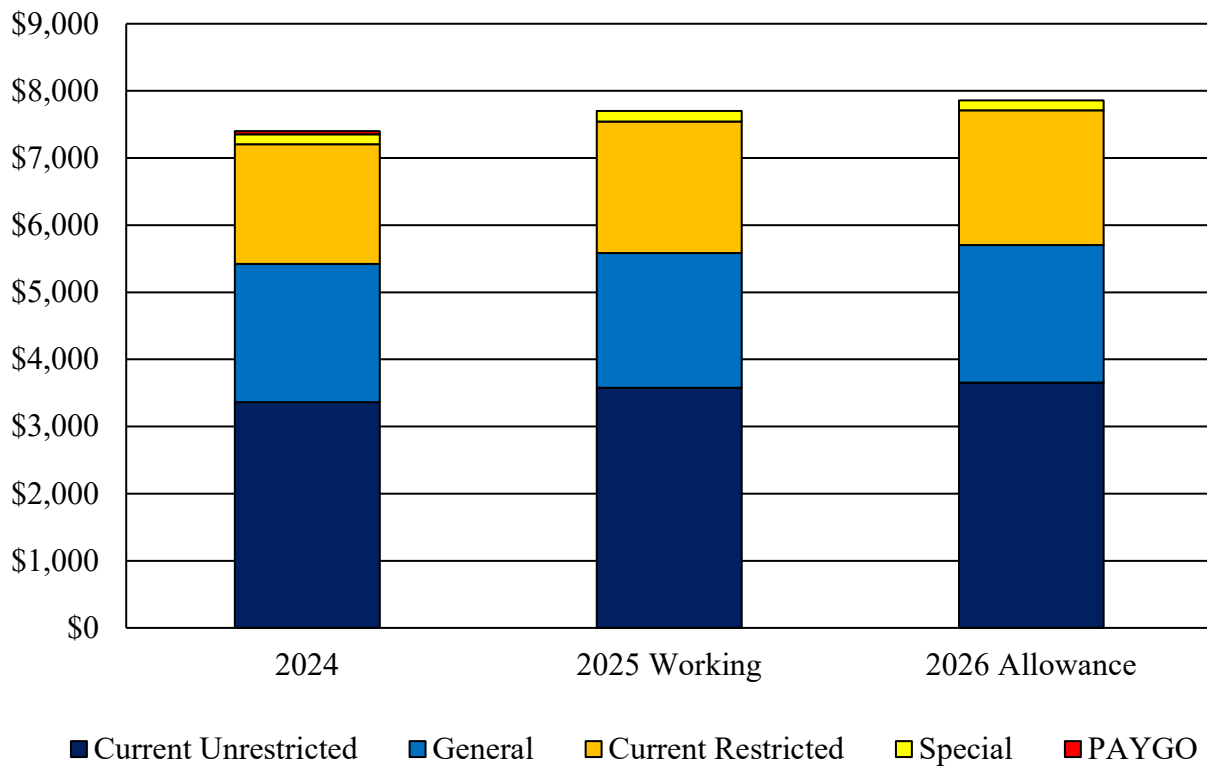
Analysis of the FY 2026 Maryland Executive Budget, 2025

Executive Summary

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

Operating Budget Data

Revenues by Fund Type
Fiscal 2024-2026
(\$ in Thousands)



PAYGO: pay-as-you-go

Note: The fiscal 2025 working appropriation accounts for deficiencies. The fiscal 2026 allowance accounts for contingent reductions. The fiscal 2025 impacts of statewide salary adjustments are centrally budgeted in the Department of Budget and Management (DBM), and adjustments are not reflected in institution’s budgets. The fiscal 2026 impacts of the fiscal 2025 statewide salary adjustments appear in institution’s budgets. The fiscal 2026 statewide salary adjustments are centrally budgeted in DBM and are not included in institution’s budgets.

Source: Governor’s Fiscal 2026 Budget Books

- Total State support for USM increases by \$37.4 million, or 1.7%, compared to the fiscal 2025 working appropriation after accounting for a contingent reduction in fiscal 2026. **The fiscal 2026 allowance includes the impact of fiscal 2025 salary increases that are centrally budgeted in the Department of Budget and Management (DBM) in fiscal 2025. Excluding the impact of those salary adjustments, State funds decrease by 4.9%, or \$105.5 million.**
- The fiscal 2026 budget includes two proposed deficiency appropriations for fiscal 2025. One of the proposed deficiency appropriations totaling \$25.8 million across USM institutions and Morgan State University (MSU), which USM institution's share of is \$24.9 million, replaces general funds with special funds from the Higher Education Investment Fund (HEIF), reflecting the use of higher than expected revenues. Another proposed deficiency would increase State Special Funds for the University of Maryland, College Park Campus (UMCP) for a general salary increase for the Maryland Fire and Rescue Institute (MFRI).
- The fiscal 2026 allowance reduces funding for the Maryland Native Plant program by \$150,000 within UMCP contingent on a provision in the Budget Reconciliation and Financing Act of 2025 that eliminates the mandate for the program.

Key Observations

- Undergraduate enrollment grew for a third year at USM institutions, increasing by 1.6%, or 2,117 students, in fall 2024 compared to fall 2023. After a six-year decline, the number of continuing students increased by 2,023 students. However, the increase in continuing students was partly offset by a decrease of 441 first-time students.
- Undergraduate enrollment in fall 2024 has almost rebounded to prepandemic levels, with enrollment of 0.5%, or 669 students, less than fall 2019 enrollment. However, when excluding University of Maryland Global Campus (UMGC), undergraduate enrollment is 6,694 students lower than in fall 2019.
- Receiving institutional financial aid impacts student success. The six-year graduation rate of first-time and Maryland community college transfer students who receive aid equaled or exceeded 70% for each the fiscal 2016 to 2019 cohorts.

Operating Budget Recommended Actions

1. Concur with Governor's allowance.

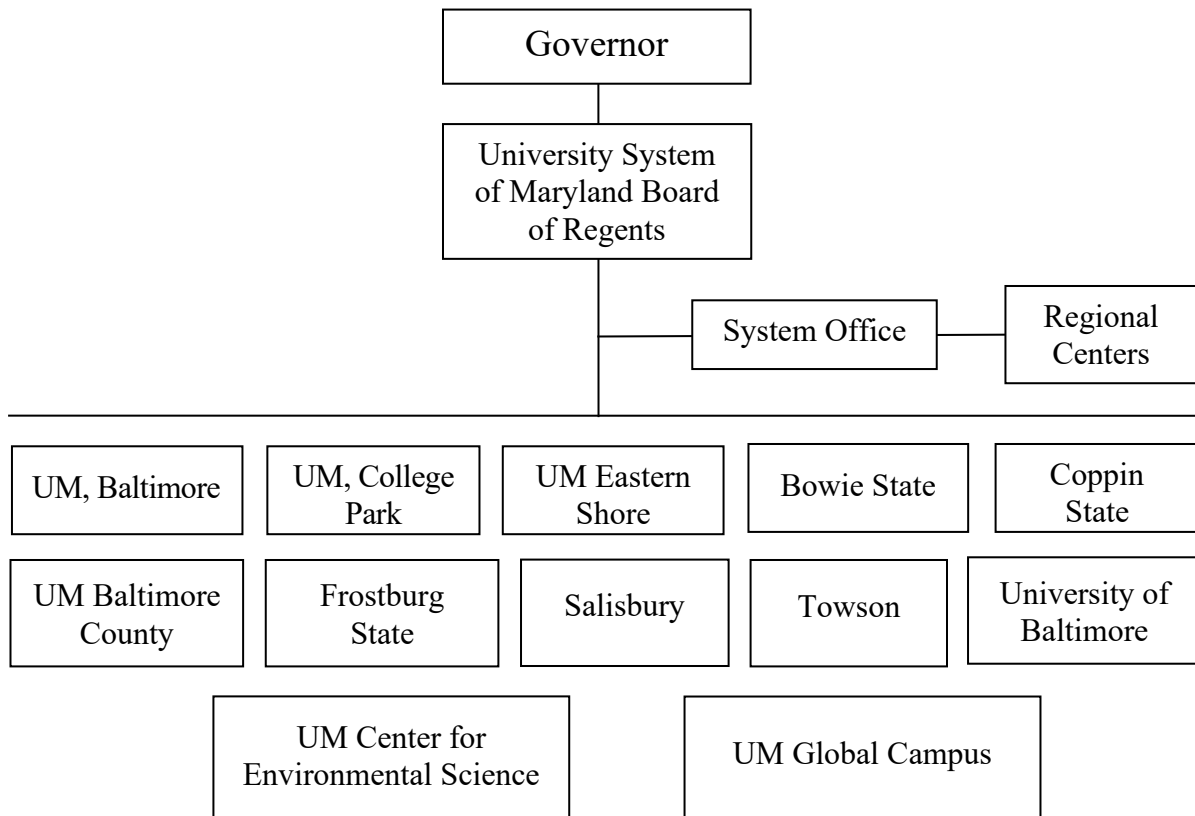
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Operating Budget Analysis

Program Description

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

Exhibit 1
University System of Maryland



UM: University of Maryland

Source: Department of Legislative Service

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; 1 member is appointed by the Senate President; and 1 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.

Consistent with the State Plan for Higher Education, USM goals 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

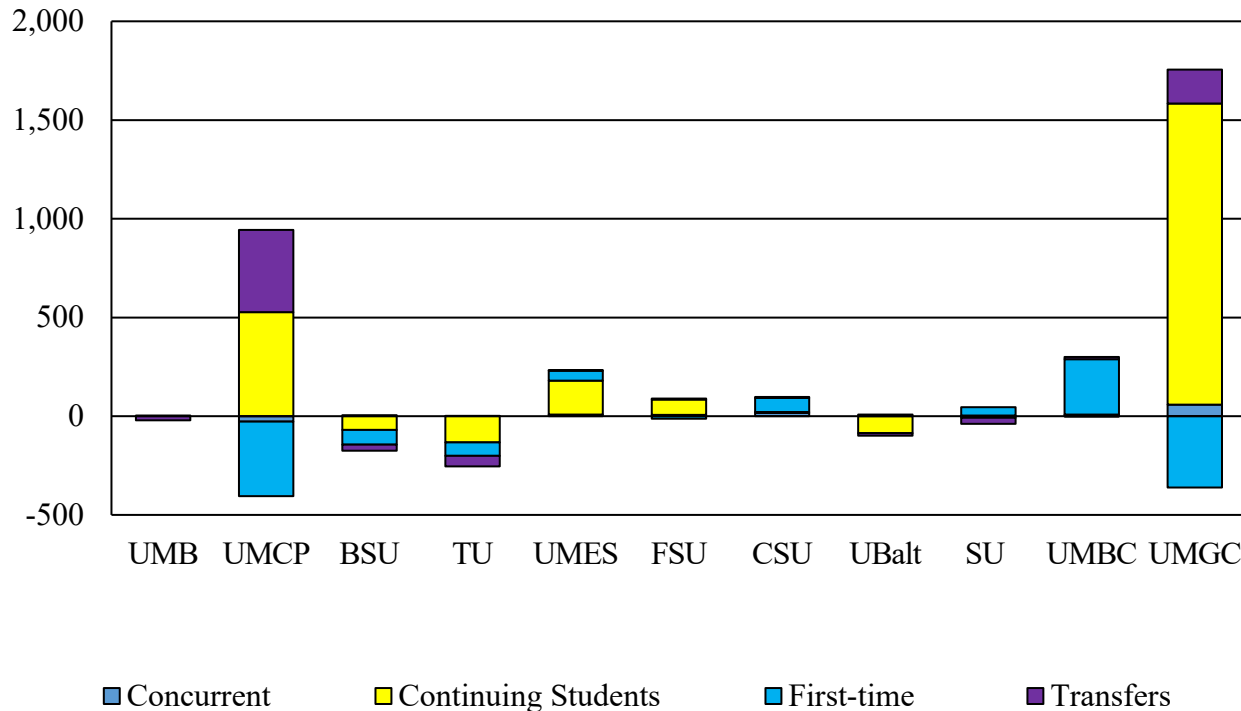
1. Fall 2024 Enrollment

Undergraduate Enrollment

As shown in **Exhibit 2**, undergraduate enrollment grew for a third year at USM institutions, increasing by 1.6%, or 2,117 students, in fall 2024 compared to fall 2023. When excluding UMGC, enrollment grew slightly less, increasing by 0.9%, or 723 students. Overall, seven institutions experienced an increase in undergraduate enrollment. The University of Maryland Eastern Shore (UMES) experienced the highest rate of growth of 10.5%, or 234 students, primarily due to an increase of 172 in continuing students. University of Baltimore (UBalt) experienced the largest percentage decline in undergraduate enrollment of 7.2%, or 91 students driven by a decline of 85 in

continuing students. In terms of the total number of students, Towson University (TU) experienced the largest decline (253 students), mainly due to 133 fewer students returning to campus.

Exhibit 2
Change in Undergraduate Headcount Enrollment
Fall 2023 and 2024



Source: University System of Maryland; Department of Legislative Services

After six years of increases, enrollment of first-time students at USM institutions declined by 2.6%, or 441 students, with UMGC accounting for 362 of these students. When excluding UMGC, first-time enrollment slightly declined by 0.5%, or 79 students. University of Maryland Baltimore County (UMBC) and Coppin State University (CSU) realized the largest increase in the number of first-time students at 281 and 70, respectively. UMCP experienced the largest decline of 377 first-time students in fall 2024.

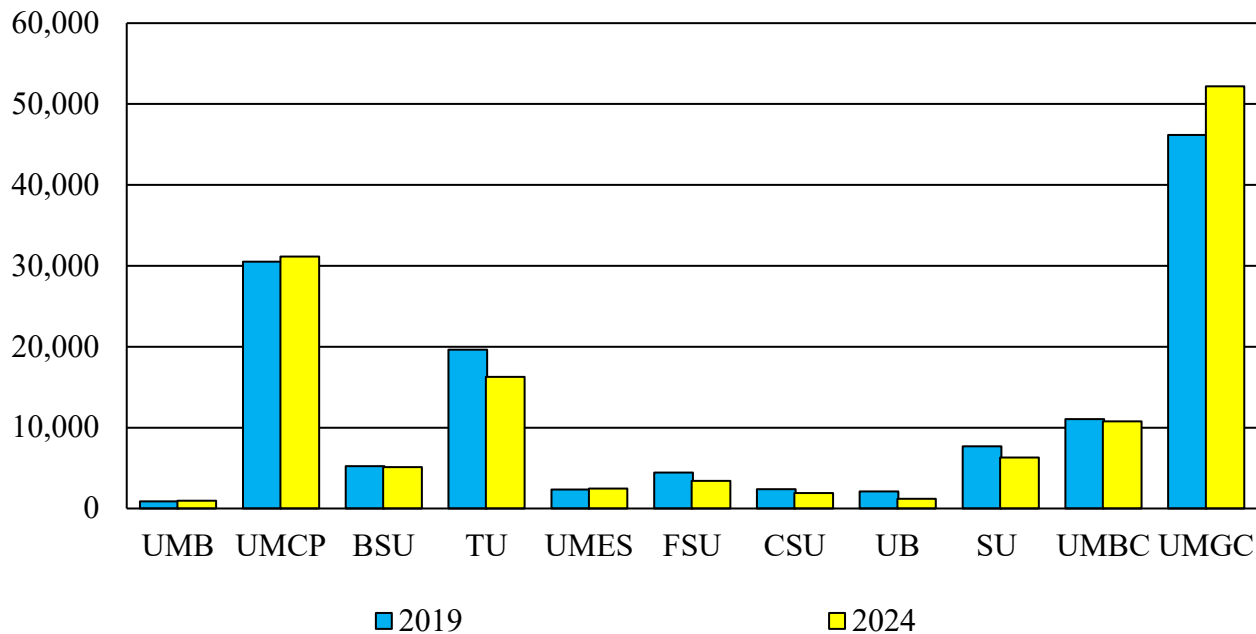
When excluding UMGC, an increase in the number of transfer students, 4.4%, or 291, reverses a trend that started in fall 2018. The number of transfers declined by 151 students at five institutions, which was offset by an increase of 417 transfers students at UMCP. TU and Bowie State University (BSU) experienced the largest decline in the number of transfers at 55 and 31 students, respectively.

Undergraduate Enrollment Rebounding

In order to understand whether there has been a lasting impact of the pandemic and the actions taken by the institutions on undergraduate enrollment, fall 2024 undergraduate enrollment is compared to fall 2019 (prepandemic) enrollment. Undergraduate enrollment in fall 2024 has almost rebounded to prepandemic levels, with enrollment 0.5%, or 669 students less than fall 2019 enrollment. However, when excluding UMGC, undergraduate enrollment is 6,694 students, or 7.8%, lower than in fall 2019.

Overall, as shown in **Exhibit 3**, all but four institutions (University of Maryland, Baltimore campus (UMB), UMCP, UMES, and UMGC) experienced declines in enrollment from fall 2019 to 2024. USM regional institutions have not been immune to the national trend of these institutions facing declining enrollment since the pandemic. Of the decrease of 6,694 in the number of undergraduate students since fall 2019; TU, Salisbury University (SU) and Frostburg State University (FSU) accounted for 86.0%, or 5,760 students, of the decline. TU experienced the largest decrease at 3,355 students, followed by SU and FSU, with 1,398 and 1,007 students, respectively. These decreases have led to concerns about the financial stability of these institutions, as the institutions need to find ways to cover the loss of tuition and fee and auxiliary revenues.

Exhibit 3
Comparison of Fall Headcount Enrollment
Fall 2019 and 2024

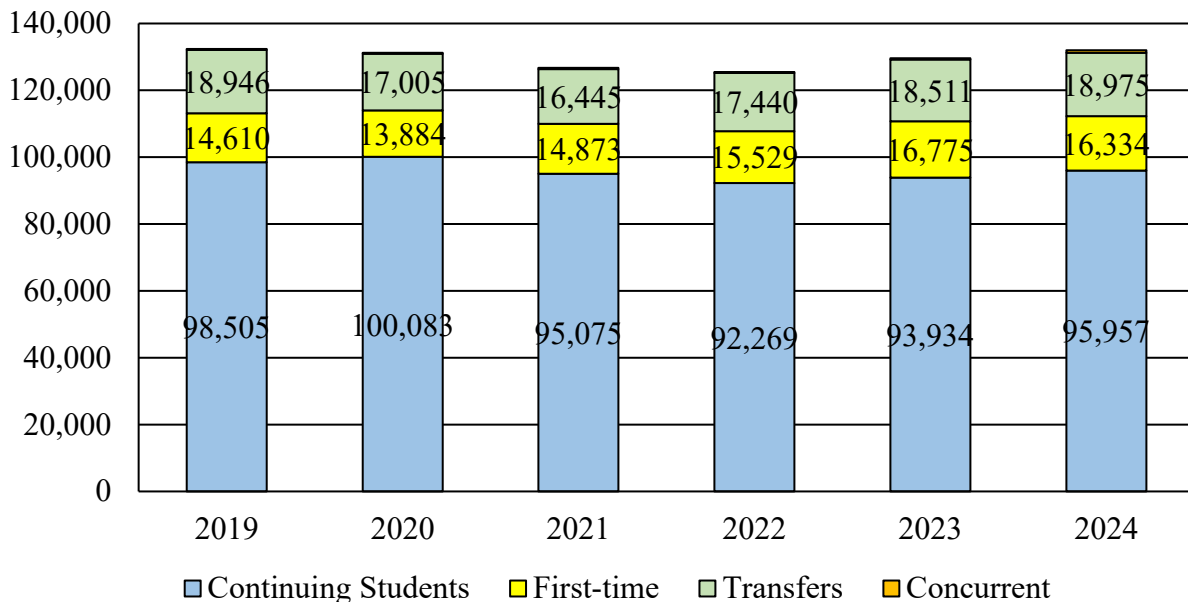


Source: University System of Maryland; Department of Legislative Services

It should be noted that one of the priorities of USM’s strategic plan – Vision 2030 – is access, affordability, and achievement with one of the goals being to increase undergraduate enrollment. A near-term target is to increase enrollment to 131,000 students or more by calendar 2025, which would be an increase of 3.4% compared to the fall 2021 enrollment of 126,704 students. Based on fall 2024 enrollment of 131,716, USM has exceeded its target. As previously discussed, as long as UMGC continues to show strong growth, USM will likely exceed its target. However, the continuing struggles of the other institutions should not be overlooked, particularly given declines in the number of high school graduates along with the changing demographics of the college-going student population.

As shown in **Exhibit 4**, when breaking down undergraduate enrollment by student category, only continuing students has not rebounded to prepandemic levels. For continuing students, fall 2024 enrollment was 2,548 students, 2.6% less than fall 2019 (prepandemic) enrollment. However, when excluding UMGC, the number of continuing students is 6,890 lower than fall 2019. The number of continuing students has steadily increased to 95,957 students in fall 2024 after falling to its lowest level (92,269) in fall 2022. Despite slightly decreasing in fall 2024 compared to fall 2023, as previously discussed, the number of first-time students exceeds the prepandemic level by 1,724 students. While the number of transfer students fell to its lowest point of 16,445 in fall 2021, in fall 2024 the number recovered to its prepandemic level.

Exhibit 4
Fall Undergraduate Headcount Enrollment by Status
Fall 2019-2024

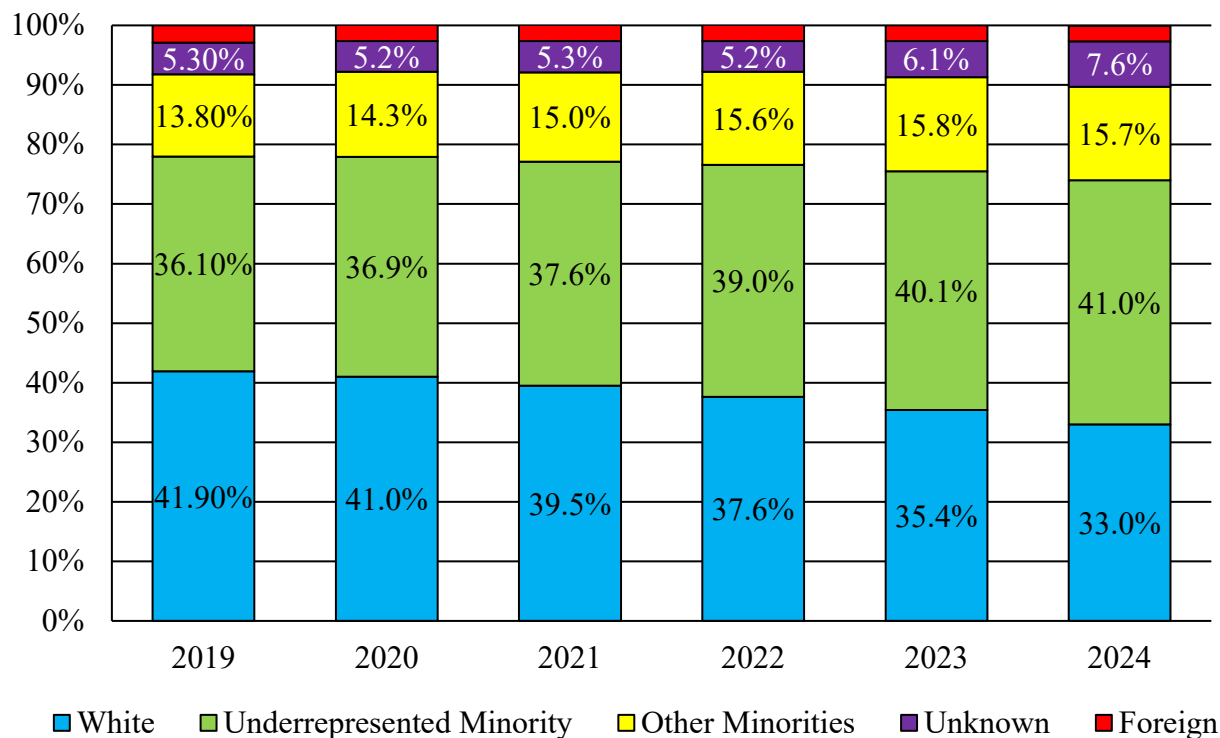


Source: University System of Maryland

Increasing Diversity of Undergraduates

As the graduating high school graduates become increasingly more diverse, so has USM’s student population, as shown in **Exhibit 5**. Overall, since fall 2019, underrepresented minority students have comprised an increasing portion of undergraduate students, an increase of 4.9 percentage points to 41.0% in fall 2024. Over the same time period, other minorities share of the student population also increased, an increase of 1.9 percentage points, to 15.7% of the student population. The percentage of unknown race and ethnicity category for undergraduate students increased from 5.2% in fall 2022 to 7.6% in fall 2024.

Exhibit 5
Undergraduate Students by Race/Ethnicity
Fall 2019-2024

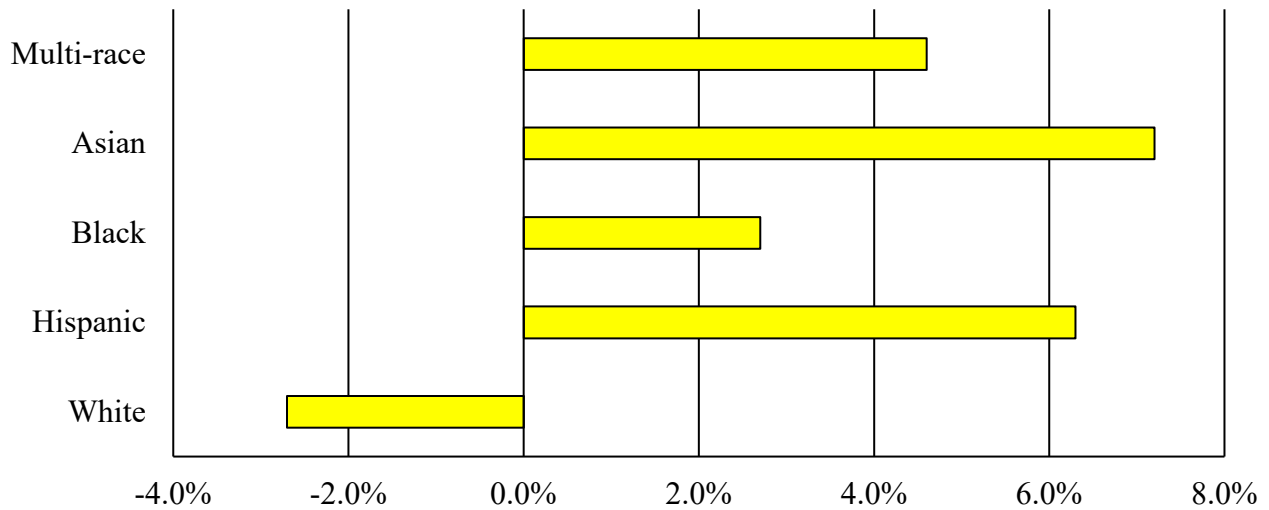


Note: Underrepresented Minority includes African American/Black, Hispanic, American Indian, and Native Hawaiian. Other Minorities includes those identifying with Asian and multiple races.

Source: University System of Maryland

The trend of white students comprising a lower share of the USM undergraduate student body follows a national trend of declining enrollment of white students over the past 10 years. According to The Chronicle for Higher Education, in Maryland from 2012 to 2022, while enrollment decreased by 13.8% among all higher education segments, enrollment of white students fell by 31.1%. As shown in **Exhibit 6**, nationally between fall 2022 and 2024 among racial and ethnic categories, only enrollment of white students declined by 2.7% at the nation’s public four-year institutions.

Exhibit 6
National Undergraduate Enrollment Change
By Race/Ethnicity
Fall 2022-2024



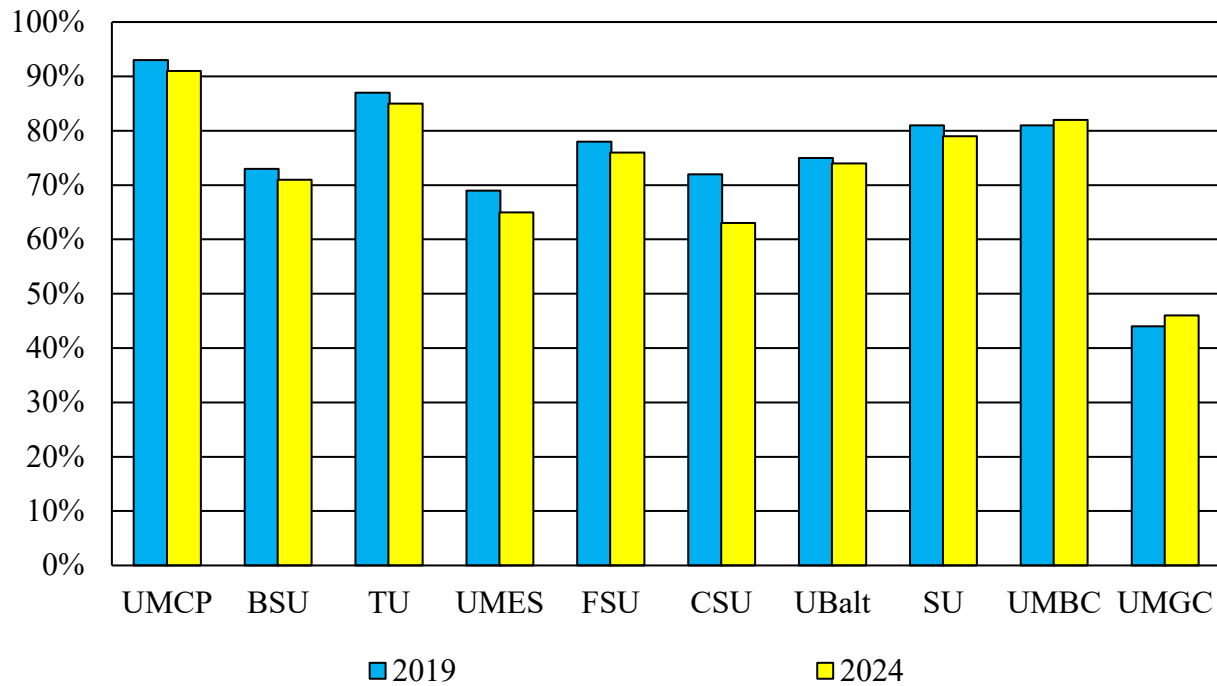
Source: National Student Clearinghouse Research Center

2. Student Performance

Retention Rates

Retention rates are not only an indicator of student progress but also of the ability of institutions to keep students. The second-year rate is an indicator of a number of factors ranging from students being prepared for college to support provided by institutions to students. Improving the retention of students is one of USM’s strategies to increase enrollment, as it is easier to retain students than to recruit new students. **Exhibit 7** compares the second-year retention rates of the fiscal 2019 (prepandemic) and fiscal 2024 cohorts. The rate improved at two institutions (UMBC and UMGC); however, the rate at the other institutions has not fully recovered to prepandemic levels, with the rates for the fiscal 2024 cohorts 1 to 2 percentage points below that of the fiscal 2019 cohort. CSU is an exception, with a 9 percentage points decline for the fall 2024 cohort (63%) compared to the 2019 cohort.

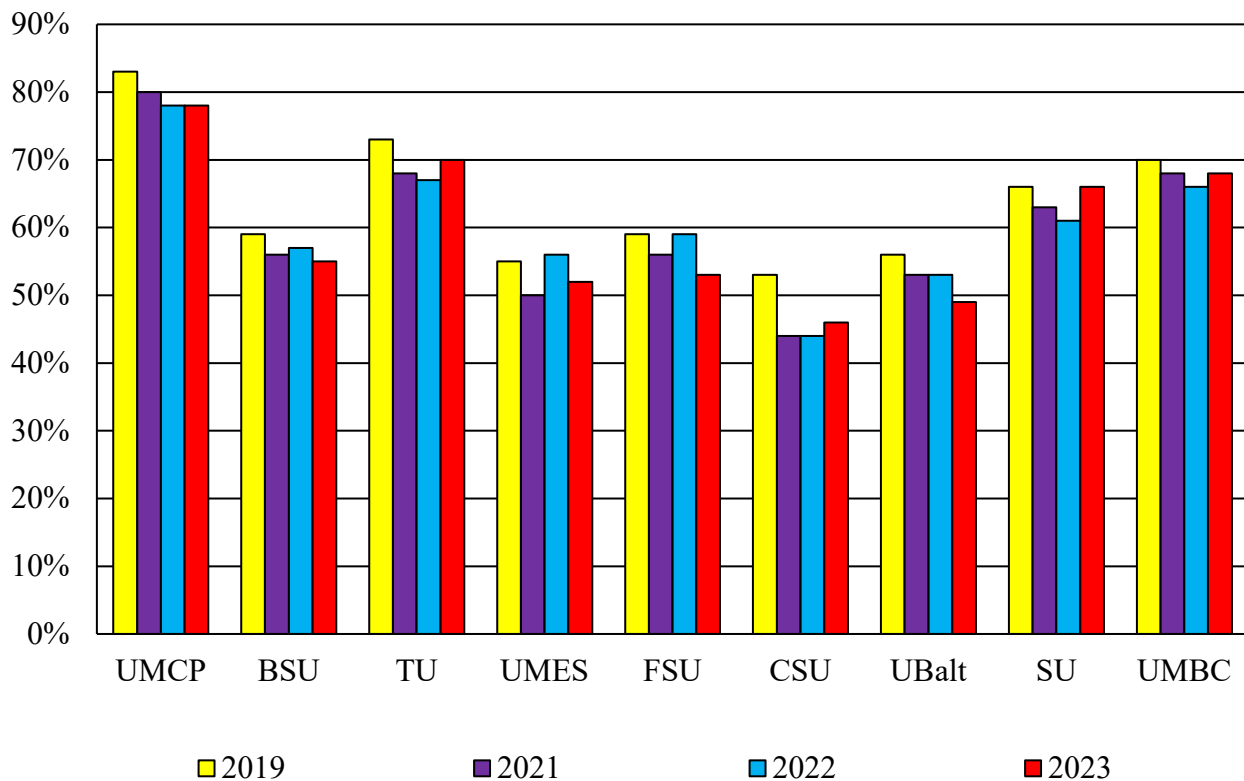
Exhibit 7
Comparison Second-year Retention Rates
Fiscal 2019 and 2024 Cohorts



Source: University System of Maryland

Exhibit 8 compares the third-year retention rates of the fiscal 2019 cohort (prepandemic) to the fiscal 2021 through 2023 cohorts. For the 2020-2021 academic year (fiscal 2021 cohort), institutions de-densified campuses, with most classes being taught remotely, and reduced residence hall occupancy. These changes resulted in the third-year retention rate for the fiscal 2021 cohort declining between 2 and 9 percentage points compared to the fiscal 2019 cohort. The rate improved for the fiscal 2023 cohort at four institutions (TU, CSU, SU, and UMBC) and declined between 2 and 6 percentage points at four institutions (BSU, UMES, FSU, and UBalt). Overall, the third-year rates have not rebounded to the prepandemic levels, with the exception of SU, with the rates of the fiscal 2023 cohort 2 to 7 percentage points lower than the fiscal 2019 cohort. Given the general decline in the second-year rate as shown in Exhibit 7, the rate may not improve with the fiscal 2024 cohort.

Exhibit 8
Third-year Retention Rates
Fiscal 2019-2023 Cohorts

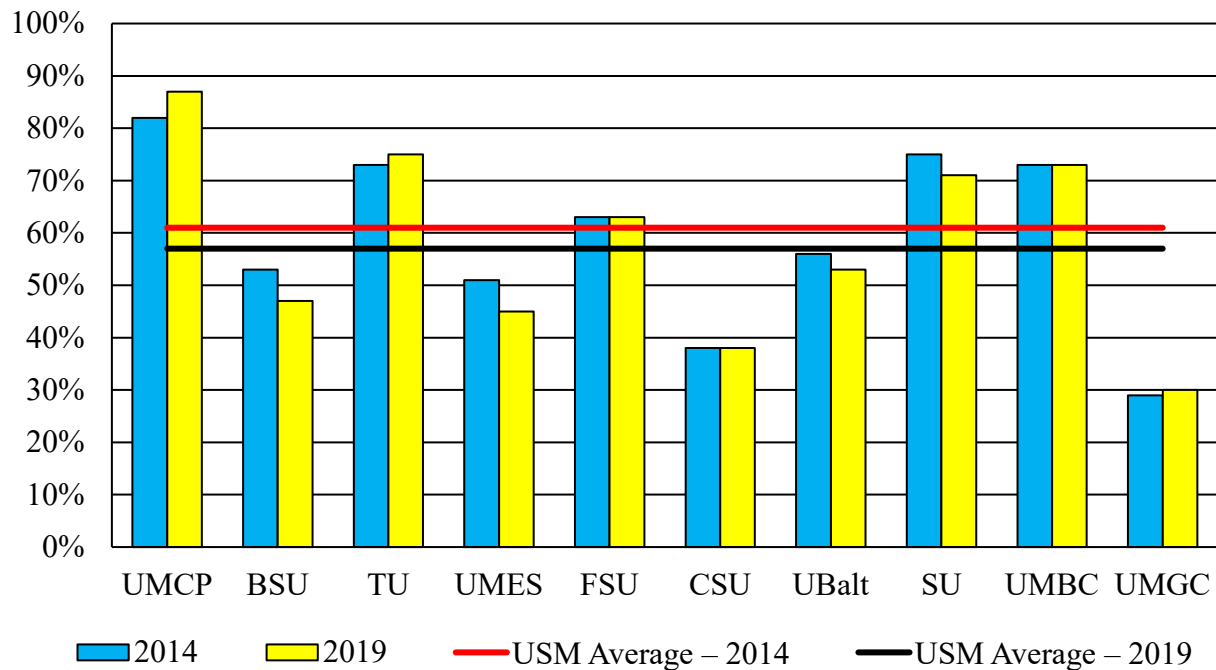


Source: University System of Maryland

Graduation Rates

Exhibit 9 compares the six-year graduation rate of the fiscal 2014 and 2019 cohorts. Fiscal year cohorts include all new degree seeking students enrolled during the fiscal year and includes part-time students, transfers, spring enrollments, and those who stopped out or changed enrollment statuses. This provides a more complete picture of how institutions are performing than the traditional graduation rate measures used by the Maryland Higher Education Commission (MHEC), which only tracks the completions of the traditional first-time, full-time students – those enrolled at an institution at the start of the academic year and who are continuously enrolled as a full-time student until completion. In general for USM institutions, this only captures the progress of about one-third of students, providing only a partial picture of how an institution is performing.

Exhibit 9
Comparison of Graduation Rates Six Years from Entry
Fiscal 2014 and 2019 Cohorts



Source: University System of Maryland

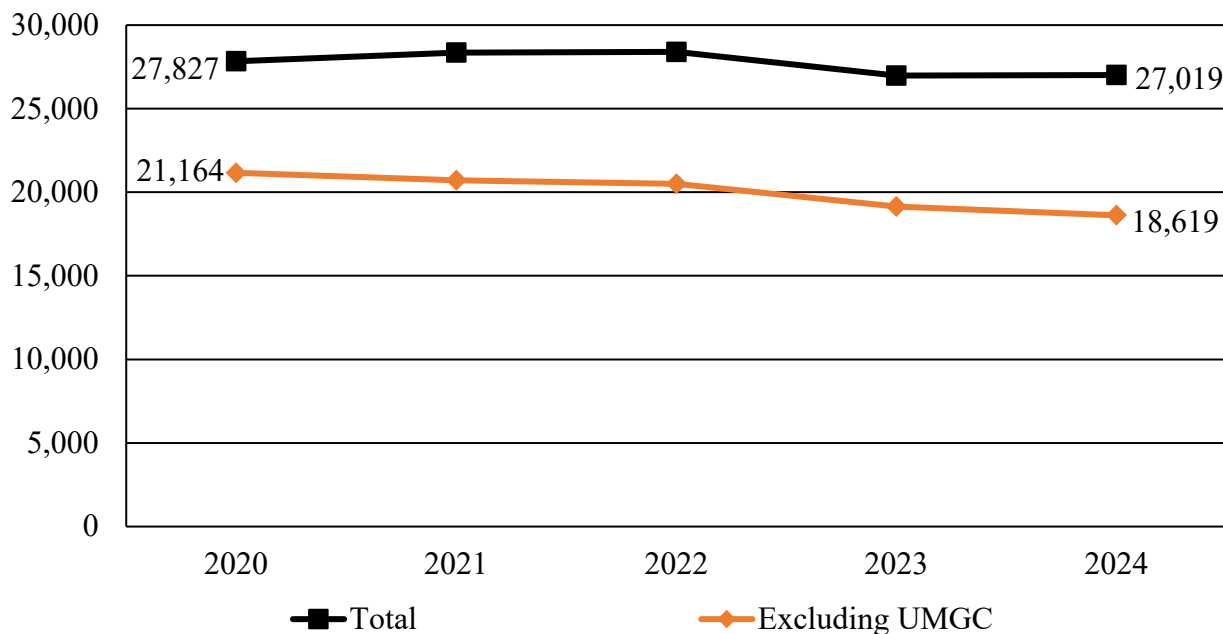
It should be noted that the graduation rates of fiscal year cohorts tend to be higher than the traditional rate at institutions that have a greater portion of transfers and part-time students, such as CSU and UBalt. In addition, using a fiscal year cohort allows for a calculation of a six-year rate for UMGC, which is excluded from the traditional measure due to its unique student population of mainly adult nontraditional students.

Overall, USM attained its highest six-year average graduation rate of 61% with the fiscal 2014 cohort, one of the last cohorts that graduated before the pandemic. The average rate has since fallen to 57% with the fiscal 2019 cohort, which can be attributed to the impacts of the pandemic that led to fewer students enrolling and/or returning to campuses. Three of the regional institutions (BSU, UMES, and SU) as well as UBalt experienced declines ranging from 4 to 6 percentage points. The rate was unchanged at FSU, CSU, and UMBC and increased at the remaining three institutions by 1 to 5 percentage points.

3. Undergraduate Degree Production

As previously discussed, the pandemic negatively affected enrollment and the retention of students. As shown in **Exhibit 10**, this in turn impacted the production of undergraduate degrees. After increasing by 6.5% between fiscal 2018 to 2022 to 28,399 degrees, the number of degrees conferred decreased by 4.9%, or 1,380 degrees, in fiscal 2024 to 27,019 degrees. Excluding UMGC, the highest number of degrees conferred occurred in fiscal 2020 (21,164). Compared to that peak, the number dropped by 12.0% to 18,619 in fiscal 2024, representing the fewest degrees awarded since fiscal 2012.

Exhibit 10
Total Undergraduate Degree Awarded
Fiscal 2020-2024

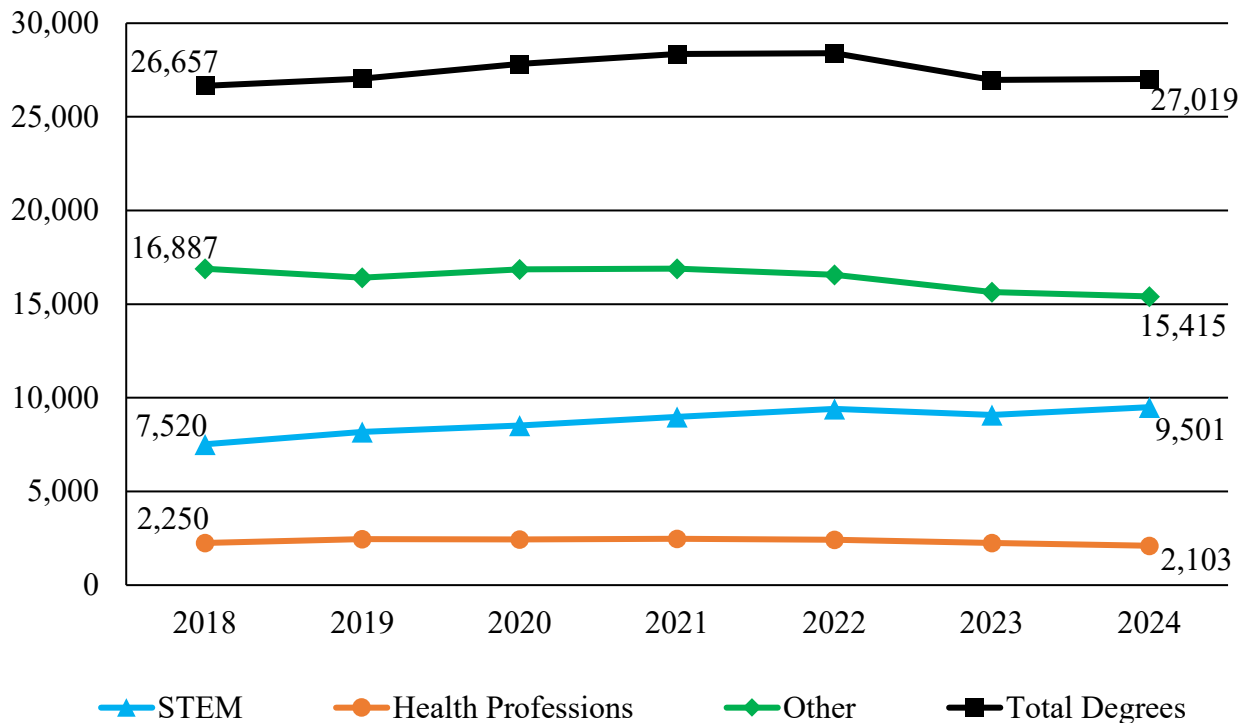


Source: University System of Maryland

Another goal in the USM strategic plan is to expand the number of graduates that are critical to Maryland’s economy, including those in science, technology, engineering, and mathematics (STEM) and health professions. The short-term target is to annually produce by calendar 2025 at least 10,000 undergraduate STEM degrees and 2,500 undergraduate health care degrees.

Overall, as shown in **Exhibit 11**, the number of undergraduate STEM and health professions degrees awarded increased by 18.8%, or 1,834 degrees, between fiscal 2018 and 2024. This was driven by a 26.3% (1,981 degree) increase in the number of STEM degrees conferred during this time period. Since fiscal 2021, when the number of health profession degrees awarded reached its highest level of 2,474, the number of these degrees awarded has declined by 15.0%, or 371 degrees. The number of undergraduate degrees conferred in other majors also hit a recent peak in that year but has since decreased by 8.8%, or 1,482 degrees.

Exhibit 11
Undergraduate Degrees Awarded by Workforce and Other
Fiscal 2018-2024



STEM: science, technology, engineering, and mathematics

Note: STEM includes biological, computer and information science, engineering, mathematics, and physical science.

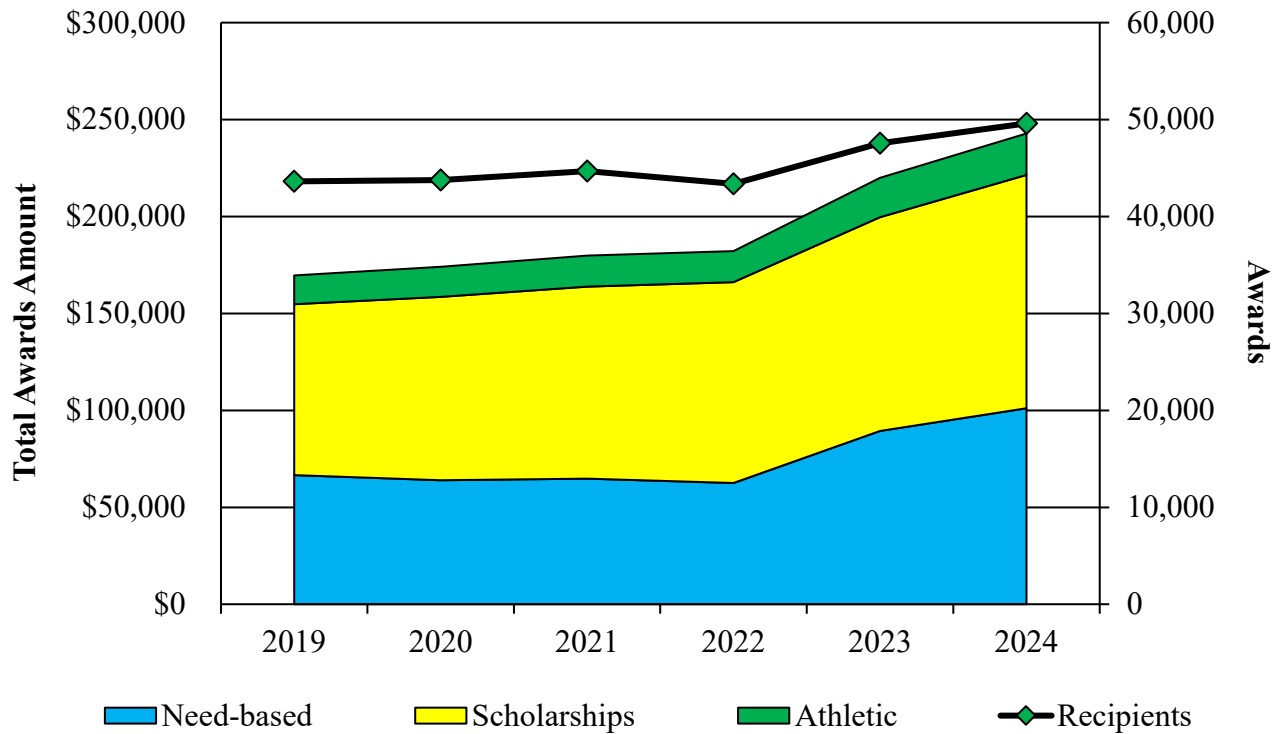
Source: University System of Maryland

Institutional Financial Aid and Impact on Success

A key factor to improving student success, particularly with the changing demographics of Maryland high school graduates, such as an increase in first-generation and/or low-income students, is access to financial aid. Financial aid not only increases affordability and access but also impacts retention and student completion. Students can face various financial challenges, such as running out of financial aid, expenses related to fixing a car, or paying for child care, which can in turn impact their academic performance, as their concerns turn to how to pay for school, bills, housing, and/or food. These stressors can affect a student's ability to focus on coursework and can lead to students stopping or dropping out of college. Furthermore, financial aid can reduce the need for students to work or take out student loans. Overall, students receiving aid are more likely to persist and graduate.

As shown in **Exhibit 12**, between fiscal 2019 and 2024, USM institutions increased spending on financial aid by 43.2%, or \$73.3 million, to \$242.8 million in fiscal 2024. During that period, the number of awards has increased from 43,622 to 49,603 awards. The largest increase in expenditures (\$37.8 million) occurred in fiscal 2023, primarily due to spending on need-based aid growing by \$26.8 million compared to the prior year. Between fiscal 2020 and 2022 expenditures on need-based aid decreased by \$4.0 million, while that spent on scholarships grew by \$15.4 million. In fiscal 2024, total expenditures grew by 10.4%, or \$23.0 million, of which \$11.7 million was related to increased spending on need-based aid. Overall, spending on need-based aid comprised 41.6% of total expenditures in fiscal 2024, an increase from 39.3% in fiscal 2019.

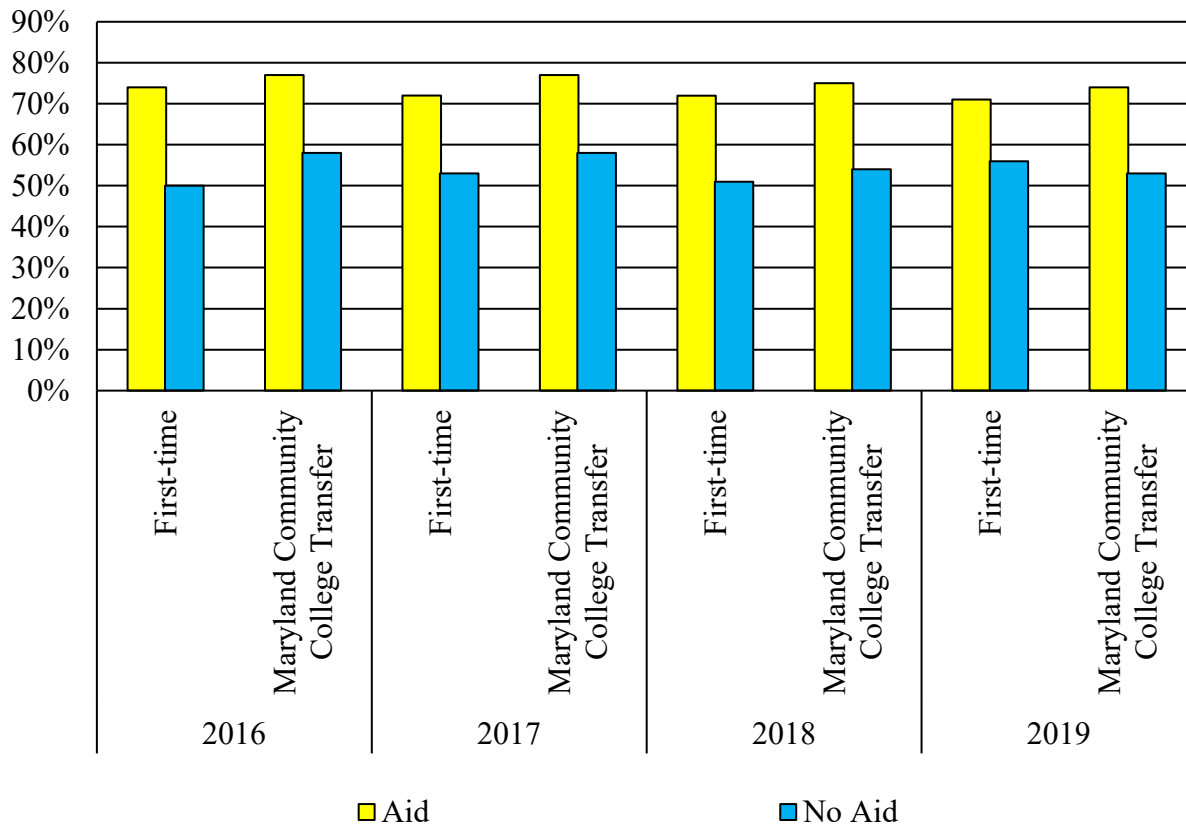
Exhibit 12
Total Institutional Financial Aid Expenditures
Fiscal 2019-2024
(\$ in Thousands)



Source: University System of Maryland

The impact institutional aid has on student success is illustrated in **Exhibit 13**, which compares the six-year graduation rate of full-time and Maryland community college transfer students with those who did and did not receive financial aid. Overall, students in these groups receiving financial aid graduate at a higher rate than those who do not receive aid. The fiscal 2014 cohort obtained the highest rate of 75% and 79% for first-time and Maryland community college students, respectively, and has since declined to 71% and 74%, respectively, with the fiscal 2019 cohort. On average, the gap in the six-year graduation rate between those receiving and those who did not was 20 percentage points.

Exhibit 13
Comparison of Six-year Graduation Rates
Received and Not Received Aid
Fiscal 2016-2019



Source: University System of Maryland

4. Research Expenditures

Institutions serve as hubs for basic and applied research, leading to new technologies, breakthroughs, and new knowledge. As such, one of the priorities in the USM strategic plan is to build upon its strength in research and leverage its proximity to Washington DC and federal agencies. Creating new and expanding resources will help strengthen and diversify USM’s research portfolio and help in attracting and retaining quality research facility and students. As shown in **Exhibit 14**, research expenditures across USM increased by 29.1%, or \$369.6 million, from fiscal 2019 to 2023, of which \$288.7 million is attributed to UMB/UMCP. While research is not a primary mission of comprehensive institutions, expenditures grew by 51.5%, or \$20.0 million.

Exhibit 14
Research Expenditures
Fiscal 2019-2023
(\$ in Thousands)

| | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Comprehensive Institutions* | \$38,910 | \$42,774 | \$43,800 | \$43,890 | \$58,951 |
| Research Institutions | | | | | |
| UMBC | \$80,632 | \$83,867 | \$84,418 | \$110,319 | \$144,262 |
| UMCES | 56,033 | 54,560 | 51,201 | 53,718 | 53,233 |
| UMB/UMCP | 1,096,600 | 1,103,062 | 1,142,264 | 1,228,550 | 1,385,302 |
| Subtotal | \$1,233,265 | \$1,241,489 | \$1,277,883 | \$1,392,587 | \$1,582,797 |
| Total | \$1,272,175 | \$1,284,263 | \$1,321,683 | \$1,436,477 | \$1,641,748 |

*Does not include UMGC.

Source: University System of Maryland

Chapter 25 of 2016, which formalized the partnership between UMB and UMCP, required establishing a mechanism permitting the joint reporting under a unified federal identification number of research expenditures to the National Science Foundation’s Higher Education Research and Development survey, which is the primary source of data serving as the basis for determining the national rankings of institutions that are engaged in sponsored research. In fiscal 2019, UMB and UMCP began reporting as one research unit and was ranked seventeenth compared to fiscal 2018, when UMCP and UMB were ranked forty-seventh and fifty-fifth, respectively. In fiscal 2023, UMCP/UMB was ranked fourteenth.

Fiscal 2025

Proposed Deficiency

The fiscal 2026 budget includes a proposed deficiency appropriation totaling \$25.8 million, of which the USM institution’s share is \$24.9 million to replace general funds with the HEIF, reflecting the use of higher than expected revenues. In addition, there is a proposed deficiency to increase restricted funds from special funds for UMCP of \$678,706 to fund general salary increases for MRFI.

Cost Containment

In July 2024, the Board of Public Works (BPW) approved a number of reductions across State agencies, including a reduction to USM’s appropriation of \$23.9 million. As shown in **Exhibit 15**, of this amount, \$19.1 million related to a 1% reduction to USM’s appropriation. Additional actions included the removal of \$3.4 million of funding mandated in Chapter 683 of 2021 for MPowering; a reduction of 50% (\$375,000) of a one-time legislative addition for UMGC’s Completion Scholarships; and the removal of \$1 million in pay-as-you-go funds for CSU for improvements to its student center. Institutions have taken various actions in order to reduce their budgets due to these actions, including freezing positions and reducing spending on facilities renewal, contractual services, and travel.

Exhibit 15
Board of Public Works Reduction by Institution
Fiscal 2025
(\$ in Thousands)

| | <u>General</u> | <u>Mandated Funding</u> | <u>PAYGO</u> | <u>Legislative Add</u> | <u>Total</u> |
|-----------------------------|------------------|-----------------------------|-----------------|----------------------------|------------------|
| UMB | -\$3,185 | -\$1,000 | | | -\$4,185 |
| UMCP | -7,158 | -1,000 | | | -8,158 |
| BSU | -600 | | | | -600 |
| TU | -1,902 | | | | -1,902 |
| UMES | -644 | | | | -644 |
| FSU | -546 | | | | -546 |
| CSU | -534 | | -\$1,000 | | -1,534 |
| UBalt | -552 | | | | -552 |
| SU | -831 | | | | -831 |
| UMGC | -570 | | | -\$375 | -945 |
| UMBC | -1,861 | -400 | | | -2,261 |
| UMCES | -253 | | | | -253 |
| USMO | -267 | -1,000 | | | -1,267 |
| Universities at Shady Grove | -228 | | | | -228 |
| Total | -\$19,132 | -\$3,400 | -\$1,000 | -\$375 | -\$23,907 |

PAYGO: pay-as-you-go

Source: Department of Legislative Services

Legislative Priorities

During the 2024 session, the General Assembly added one-time funding in § 21 of the fiscal 2025 Budget Bill that included funding for 13 programs at six institutions and a regional higher education center, totaling \$7.6 million, of which, as noted previously, \$375,000 was reduced in cost containment actions for a net of \$7.2 million, as shown in **Exhibit 16**. Of the remaining amount, \$5.2 million is one-time funding.

Exhibit 16
Legislative Additions
Fiscal 2025
(\$ in Thousands)

| <u>Institution</u> | <u>Program</u> | <u>Funding</u> |
|---------------------------|--|-----------------------|
| UMB | Rural Health Equity and Access Longitudinal Elective Scholarship Program | \$1,400 |
| | Dental Emergency Clinic | 1,000 |
| | Advanced Oral Health Care | 1,000 |
| | Levitas Initiative for Sexual Assault Preventions | 500 |
| | Center for Infant and Child Loss | 150 |
| UMCP | Partnership for Action Learning in Sustainability | 250 |
| TU | Maryland Center for Community Schools | 250 |
| | Dr. Nancy Grasmick Leadership Institute | 250 |
| FSU | Mary E. Clapsaddle Merit Scholarship | 200 |
| UBalt | Staff Apprenticeship 2030 | 25 |
| | Schaefer Center on Public Policy | 1,500 |
| UMGC | Maryland 22 Completion Scholarship Program | 375 |
| USMO/USMH | Information Technology Infrastructure | 300 |
| Total | | \$7,200 |

Note: Includes \$375,000 of reductions approved by the Board of Public Works in July 2024.

Source: Department of Legislative Services

R30B00 – University System of Maryland – Fiscal 2026 Budget Overview

The Schaefer Center on Public Policy at UBalt received \$1.5 million, of which \$1.4 million has been expended or encumbered to date. The remaining funds will be used to support a public policy conference for Maryland managers and educational events for NexGen students. Funds were used for:

- placement of UBalt students in 137 paid internships with local, county, and State government and nonprofit organizations in Maryland;
- enrollment of 77 public managers from local, county, and State government agencies and nonprofit organizations from 20 jurisdictions in the Maryland Certified Public Manager Program at no cost to the employees or agencies;
- graduate fellowships to 5 students to provide research support to the center for projects completed for Maryland agencies; and
- partial support to the center’s applied research work.

The University System of Maryland Office (USMO) received \$300,000 for information technology upgrades at the University System of Maryland at Hagerstown (USMH). To date, no funds have been expended; however, USMH recently completed a request for proposals. Funds will be used to (1) replace access readers, cameras, and security system technology; (2) add cameras and intercoms at USMH buildings; and (3) update switches that are compatible with the new security system and corresponding hardware.

See the budget analyses for R30B21 – UMB, R30B22 – UMCP, R30B24 – TU, and R30B26 – FSU for further information on projects receiving additional funding.

Proposed Budget

As shown in **Exhibit 17**, when excluding the impact of the fiscal 2025 general salary increases that are included in fiscal 2026 but are not included in the fiscal 2025 working appropriation of the USM institutions and are instead budgeted centrally in the Statewide Account in DBM, State funds decrease by \$105.5 million, or 4.9%.

Exhibit 17
Proposed Budget
Fiscal 2024-2026
(\$ in Thousands)

| | <u>2024</u> <u>Actual</u> | <u>2025</u> <u>Adjusted</u> | <u>2026</u> <u>Adjusted</u> | <u>2025-2026</u> <u>Change</u> | <u>% Change</u> <u>Prior Year</u> |
|--|------------------------------|--------------------------------|--------------------------------|-----------------------------------|--------------------------------------|
| General Funds | \$2,026,229 | \$1,996,015 | \$1,873,620 | -\$122,395 | -6.1% |
| State General Funds (Restricted) | | 199 | | | |
| Deficiency–HEIF Swap | | -24,921 | | | |
| HBCU Settlement Funds | 36,193 | 33,120 | 34,319 | | |
| Contingent Reduction (UMCP) | | | -150 | | |
| Total Adjusted General Funds | \$2,062,422 | \$2,004,413 | \$1,907,789 | -\$96,624 | -4.8% |
| Special Funds | | | | | |
| HEIF | \$150,466 | \$130,185 | \$148,544 | | |
| Deficiency – HEIF Swap | | 24,921 | | | |
| Total HEIF | \$150,466 | \$155,106 | \$148,544 | -\$6,561 | -4.2% |
| CRF – HBCU Settlement Funds | | \$2,356 | | | |
| Total Adjusted State Operating Funds | \$2,212,888 | \$2,161,875 | \$2,056,334 | -\$105,542 | -4.9% |
| Adjustment – Fiscal 2025 COLA/Increment | | | \$142,904 | | |
| Total State Operating Funds | \$2,212,888 | \$2,161,875 | \$2,199,238 | \$37,363 | 1.7% |
| Other Unrestricted Funds | \$3,460,437 | \$3,612,433 | \$3,683,768 | \$71,335 | 2.0% |
| Transfer (to)/from Fund Balance | -96,884 | -32,989 | -30,552 | | |
| Net Unrestricted Funds | \$5,576,441 | \$5,741,319 | \$5,852,454 | \$111,135 | 1.9% |
| Restricted Funds | \$1,770,008 | \$1,948,171 | \$1,993,768 | | |
| CARES/CRRSSA/ARPA – Direct Federal Support | 10,292 | 3,589 | | | |
| State Special Funds PAYGO | 41,595 | | | | |
| Deficiency – State Special Funds (Restricted) | | 679 | | | |

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| | <u>2024</u> <u>Actual</u> | <u>2025</u> <u>Adjusted</u> | <u>2026</u> <u>Adjusted</u> | <u>2025-2026</u> <u>Change</u> | <u>% Change</u> <u>Prior Year</u> |
|--|------------------------------|--------------------------------|--------------------------------|-----------------------------------|--------------------------------------|
| State Special Funds (Restricted) | 11,043 | 11,134 | 12,280 | | |
| Total Restricted Funds | \$1,832,938 | \$1,963,573 | \$2,006,048 | \$42,475 | 2.2% |
| Total Funds | \$7,409,379 | \$7,704,892 | \$7,858,502 | \$153,611 | 2.0% |
| Total Funds Excluding PAYGO | \$7,365,483 | \$7,704,892 | \$7,858,502 | \$153,611 | 2.0% |

ARPA: American Rescue Plan Act

CARES: Coronavirus Aid, Relief, and Economic Security

COLA: cost-of-living adjustment

CRF: Cigarette Restitution Fund

CRRSSA: Coronavirus Response and Relief Supplemental Appropriations Act

HBCU: historically Black college and university

HEIF: Higher Education Investment Fund

PAYGO: pay-as-you-go

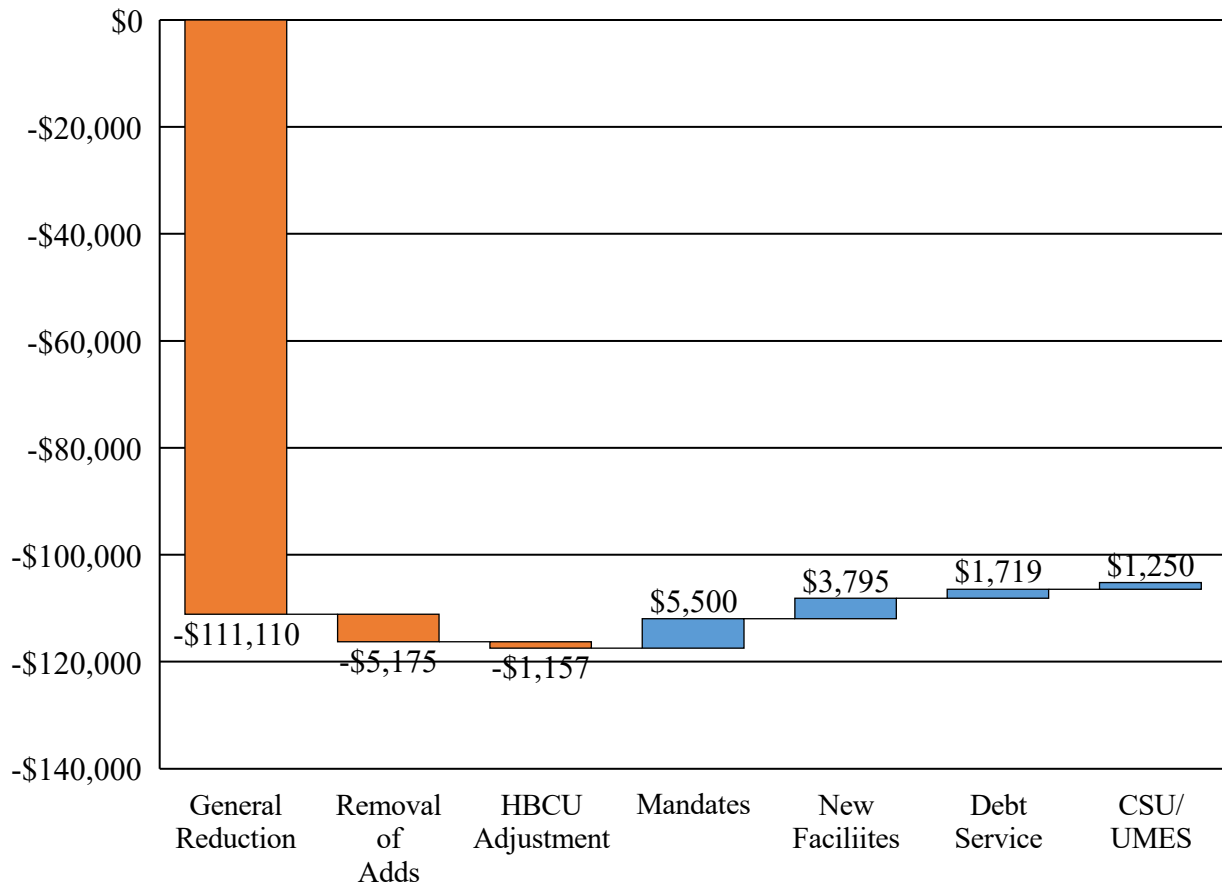
Note: Numbers may not sum to total due to rounding. The fiscal 2025 working appropriation accounts for deficiencies. The fiscal 2026 allowance accounts for contingent reductions. The fiscal 2025 impacts of statewide salary adjustments are centrally budgeted in the Department of Budget and Management (DBM), and adjustments are not reflected in institution’s budget. The fiscal 2026 impacts of the fiscal 2025 statewide salary adjustments appear in institution’s budget. The fiscal 2026 statewide salary adjustments are centrally budgeted in DBM and are not included in institution’s budgets.

Source: Governor’s Fiscal 2026 Budget Books; Department of Legislative Services

As shown in **Exhibit 18**, State funding decreases between the fiscal 2025 working appropriation and the fiscal 2026 allowance total of \$117.4 million, including:

- \$111.1 million (equating to a 5% reduction to the appropriation);
- \$5.2 million related to the removal of one-time legislative additions in the fiscal 2025 budget; and
- \$1.2 million due to a reduction to BSU’s allocation of the historically Black colleges and universities (HBCU) settlement funds based on its share of the HBCU enrollment.

Exhibit 18
Changes in State Funding
Fiscal 2026
(\$ in Thousands)



HBCU: historically Black colleges and universities

Source: Department of Legislative Services

These decreases are partially offset by increased funding totaling \$12.3 million, which includes \$5.5 million in additional State funding as mandated in Chapter 683 of 2021 (\$4.0 million for funding guideline attainment) and Chapter 181 of 2024 (\$750,000 each to UMB and UMCP for the University of Maryland Institute for Health Computing).

The allowance provides \$1.3 million to fund initiatives:

- \$1.0 million to CSU to develop programs 1 and 2 for six capital projects; and
- \$250,000 to provide State matching funds for UMES’s agriculture extension program.

Additional State support is also provided to cover operating costs, including:

- \$3.8 million for the opening of new facilities at UMCP, BSU, TU, UMES, FSU, CSU and University of Maryland Center for Environmental Science (UMCES); and
- \$1.7 million for debt service for equipment in new facilities at UMCP, UMES, FSU, CSU, and UMCES.

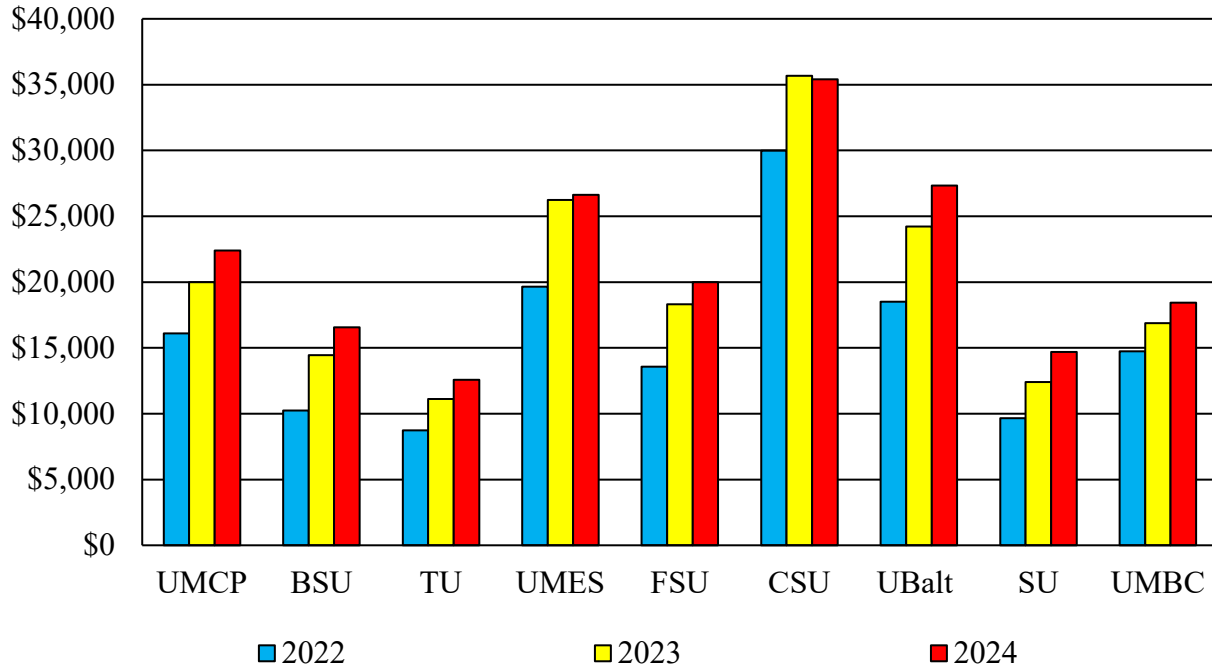
The Chancellor should comment on actions institutions will take to reduce their operating budgets to order to offset the reduction in State funding.

Other current unrestricted funds increase \$71.3 million, or 2.0%, primarily due to increases of \$45.0 million and \$21.8 million in tuition and fee and auxiliary revenues, respectively. Restricted funds increase \$42.5 million, or 2.2%, in fiscal 2026. Overall, total funds increase by \$153.6 million, or 2.0%, over fiscal 2025.

State Funding Per Full-time Equivalent Students

State funding (general funds and HEIF) per full-time equivalent students (FTES) increased on average by \$4,235, or 28.2%, in fiscal 2023, as shown in **Exhibit 19**. This reflects funding for general salary increases, restoration of the fiscal 2021 BPW cost-containment actions, and the first year of the HBCU settlement funds. On average, funding at BSU, CSU, and UMES increased by \$5,495 per FTES in that year. In fiscal 2024 funding per FTES slightly declined at CSU by \$254 to \$35,406 per FTES due to an increase in enrollment, but at that level is still the highest among the USM institutions. At \$27,324, UBalt has the next highest funding per FTES, reflecting the continual decline in enrollment. (See **Appendix 2** for State funding and tuition and fees funding per FTES from fiscal 2017 to 2024)

Exhibit 19
State Funding Per Full Time Equivalent Students
Fiscal 2022-2024



Note: UMCP and UMES excludes funding the Agriculture Cooperative Extension and Experimental Station. Fiscal 2023 and 2024 excludes one-time legislative additions to the budget.

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

Personnel Data

| | FY 24 <u>Actual</u> | FY 25 <u>Working</u> | FY 26 <u>Allowance</u> | FY 25-26 <u>Change</u> |
|------------------------|--------------------------------------|---------------------------------------|---|---|
| Regular Positions | 26,431.69 | 26,682.27 | 26,682.27 | 0 |
| Contractual FTEs | <u>7,176.96</u> | <u>7,174.40</u> | <u>7,369.59</u> | <u>195.19</u> |
| Total Personnel | 33,608.65 | 33,856.67 | 34,051.86 | 195.19 |

Vacancy Data: Regular Positions

| | | |
|--|----------|-------|
| Turnover and Necessary Vacancies, Excluding New Positions | 975.81 | 3.7% |
| Positions and Percentage Vacant as of 12/31/24 | 1,320.16 | 4.95% |

- USM has personnel autonomy and may create or abolish positions during the fiscal year. In fiscal 2025, 1,795.15 full-time equivalent (FTE) positions were added that were partially offset by the elimination of 1,544.57 FTE positions (1,062.27 FTE State-supported and 482.3 FTE non-State-supported positions) resulting in a net increase of 250.58 FTE.
- UMCP accounted for 74.5% (1,150.72 FTEs) of the eliminated positions of which 751.39 FTEs were State-supported positions, and UMBC accounted for 11.2% (173.05 FTEs) of the decline in positions, of which 119.95 FTEs were State-supported positions.
- Of the 1,795.15 FTE newly created positions, 914.15 FTEs were State-supported positions. UMCP accounted for 77.6% (1,392.28 FTEs) of the new positions, of which 696.19 FTEs were State-supported. UMBC accounted for 263.33 FTEs of the new positions, of which 151.67 FTEs were State-supported positions.
- Position adjustments include the conversion of 24.0 contractual positions to regular positions, with UMB converting 13.0 FTEs to regular positions.
- In addition, 868.0 FTEs of the non-State-supported positions are related to auxiliary and research, with UMCP accounting for 80.2% (696.09 FTEs) of the positions.

Issues

1. Revised Tuition Policy

At the November 2024 meeting, BOR approved revisions to its tuition policy (VIII-2.01), that modernize the tuition structure, enhance institutional flexibility, foster innovation, and increase transparency. USMO undertook an 18-month review of the policy in collaboration with Huron, a national consulting firm. USM’s policy was benchmarked against peer systems and institutional policies, and feedback was obtained from institutional stakeholders and shared governance groups.

Overall, the policy simplifies the framework and enforces BOR’s authority to approve tuition rates. The policy continues to prioritize Maryland residents when setting tuition rates, ensuring affordability and access to institutions.

Setting Tuition Rates

The policy allows for the Presidents to recommend tuition rates within established guidelines that are in alignment with the annual operating budget. The guidelines will be established by the Chancellor in consultation with the Presidents and BOR. The policy sets up institutions to determine the appropriate tuition increase for their institution, rather than USM setting a systemwide increase in resident undergraduate tuition.

Differential Tuition

The revised policy formalizes the process for an institution to seek BOR approval to implement differential tuition to address unique program needs or market demands under defined criteria. Prior to the revised policy, institutions had to request an individual exemption from the policy, such as UMCP implementing differential tuition for its business, engineering, and computer science programs in fall 2015 as well as CSU and UMES offering residential tuition to students residing in a state that does not have an HBCU starting in fall 2024. Tuition differential applies to:

- undergraduate academic programs that may have higher costs or specific accreditation standards that justify additional tuition;
- academic programs or courses delivered in different modalities (*e.g.*, in-person, online, or hybrid) that may have varying costs – institutions may propose a tuition differential based on the method of delivery;
- military, federal, and private contracts in which the rate may not be lower than the corresponding resident tuition rate except for arrangements with the U.S. government or if the arrangement is significant to the institution’s mission or the business plan demonstrates

significant financial benefits – tuition rates offered under these arrangements should be justified by the specific benefits that it brings to the institution and its mission; and

- when geographic considerations are taken into account in certain circumstances, in which institutions may offer reduced tuition rates to out-of-state students from contiguous counties, specific border state locations, or other designated geographic areas to promote regional collaboration, enhance student opportunities, and increase educational access.

Institutions proposing to implement tuition differentials for undergraduate programs, are required to provide a detailed explanation and justification for the differential as part of their tuition request to BOR. For those institutions proposing to reduce tuition rates based on geographic considerations, an institution must submit the request to the Chancellor that should include a detailed rationale for the tuition reduction, expected benefits, and potential financial implications. The Chancellor will decide whether to recommend it to BOR for approval.

In order to ensure accountability, institutions that implement differential tuition must submit periodic reports to BOR that must include:

- baseline data prior to implementation;
- following implementation, the most recent five-year trend for all expected outcomes included in the institution’s proposal;
- verifiable outcomes, which may include revenue increases directed to institutional aid, increased enrollment, new faculty hires, revenue directed to salary increases, any student socioeconomic or demographic shifts, and changes in student success;
- comments on any negative outcomes, unexpected changes, and required adjustments; and
- a copy of the current published institutional policy and/or guidelines.

Additionally, institutions that are authorized to offer contractual rates lower than the approved in-state tuition rates must periodically report on these activities to the BOR Finance Committee.

Transparency

The policy is designed to increase transparency of institution’s tuition rate. Once approved by BOR, institutions must provide the public with “easily accessible information on tuition and total costs”. The information must also include any differential rates that are applied to any academic programs or delivery modalities.

2. Prison Education Program

Second Chance Pell

Prior to calendar 1994, Pell grants were available to those in prison, but the Get Tough on Crime Law stripped eligibility for the incarcerated. In calendar 2015, the Second Chance Pell (SCP) program was piloted, which allowed a limited number of colleges to apply for Pell grants for incarcerated students through a waiver. Initially, 67 institutions were invited to participate in the pilot program, including four colleges from Maryland – Anne Arundel Community College (AACC), Goucher College, UBalt, and Wor-Wic Community College. The program has since expanded to over 200 institutions that are able to offer prison education programs (PEP), including BSU and UMES. In December 2020, as part of its omnibus end of the year spending package, the U.S. Congress committed to restoring Pell grants for incarcerated people.

Only those individuals in prisons that participate in SCP program qualify for Pell grants. Rules from the U.S. Department of Education (ED) allow incarcerated individuals in a prison with an eligible PEP to qualify for a Pell grant. However, before an institution can offer a program, they will need to have faculty and staff and funding beyond the Pell grants, which typically do not cover the total cost of education. Institutions will also need to complete a lengthy approval process that includes approval from ED, the Department of Public Safety and Correctional Services (DPSCS), and MHEC. PEPs are required to operate in the best interest of the students, ensuring that incarcerated students receive a quality education.

After an initial two-year period, DPSCS is required to make a determination about whether the program is operating in the students' best interest. Without the determination, an institution would not be eligible to award a Pell grant. As part of its evaluation, DPSCS will consider program inputs that can include experience and credential of instructors, availability of academic and career advising services, and transferability of credits.

Statewide Plan

USM has met with the Maryland Association of Community Colleges to discuss participation and partnership in future PEP programs as well as with granting agencies to obtain information about the types of PEP that would be eligible for foundation funding. In addition, staff is working with specific departments on possibly support in developing a PEP; for example, the director of the USM Affiliated Institutions Libraries met with the DPSCS' director of education to discuss library support for PEP within existing resources.

In January 2024, USM hired Julep Consulting to help in developing a statewide plan for supporting PEPs. Through this work, it became clear that limiting the program to just USM would limit its success; therefore, the focus was widened to include any institution offering PEP in the State and increasing support for returning citizens. The consultants found that:

- there is an unmet demand for higher education in prison programs within Maryland;

- the approval and start-up process represents a significant barrier to entry for new programs;
- adequate staffing and training are critical;
- space and technological infrastructure are universal barriers within Maryland and across the country;
- support throughout the education journey is critical to student success; and
- data tracking/sharing is one of the most important supports that a statewide system can provide.

USM recognizes that successful implementation of PEP depends on adequate staffing, noting that other statewide efforts have a dedicated, trained, and coordinated staff at the system, school, corrections department, and prison levels. Therefore, USM will prioritize establishing a role for 1 State PEP and reentry coordinator.

Partnership with DPSCS

This work led to a memorandum of understanding (MOU) with DPSCS in calendar 2024 to bring higher education programs to every State-run prison. DPSCS is the first corrections division in the country to formalize an MOU with an entire state university system. The MOU establishes a framework for the implementation of PEPs in every State correctional facility, providing incarcerated individuals with the opportunity to pursue a bachelor's degree and credit-based certificates from any of the USM institutions through the use of federal Pell grants. The partnership will result in tailoring the curriculum to the needs and circumstances of incarcerated individuals and the establishment of pathways to continue their education or enter the workforce upon release.

The MOU will streamline the approval process for USM institutions to offer degree programs within State prisons. Each institution will sign a university agreement with the department as an addendum to the MOU, outlining the specific program to be offered at the agreed upon corrections facility. The proposed programs will be in accordance with the goals of the MOU, which included:

- committing to help participants secure employment upon release;
- offering programs that improve sense of purpose, mental health, and positive transformation;
- offering programs that align with the needs of the current workforce – benefitting both incarcerated people and the economy; and
- granting access to academic counseling and tutoring.

Resources and Education for All Prisons

In order to assist incarcerated individuals in accessing federal Pell grants, Chapter 944 of 2024 (Resources and Education for All Prisons) requires DPSCS to consult with institutions of higher education including USM institutions, MSU, AACC, Hagerstown Community College, Wor-Wic Community College, and Goucher College. The statute also requires DPSCS to:

- set goals for the number of incarcerated individuals in postsecondary education programs;
- establish systems to track the number of incarcerated individuals in postsecondary education programs, including the number of college credits earned; and
- forward tracking data on the number of college credits earned to MHEC.

Current Program Offerings

- ***Goucher College:*** Offers a Bachelor of Arts (B.A.) in American Studies at Jessup Correctional Institution (JCI) and Maryland Correction Institution for Women. Goucher admits students every two years, with the goal to maintain an average of 130 students between the two facilities who take classes part-time while working full-time; therefore, the time it takes to graduate varies depending on the situation of the student. Began offering in calendar 2012.
- ***UBalt's Second Chance:*** Offers a B.A. in Human Services Administration and a minor in business management at JCI. Students take general education requirements in the first two to three years, then move on to courses within the major. Typical time to completion is six years. Currently, 25 students per year participate, and it typically takes about six years to complete graduation requirements. UBalt uses a hybrid mode and began offering classes in calendar 2016.
- ***Wor-Wic Community College:*** Offers certificate programs in Business Management and Hotel-Motel Management at the Eastern Correctional Institution. It is designed to be completed in six semesters and has two cohorts for each certificate program, with the goal of enrolling 15 students in each. The program offers hybrid math and English classes that satisfy general education 100-level courses needed for college admission post-release.
- ***Georgetown University:*** Began offering a B.A. in Liberal Arts in January 2022 at Patuxent Institution. Students will tailor their degree program to one of three majors: cultural humanities; interdisciplinary social science; or global intellectual history. It is anticipated that students will graduate in five years. This is the only university that runs coed cohorts.

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- **BSU:** Began offering a Bachelor of Science degree in Sociology at JCI in fall 2022 and offers academic counseling, along with reentry and transition services for students prior to release. Also uses mentors and tutors to support students.

Operating Budget Recommended Actions

1. Concur with Governor's allowance.

Appendix 1
2024 Joint Chairmen’s Report Responses from Agency

The 2024 *Joint Chairmen’s Report* (JCR) requested that USM and/or its institutions prepare two 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 continues the transition between reports generated using the course unit metric as defined under an earlier USM BOR policy on faculty workload and the revised policy using credit hours to measure productivity. Key findings of the report include (1) total credit hours produced in the 2023-2024 academic year mirrored the total student headcount enrollment, over the last year fall headcount grew 1.2% and student credit hours production increased 2.2%; (2) full-time tenured/tenure track and full-time, non-tenure-track instructional faculty account for 70.4% of all credit hours produced, a slight increase from the previous year; (3) average credit hours produced by core instructional full-time faculty slightly declined from 331 to 335 between the 2022-2023 and 2023-2024 academic years, respectively; and (4) faculty secured over \$1.6 billion in research funding in the 2022-2023 academic year, a 14.2% increase from the previous year.

- ***Report on Student Cohort Data:*** The report provided information about Maryland high school applicants seeking admission as first-time students to USM institutions, including race/ethnicity and gender of first-time students by institutions from fiscal 2019 to 2024; number of applicants by Maryland high school; number of applicant students admitted by high school; and number of admitted students enrolled by high school. In addition, the report summarized the recruitment practices at each USM institution.

Appendix 2
State Funding and Tuition and Fee Per FTES
Fiscal 2017-2024

| | <u>2017</u> | <u>2018</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> | <u>2023</u> | <u>2024</u> |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| State Funding/FTES | | | | | | | | |
| UMCP | \$14,095 | \$13,746 | \$14,353 | \$15,576 | \$15,689 | \$16,095 | \$19,997 | \$22,398 |
| BSU | 9,571 | 8,792 | 9,040 | 9,457 | 9,289 | 10,244 | 14,447 | 16,564 |
| TU | 6,344 | 6,310 | 6,350 | 7,039 | 7,600 | 8,737 | 11,125 | 12,576 |
| UMES | 12,996 | 12,006 | 13,884 | 16,016 | 18,326 | 19,640 | 26,250 | 26,621 |
| FSU | 9,053 | 9,548 | 10,065 | 11,119 | 11,824 | 13,571 | 18,319 | 19,982 |
| CSU | 20,009 | 20,844 | 22,089 | 22,970 | 27,830 | 29,989 | 35,660 | 35,406 |
| UB | 9,376 | 10,026 | 11,421 | 13,900 | 15,669 | 18,498 | 24,229 | 27,324 |
| SU | 6,529 | 6,907 | 7,129 | 7,559 | 8,437 | 9,666 | 12,414 | 14,685 |
| UMBC | 10,668 | 10,881 | 11,611 | 13,246 | 13,843 | 14,749 | 16,867 | 18,433 |
| Tuition and Fees/FTES | | | | | | | | |
| UMCP | \$17,929 | \$18,642 | \$19,135 | \$19,590 | \$18,868 | \$20,140 | \$20,520 | \$20,789 |
| BSU | 8,312 | 8,646 | 9,042 | 9,105 | 9,289 | 9,739 | 9,662 | 10,053 |
| TU | 9,965 | 10,201 | 10,362 | 10,491 | 10,482 | 10,747 | 10,818 | 10,985 |
| UMES | 9,782 | 8,361 | 8,612 | 9,075 | 9,392 | 9,893 | 10,794 | 11,187 |
| FSU | 8,426 | 8,594 | 8,985 | 9,245 | 9,448 | 10,065 | 10,442 | 10,732 |
| CSU | 6,511 | 6,971 | 7,024 | 7,156 | 7,267 | 7,543 | 7,723 | 7,230 |
| UB | 16,161 | 16,952 | 17,563 | 18,768 | 19,280 | 20,824 | 21,113 | 21,413 |
| SU | 9,543 | 9,699 | 10,009 | 10,290 | 10,158 | 10,652 | 10,969 | 11,330 |
| UMBC | 11,582 | 11,832 | 12,076 | 12,545 | 12,495 | 13,352 | 14,329 | 14,577 |

FTES: full-time equivalent student

Note: State funding include general funds and Higher Education Investment Funds. UMCP and UMES excludes funding the Agriculture Cooperative Extension and Experimental Station. State funding in fiscal 2023 and 2024 excludes one-time legislative adds.

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

**Appendix 3
Fund Balance by Institution
Fiscal 2024-2026
(\$ in Thousands)**

| | <u>2025 Working</u> | | | <u>2026 Budgeted</u> | | | <u>2025-2026 \$ Change</u> | | | |
|--------------|---------------------|------------------------|----------------------------|----------------------|------------------------|----------------------------|----------------------------|------------------------|----------------------------|-----------------|
| | <u>2024</u> | <u>State-supported</u> | <u>Non-State-supported</u> | <u>Total</u> | <u>State-supported</u> | <u>Non-State-supported</u> | <u>Total</u> | <u>State-supported</u> | <u>Non-State-supported</u> | <u>Total</u> |
| UMB | \$312,444 | \$84,478 | \$237,058 | \$321,536 | \$84,478 | \$246,150 | \$330,628 | \$ | \$9,092 | \$9,092 |
| UMCP | 496,506 | 170,305 | 348,750 | 519,055 | 183,008 | 358,596 | 541,604 | 12,703 | 9,846 | 22,549 |
| BSU | 38,068 | 31,754 | 8,142 | 39,896 | 33,270 | 8,497 | 41,767 | 1,516 | 355 | 1,871 |
| TU | 126,159 | 27,250 | 105,285 | 132,535 | 33,626 | 105,285 | 138,910 | 6,376 | | 6,376 |
| UMES | 2,149 | -8,887 | 12,364 | 3,478 | -8,887 | 13,694 | 4,807 | | 1,329 | 1,329 |
| FSU | 20,218 | 26,213 | -7,495 | 18,718 | 26,213 | -8,495 | 17,718 | | -1,000 | -1,000 |
| CSU. | 30,026 | 14,969 | 15,874 | 30,844 | 15,851 | 15,874 | 31,725 | 882 | | 882 |
| U Balt | 18,328 | 4,335 | 15,172 | 19,506 | 5,512 | 15,173 | 20,684 | 1,177 | 1 | 1,178 |
| SU | 75,941 | 2,257 | 75,976 | 78,233 | 2,732 | 77,794 | 80,526 | 475 | 1,818 | 2,293 |
| UMGC | 133,318 | | 115,846 | 115,846 | | 94,507 | 94,507 | | -21,339 | -21,339 |
| UMBC | 204,098 | 72,088 | 137,430 | 209,518 | 72,088 | 143,084 | 215,172 | | 5,654 | 5,654 |
| UMCES | 31,040 | 367 | 31,040 | 31,406 | 734 | 31,040 | 31,773 | 367 | | 367 |
| USM | | | | | | | | | | |
| Office | 6,886 | 5,452 | 1,819 | 7,271 | 5,258 | 2,398 | 7,656 | -194 | 579,062 | 385 |
| USG | 13,633 | 13,050 | 910 | 13,960 | 13,938 | 937 | 14,875 | 888 | 27,236 | 915 |
| Total | \$1,508,812 | \$443,632 | \$1,098,170 | \$1,541,801 | \$467,821 | \$1,104,532 | \$1,572,353 | \$24,189 | \$6,362 | \$30,552 |

Source: University System of Maryland